



**Ministry of Education and Sports Republic of Serbia
Vocational Education and Training Reform Programme**



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**TOOLS TO BE USED BY
SOCIAL PARTNERS
FOR THE IDENTIFICATION OF
OCCUPATIONAL REQUIREMENTS AND PROFILES**

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1 Introduction

Identification and definition of occupational requirements and profiles - often called by the technical term „skill needs analysis“(SNA) - is one of the most important tasks in a VET system. But there is not a silver bullet for how to do a skill needs analysis.

In most countries multiple methods are in use. Some countries as well as the European Union are particularly interested in the development of instruments which make it possible to recognise changes as soon as they emerge.

Overview over some techniques and methodologies for the identification of skill needs:

- Interviews, questionnaires and direct observations in enterprises: It is here at the work place that the impacts of economic, technical and organisational changes on the occupational requirements can be best identified and assessed.
- Regular focus groups with exchange of experience between representatives from companies and VET schools
- Research about changes in occupational requirements and reasons for the changes
- Comparative case studies in companies in the same sector of economy
- Analysis of vacancies published in print or on-line media: it allows identifying in detail skills needed for different occupational profiles and relevant changes over time.
- Analysis of further education/training companies and organisations: They belong to the most important indicators for future developments because they react very fast to newly emerged training necessities.
- Exchange of findings about skill needs with other countries (=> OECD, EU, CEDEFOP etc)
- and others

Different agents and institutions are involved in the identification of requirements: In some countries specialised research institutions have been built up which work in close collaboration with the Ministries of Education. Qualitative and quantitative data about skills needed are collected through activities by statistical services (general information and analyses) and by labour market services (specific skills need and information, quantification of the needs and analyses). Even VET schools are performing their own skills needs analysis in order to develop relevant educational curricula (for example in Denmark).

The international state of the art is the involvement of social partners into the provision of requirements. Thus, the VET programme intends to establish social dialogue and partnership in the VET system in Serbia and to get trade unions and employers on a regular and continuous basis involved in the identification of occupational requirements and profiles.

In this part of the manual technical tools and methodologies for the identification and definition of skill needs are described which are especially appropriate to be used by social partners in the VET system:

Firstly, it is indicated who can use the tool; then the tool is described and finally examples are provided.

2 Instruction: How to conduct an Interview

General remark

To interview people in enterprises is one of the most common techniques for Skills Needs Assessment. Face to face interviews have the advantage of providing immediately in depth information about the situation in one company. They allow to build up closer contact to the company so that it is possible to return and to repeat the interview at certain time intervals.

In order to avoid the bias which derives from the subjective opinion of an interviewed person it is recommended to conduct interviews on the same topic with different persons.

How to conduct an interview

- Make an appointment with the person (it is rude to just show up and expect the person to give you their time)
- Learn as much as possible about the person before meeting him/her.
- Have a clear concept of what you want to get out of the interview ahead of time.
- Write your questions down before the interview, use them as a guideline to conduct the interview.
- Be prepared to follow the path which is offered by the interviewee.
- Be on time, and be prepared with paper and pen.
- Be friendly and courteous - remember they are giving you their valuable time!
- Ask your questions clearly.
- Ask specific, thought-provoking questions. Avoid yes/no questions.
- Stay focused, but if something interesting comes up go with it.

- Don't interrupt!
- Don't provide information in advance unless it is to get the interview going, to get it back on track, or to give background information relevant to your goals.
- Don't talk too much by yourself!
- Take short and precise notes.
- Check before ending the interview that you obtained all the information needed.
- If you need to go more in depth, set up another interview with the person.
- If necessary, review your notes with the person.
- Thank the interviewee for his/her time.

3 Interview Guideline: Occupational Profiles and Requirements for Changes

3a) Instruction

This interview guideline provides an overview over the appropriateness of educational profiles for occupational requirements and suggestions for changes

The tool can be used

- by ISOR committees in order to identify which profiles are used and requirements for changes within the companies, represented by the members of the ISOR committees
- by the VET centre and the tasks forces established by the VET centre to get information about the situation in a specific sector of industry
- by local social partnership bodies like local socio-economic councils in order to get information about occupational profiles and requirements for changes in their respective area.

3b) Template

Interview Guideline

Occupational Profiles and Requirements for Changes

1	Name of the enterprise Branche/Sector of Industry Size of the enterprise Ownership Contact person/ interviewed person	
2	Dominant profiles in the enterprise	
3	Satisfied with which profiles?	
4	Unsatisfied with which profiles?	

5	What has to be changed within the profiles in order to perform the occupation satisfactorily? Specify for each profile: <ul style="list-style-type: none">• Level of knowledge • The performance of the skills • The attitude	
6	Suggestions for new profiles	

3c) Example

A preliminary version of this interview guideline was used in the VET programme for the first contact of Change Agents/Trainers (CAT's) with companies in their area.

Below you find an example with the results of an interview series in the sector of Civil engineering.

1	Name of the sector	CIVIL ENGINEERING AND CONSTRUCTION
2	No of enterprises visited The size of the enterprises Ownership Contact person	101 Large: 11, Medium:36, Small: 54 State owned: 65 Private: 36 Technical directors, the heads of HRD offices
3	Dominant profiles	Dominant profiles: Civil engineering technician for low building Civil engineering technician for high building Civil engineering vocational workers, all profiles Geodesy technician Carpenters Decorators
4	Satisfied with profiles: <ul style="list-style-type: none"> • Level of knowledge • The performance of the skills • The attitude of the workers Please specify!	The level of knowledge, skills: relatively satisfactory theoretical knowledge good
5	What skills changes are needed now in order to perform the job satisfactorily? Please specify!	Necessary changes: better practical skills motivation for work working discipline

6	Suggestions for new profiles	New profiles:
7	Other skills needed identified in the interview	Other necessary skills: Protection rules at work computers knowledge, foreign languages, industrial design, driver's license readiness for innovation of knowledge, entrepreneur skills, knowledge of HTZ equipment
8	Descriptive part: Please comment on you experiences of the first visit to the enterprises	New profiles: Impressions: Very good contact with enterprises Conclusions: There is a demand for handlers of civil engineering mechanization, whitesmith, road maintenance worker, and generally for all civil engineering workers. That is strange if we have in mind that they should be highly motivated as their salaries on the market are very high compared to our average salaries.

4 Questionnaire:

Identification of Necessary Changes of Educational Profiles

4a) Instruction

This Questionnaire can be used

- by ISOR committees in order to identify requirements for changes of educational profiles within the companies, represented in the ISOR committees
- by the VET centre and the tasks forces established by the VET centre to get information about the situation in a specific sector of industry
- by the local social partnership bodies to identify which educational profiles should be offered by the VET schools in the area

It can be used as a guideline for in depth interviews; it can also be sent out to a larger number of companies, together with a letter of motivation and a short instruction how to use it. This is the easiest way to get insights into changes of profiles necessary in a specific branch of industry.

4b) Template

Questionnaire

Identification of Necessary Changes of Educational Profiles

1	Name and position of the contact person Name of the enterprise Branch/Sector of Industry Number of employees in the enterprise	
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2 **Do you see a need for changes of the educational profiles used in your company?**

No

Yes, please specify

For which profiles changes are especially necessary?

What are the reasons for this? changes or new
- technologies
- production procedures

Please describe what has been changed

- work organization
- products /services

3

In general,

⇒ **Which occupational requirements have become obsolete in your company?**

⇒ **Which occupational requirements have changed?**

⇒ **Which new occupational requirements are emerging**

4

Where have you noticed a gap between the occupational profiles in your company and the existing educational profiles?

How have you tried to close the gap?

**Describe the
content of your
training measures
(also training on the
job)**

5

**Are there jobs in
your company for
which educational
profiles are not
available?**

**Whom do you
recruit for these
jobs?**

**How do you educate
employees for these
jobs?**

Thank you for your collaboration

5 Questionnaire:

Which Educational Profiles are needed in the Serbian Economy / on the Labour Market in Serbia?

5a) Instruction

The questionnaire aims to find answers to the following questions:

- which of the educational profiles offered by the VET system in Serbia are not / very rarely needed by the Serbian economy/labour market
- which of the educational profiles are used/important/needed in the future by the Serbian economy/labour market

The questionnaire contains a list with all educational profiles offered by the VET system in Serbia.

It has therefore to be regularly updated.

The participants of the survey are asked:

- which profiles - in their opinion – are superfluous
- which profiles are used in their company
- which profiles will be needed in future

This tool should be used especially by ISOR committees: As the members are all representatives of trend setting companies they can give a kind of a forecast of which educational profiles will be needed in the future.

It can also be used by local social partnership bodies (local socio-economic councils) in order to find out whether there is a gap between the educational profiles offered by the VET schools in the area and the demands for profiles of the local economy.

In the following you find the questionnaire which had been developed for the Kick off meetings of the ISOR committees in 2004.

5b) Template

**Which educational profiles are needed
in the Serbian economy/
on the labour market in Serbia?
for the branches:**

- **mechanical engineering**
- **electrical engineering**
- **building & construction**
- **agriculture**
- **food production**
- **medical & health**

**Questionnaire for the
Standing committees for the Identification of
Sectoral Occupational Requirements
(ISOR committees)**

INSTRUCTION

This questionnaire contains a list with all existing educational profiles both in Serbian and English

Its purpose is to find answers to the following questions

- which of the 292 existing educational profiles are superfluous?
- which profiles are used/important/needed for trendsetting companies?

How to proceed

1. Check which profiles - in your opinion - are superfluous,
Tick the corresponding box in the row: **superfluous**
2. Check which profiles are used in your company,
and / or which profiles are important for you as a trendsetting company.

Please see not only the profiles in your sector of economy, because we expect that some of the profiles in other sectors may also be used or be needed in your company.
3. Prepare a list with the five most important profiles for your company as trendsetter
4. Find out
 - o with which of these profiles you are satisfied
 - o which profiles do not fulfil your requirements and have to be updated
 - o what kind of training on the job was necessary.

	МАШИНСТВО			MECHANICAL ENGINEERING /METALL PROCESSING
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	Постојећи профили у систему средњег стручног образовања	superfluous	used / important	Existing profiles in the Serbian VET system
1	Металоглодач			milling machinery operator
2	Металобрусач (оштрач алата)			Milling machinery metal polisher
3	Металоглодач НУ машина			milling NU machinery operator
4	Металостругар НУ машина			Lathe operator on NU machines
5	Металостругар			Lathe operator
6	Металобушач			metal driller
7	Бравар			locksmith
8	(Ковач - пресер)			blacksmith-presser
9	Лимар			Tin-smith
10	Механичар оружар			gunsmith
11	Часовничар			watchmaker
12	Алатничар			toolmaker
13	Топионичар			smelter
14	Заваривач (електрозаваривач заваривач резач гасом)			Welder-gas cutter

15	Електрозаваривач			Electro-welder
16	Инсталатер			Fitter
17	Механичар шинских возила			engine fitter mechanics
18	Аутомеханичар			car mechanics
19	Машински техничар моторних возила			mechanical operator motor and vehicle mechanic
20	Аутолимар			Auto body mechanics
21	Прецизни механичар			precision instruments mechanic
22	Механичар медицинске и лабораторијске опреме			Medical and laboratory equipment mechanics
23	Механичар оптике			optical mechanic
24	Техничар оптике			Optic technician
25	Механичар хидроенергетских постројења			hydro energy plant mechanic
26	Техничар хидраулике и пнеуматике			Hydraulic and pneumatic technician
27	Механичар гасом и пнеумоенергетских постројења			gas and pneumatic energy plant mechanic
28	Механичар грејне и расхладне технике			Climatisation mechanic
29	Механичар термоенергетски постројења			thermal energy construction mechanic

30	Механичар уређаја за мерење и регулацију			mechanic for regulation and measuring machines
31	Машински техничар			mechanical technician
32	Општи техничар			general technician
33	Машински техничар за компјутерско конструисање			computer design mechanical technician
34	Техничар за компјутерско управљање			Computer controller technician
35	Техничар за роботску и флексибилне системе			robotic and flexible system technician
36	Механичар радних машина			working machines mechanics
37	Механичар НУ машина			NU machinery mechanic
38	Техничар за монтажу НУ машина			technician for instaling of NU machines
39	Оператер машинске обраде			Operater of mechanical processing
40	Механичар привредне механизације			industry mechanisation mechanics
41	Техничар машинске енергетике			mechanical power plant technician
42	Ваздухопловни машински техничар			aircraft technician - mechanical
43	Бродоградитељ			shipbuilding technician

44	Бродомеханичар			marine engineering technician
45	Бродограђевински техничар			shipbuilding technician
46	Бродомашински техничар			ship mechanic
47	Бродомонтер			shipwright

	ЕЛЕКТРОТЕХНИКА			ELECTRICAL ENGINEERING
	Постојећи профили у систему средњег стручног образовања	SUPER-FLUOUS	USED / IMPORTANT	Existing profiles in the Serbian VET system
1	Електроинсталатер			electrician
2	Електромонтер мреже и постројења			electrical power line mechanic
3	Електромеханичар за машине и опрему			machinery and equipment mechanical technician
4	Електромеханичар за расхладне и термичке уређаје			refrigeration and air-conditioning mechanic
5	Израђивач каблова и прикључака			cable maker
6	Монтер ТТ мрежа			telecommunications electrical technician
7	Аутоелектричар			automotive electrician
8	Електротехничар енергетике			power line electrician
9	Електротехничар електромоторних погона			roadcast transmitter electrician
10	Електротехничар за расхладне и термичке уређаје			refrigeration and air-conditioning electrician
11	Техничар за израду каблова			cable joiner
12	Авиоелектротехничар			aircraft technician
13	Електротехничар електронике			electronic electrician

14	Електротехничар СС постројења			SS plant electrician
15	Електротехничар телекомуникација			communication systems electrician
16	Електротехничар аутоматике			automatics electrician
17	Електротехничар рачунара			computer electrician
18	Електротехничар радио и видео технике			radio and video electrician
19	Електротехничар за електронику на возилима			electrician for vehicle electronics

	ГЕОДЕЗИЈА И ГРАЂЕВИНАРСТВО			BUILDING AND CONSTRUCTION
	Постојећи профили у систему средњег стручног образовања	SUPER-FLUOUS	USED / IMPORTANT	Existing profiles in the Serbian VET system
1	Зидар - фасадер			wall tiler
2	Армирач - бетонирач			Metal framework builder - concrete worker
3	Тесар			Carpenter
4	Декоратер зидних површина (молер)			Painter
5	Монтажер утезач			Fitter truss titer
6	Полагач облога (подполагач)			coater
7	Изолатер - асфалтер			isolator-paver
8	Каменорезац клесар			stonemason-stonecutter
9	Керамичар терацер			wall tiler
10	Стаклорезац			glass cutter
11	Грађевински лаборант			civil engineering laboratory technician
12	Хидрограђевинар			hydro-elect.power plant construction worker
13	Руковалац грађевинском механизацијом			building machinery operator
14	Геодетски техничар - геометар			geodesy technician - geodesist

15	Грађевински техничар за високоградњу			construction technician - high rise building
16	Грађевински техничар за нискоградњу			construction technician - low rise building
17	Грађевински техничар за лабораторијска испитивања			construction technician for lab. Research
18	Извођач основних грађевинских радова			general builder
19	Извођач инсталатерских и завршних грађевинских радова			construction finishing worker
20	Путар			road maintenance worker
21	Монтер суве градње			plaster
22	Израђивач кровова			roof maker

	ПОЉОПРИВРЕДА			AGRICULTURE
	Постојећи профили у систему средњег стручног образовања	SUPER-FLUOUS	USED / IMPORTANT	Existing profiles in the Serbian VET system
1	Руковалац механичар пољопривредне технике			agricultural machinery mechanic
2	Техничар пољопривредне технике			Agricultural technician
3	Техничар за биотехнологију			biotechnical technician
4	Ветеринарски техничар			veterinarian technician
5	Техничар хортикултуре			Horticulture technician
6	Цвећар - вртлар			florist - gardener
7	Узгајивач стоке (сточар)			cattle breeder
8	Узгајивач спортских коња			race horse breeder
9	Пољопривредни произвођач (ратар – повртар)			farmer - vegetable farmer
10	Пољопривредни техничар			Agriculture technician
11	Зоотехничар			zoo technician

	ПРОИЗВОДЊА И ПРЕРАДА ХРАНЕ			FOOD PRODUCTION
	Постојећи профили у систему средњег стручног образовања	SUPER- FLUOUS	USED / IMPORTANT	Existing profiles in the Serbian VET system
1	Месар			butcher
2	Пекар			baker
3	Пекар (пекар финог пецива)			Pastry cook
4	Прехрамбени техничар			food technician
5	Произвођач прехрамбених производа			food product manufacturer
6	Произвођач прехрамбених производа (прерађивач воћа и поврћа)			fruit and vegetable processor
7	Прерађивач млека			milk processor
8	Прерађивач дувана			tabacco processor
9	Млинар			miller

	ЗДРАВСТВО И СОЦИЈАЛНА ЗАШТИТА			MEDICAL AND HEALTH
	Постојећи профили у систему средњег стручног образовања	SUPER- FLUOUS	USED / IMPORTANT	Existing profiles in the Serbian VET system
1	Медицинска сестра - техничар			nurse/technician
2	Медицинска сестра - васпитач			nurse / kindergarten teacher
3	Здравствена неговатељица / неговатељ			nurse
4	Гинеколошко акушерска група			gynecological obstetric nurse
5	Педијатријска сестра			pediatric nurse/ technician
6	Стоматолошка сестра - техничар			dental nurse/technician
7	Зубни техничар			dental technician
8	Фармацеутски техничар			pharmaceutical technician
9	Фармацеутски оператер			pharmaceutical operator
10	Козметички техничар			cosmetics technician
11	Физиотерапеутски техничар			physiotherapeutic technician
12	Физиотерапеутски техничар оштећеног вида			physiotherapeutic technician - damaged sight
13	Лабораторијски техничар			laboratory technician
14	Санитарно еколошки техничар			sanitary-ecological technician
15	Масерка - масер			masseur

6 Interview Guideline: Analysis of Occupational Requirements/Job Analysis

6a) Instruction

This tool helps to conduct interviews for in depth analysis of occupational requirements for individual jobs/profiles.

The analysis of occupational requirements/job analysis is of specific value if it is based on comparison:

- either the same jobs in different companies or
- in the same company over a certain period (panel analysis).

The interview guideline can be used by all bodies of social partnership.

In depth job analysis requires that the interviewee is somebody who is very close to the workplace, for example the technical supervisor.

In the VET programme the form was used for the following purpose:

During the project a number of profiles had been reformed. In order to know whether the new skills offered by the profiles match the occupational requirements of the jobs, the team of the social partnership compound (from the programme implementation unit) conducted interviews in companies which already applied these reformed profiles. The results had then been counter-checked by the VET centre and the specialists for curriculum development.

6b) Template

Interview Guidelines
**Analysis of Occupational Requirements/
 Job Analysis**

1. Sector / Branch of Industry.....

2. Occupational Profile:.....

3. Job:

4. Reference Enterprise:

5. Contact Person:

<i>FIELDS OF ACTIVITIES</i>	CORE TASKS	PROFESSIONAL KNOWLEDGE AND SKILLS
<i>Analyses, planning and organisation of work</i>		
<i>Preparation of work and working place</i>		
<i>Operative activities</i>		

<i>Commercial activities</i>		
<i>Administration</i>		
<i>Quality control</i>		
<i>Communication</i>		
<i>Protection of health and environment</i>		
<i>Maintenance and repairs</i>		
<i>Monitoring of work process</i>		

<i>Management</i>		
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6c) Examples

1. OCCUPATIONAL REQUIREMENTS *ELECTRICIAN for VEHICLE ELECTRONICS*

Name of the Company: XXXXXXXXXX

Name of Interviewer: NN

No	FIELD OF ACTIVITIES	CORE TASKS	PROFESSIONAL KNOWLEDGE AND SKILLS
1	Analysis, planning and organisation of work	<ul style="list-style-type: none"> -Reception of client -Careful recording of car problem -Problem analysis aided through connecting car to the computer -Consultation of car maintenance manual -Carrying out calculations regarding cost and time requirements -Cooperation with supervisor for checking electrician's analysis output (pricing included) -Communication with stock manager and receiving of supplies -Allocation of responsibilities to assistants 	<ul style="list-style-type: none"> -Customers service relation (behavioural) skills -Driving ability -Basic knowledge of English / Russian languages (terminology) -Knowledge of vehicle electronics related issues -Essential knowledge of cars computerised systems -Knowledge in using the car standards manufacturers manual for jobs operation -Experience in pricing -Experience in delegating responsibilities
2	Preparation of work and working place	<ul style="list-style-type: none"> -Making available an open and clear space and suitable tools -Receiving and allocating of spare parts needed -Receiving of needed safety measures 	<ul style="list-style-type: none"> -Accumulated experience of at least 3 years as electrician -Skills in computer and use of Internet for car manufacturers websites exploitation -Good knowledge of tools and equipment capacity
3	Operational activities	<ul style="list-style-type: none"> -Setting car on the "working table" -Following instructions of cars manual and carrying out the repairing operations -Ensuring reparation of vehicle through checking real cause for the creation of the problem -Caring for by-products and spare parts 	<ul style="list-style-type: none"> -Approximate experience of 5 years -Graduation of full curriculum in VET for vehicle electricians
4	Commercial activities	<ul style="list-style-type: none"> -Having a friendly and explanatory / transparent approach to customers -Delivering repaired car clean 	<ul style="list-style-type: none"> -Knowledge of company's advantages in relation to the competition -Understanding own self as part of company's overall image

5	Administration	-Addressing orders to and checking reports from stocks department -Reporting to supervisor	-Basic skills for administration and reporting -Basic computer skills
6	Quality control	-Ongoing checking of reparation according to technical specifications -Computer aided controlling and physical test of quality of overall work completed -Care for maintenance of tools and equipment -On-going control of supervised workers	-Knowledge of basics about quality and ISO standards -Good knowledge on everything related to car -Long experience in all issues related to car maintenance
7	Communication	-Ensuring internal communication (within working team and supervisor) -Willing to provide explanations to clients	-Communication and public relations skills -Self-consciousness for the need to perform in the best possible way -Commitment to company's vision
8	Protection of health and safety at work	-Compliance with inspections requirements for preventing explosion and fire -Ensuring safety measures for fire extinguishing -Care for using appropriate uniforms -Reporting on any incident remarked	-Good knowledge of principles for occupational health and safety -Good knowledge of principles to prevent and extinguish fire, the latter according to origin and specific characteristics of fire -Self-consciousness for the potentiality that any action may become dangerous
9	Protection of environment	-Compliance with the principle to separating waste material, with emphasis put on the ones for recycling -Additional checking for car pollution diminishing (by own initiative)	-Self-consciousness for and good knowledge of recycling and of environmental protection principles
10	Maintenance and repairs	-Surveillance for ensuring good working conditions of computerised systems, equipment and tools in use -Ensuring good, clean and working conditions of workplace	-Computer skills -Very good knowledge of machinery and tools in use -Combination of knowledge, skills and self-consciousness
11	Monitoring of work process	-Electrician's computer aided checking by the foreman daily -Supervisor's control of both -Daily reporting -Immediate reaction as soon as any problem arises	-Basic computer skills -Basic reporting skills -Managerial skills
12	Management	-Command of overall work -Management of the space -Managing of small teams of workers	-Good skills for commanding of overall job -Managerial skills

	And to organise his helpers	To understand the organisational hierarchy To know how to organise the work.
Commercial activities	Value of the work	To have knowledge about cost-efficiency To have knowledge about value of materials and tools To be responsible
Administration	To write time sheet on spent time and materials, and the conditions of the tools To wrote reports about progression of the work To report to group leader	Writing skills Basic knowledge about mathematics and calculations
Quality control	Controlling own work Group leader / leader of building site checking the work Standards for working in construction	To have knowledge about normatives and standards To have skills about the technology pf the work (bricks, glue, cement, concrete) Knowledge about using the proper tools Knowledge about ISO standards
Communication	Communication internally and externally	Communication skills in writing and speaking Understanding of clients' needs and wishes To have a cultural understanding
Protection of health and environment	Protection of the work with helmet Protection of the environment in the work	Knowledge about first aid Knowledge about organising Knowledge about organising the material on the site Knowledge protection ogf

		oneself ad the others Knowledge of best practise
Maintenance and repairs	Report broken tools to group leader, reporting to leader	Usage of tools, knowledge about tools
Monitoring of work process	Group leader monitoring the work. Daily monitoring about quality and time	Knowledge about quality of the work Comunicaton skills
Management	How to handle helper? How to organise helper?	Basics about management Communication skills

7 Questionnaire: Job Analysis for Staff Members

7a) Instruction

This Questionnaire can be distributed to staff members

- by the VET centre and the tasks forces established by the VET centres to get information about skills needs in different occupations
- by local social partnership bodies like local socio-economic councils in order to get information about occupational profiles and requirements for changes in educational profiles
- by VET schools in order to find (further) training needs for their students.

The questionnaire can be completed by the staff members themselves.

But as it is not so easy to answer the questions it is recommended to fill it together with an interviewer who is experienced in job description and job analysis.

During the first phase of the VET programme, Change Agents/Trainers (CATs) would use it to find out training needs for staff in companies in their area.

7b) Template

**Questionnaire:
Job Analysis for Staff members**

- 1. Name of the company.....
- 2. Name of Staff member:.....
- 3. Name of the Job:
.....
- 4. Vocational Education:

Job Analysis

- 1. Describe the tasks you regularly perform that are critical to carrying out your job effectively.

- 2. Describe the type of equipment you are required to use (for example, keyboard, machinery, tools of trade, etc).

3. How do you work?

Please circle
team

Alone

Part of a

Other (please specify)

4. To what extent does your job require you to work closely with other people, such as customers, clients or people in your own organisation?

Please circle.

Very little

Moderately

A lot

5. How much autonomy is there in your job, ie, to what extent do you decide how to proceed with your work?

Please circle.

Very little

Moderately

A lot

6. How much variety is there in your job, ie, to what extent do you do different things at work, using several skills and talents?

Please circle.

Very little

Moderately

A lot

7. Please describe what you need to perform the job

7a What technical/professional knowledge do you need?

.....

.....

.....

7b Which practical skills are necessary?

.....

.....

7c Is there any special behaviour needed?

.....

.....

.....

.....

8. Do you feel well prepared for the job by the vocational education you have passed?

Please circle
No

Yes

If „No“ please specify what was missing?

.....

.....

.....

.....

Thank you very much for your collaboration

8 Instruction for Focus Group Meetings

Focus Group Meetings are a specific kind of group discussions.

A “focus group” consists of a small number of individuals selected and assembled under a common “focus”: This can be that they share experience and background or that they are all involved in a specific topic.

Focus Group Meetings are set up whenever a question cannot be answered by hard and secure data, like the question: Which skills will be needed in the future? Therefore, the focus group discussion relies on the personal point of view and the interaction between the participants based on a question which is from interest for all of them.

Hence the key characteristic which distinguishes focus group meetings from other kinds of meetings is that the results are elaborated on the basis of an interaction between the participants.

The subject of the meeting is facilitated by 5-7 questions, which will guide the participants from a general discussion about the selected subject into details, where the participants discuss their individual experience and insights.

The recommended number of people per group meeting is usually six to ten.

It is not always easy to identify the most appropriate participants for a focus group. They should not be too heterogeneous, because then the differences can make it difficult to perceive the question in the same way and to discuss the individual contributions. But a certain amount of diversity is necessary to enhance the production of different opinions and experiences.

The Focus Group meeting normally lasts for about two to three hours.

The meeting is led by a facilitator, his/her role is to provide a clear explanations of the purpose of the meeting and to foster interaction between group members. He/she will need to promote debate, f. ex. by asking open questions and to draw out participant’s differences.

The methodology of focus groups is especially suggested for ISOR committee meetings.

9 Guidelines:

ISOR Committee Meetings for the Identification of Sectoral Occupational Requirements

9a) Instruction

General remark

One of the main responsibilities of the ISOR committees is

- to identify important changes in the occupational requirements
- and to define emerging skills needs

in the respective sector of economy.

For this purpose ISOR committees should at least meet once a year and focus on these topics.

The results of this annual meeting are submitted - on behalf of the enterprises they represent - as official request for the adjustment of existing and development of new educational profiles to the National **Body for Co-ordination of VET** and the VET Centre (under the Pedagogical Institute).

Participants

- 5-7 officially appointed representatives of the respective sector of economy
- 2 facilitators: one of the VET Centre of the Chamber and one of the VET Centre (under the Institute for the Improvement of Education)
- a specialist for the development of educational curricula in the respective sector of economy
- all the other participants depend on the topic.

Topics

The topics of the meeting must be derived from the current demands of the participants and from the acute questions emerging in the VET system's reform process.

The VET Centre of the Chamber of Commerce and Industry of Serbia and the VET Centre (under the Pedagogical Institute) , which are – for the time being - jointly responsible for the organisation of the meeting, have to define what is currently necessary to discuss, and to set up the agenda.

Methodology

For the meetings the methodology of focus group discussion is applied. This suggests a limited number of participants (5-10) with a common background who exchange their experience and insights on the subject.

The discussion is facilitated by a straight agenda, which will guide the participants through the subject. The exchange of ideas is enhanced by meaningful written inputs.

The facilitators take care that the participants stick to the given subject without limiting the discussion. It is highly recommended to apply *the Metaplan Technique*.

This technology helps

- to visualise the status and the results of the discussion
- to increase the transparency in the discussion
- to foster discipline in the discussion
- to report the results of the meeting

The most important advantages of the technology lies in its flexibility: all the items can be removed and reorganised following the development and demands of the discussion.

The meeting is suggested to last between 3 to 4 hours.

9b) Example

ISOR COMMITTEES

GUIDELINES FOR THE KICK OFF MEETINGS

Participants

- The officially appointed representatives of the respective sector of economy
- The director of the VET centre in the MoES as representative of the Ministry of Education and Sports
 - to show appreciation, to make sure that the work in the ISOR committee is not waste of time and to explain how the results are introduced in the renewal of profiles
 - to foster an in depth discussion about skills needed
- 1 specialist with deeper knowledge of the existing profiles/curricula in the respective sector of economy from the VET centre in the MoES
 - to be able to answer questions about the content of different profiles
- facilitator:
 - the director of the Centre for Vocational and Professional Education in the Serbian Chamber of Commerce and Industry.

Preparation/Input

One week before the meeting a **questionnaire** is sent out to the participants together with a friendly invitation to make the “homework”.

See tool No 5 **Questionnaire “Which educational profiles are needed in the Serbian economy / on the labour market in Serbia?”**

Agenda

- A Opening session:
1. Welcome
 2. Introduction of the participants
 3. Dragan Simic: Opening speech(10 min)
 4. Gabriela Bratic: short report about new curricula (15 min)
 5. Briefing of the participants: “function and tasks of the ISOR committees” and discussion
 6. Overview of the meeting: topics, procedures, breaks

- B Working session
 1. Identification of obsolete/superfluous profiles
 2. Identification of important/needed profiles
 3. Analysis of new requirements within the important profiles

- C Closing session
 - Explanation of next steps
 - further questions of the participants

END

Plan for the Working session (B)

1. Identification of superfluous profiles for trendsetting companies
Short discussion about their experience with the homework: it could be interesting to find out whether there is a certain trend.

The questionnaires are collected at the end of the working session and analysed by the facilitators.

2. Identification of important/needed profiles for trendsetting companies
The second homework was to list profiles the company uses and which are estimated as being important for them as trendsetters.

Presentation of his list by one of the participants.

If the metaplan technology is used: each profile nominated by him is written onto an index card and picked to the wallpaper with the title "IMPORTANT/NEEDED PROFILES".

If not the name of the profiles are written on the flip chart.

During the discussion all participants present their selection.

The facilitator has to find out

- important differences,
- the reasons for the differences (differences in the work organisation and/or equipment and/or products?)
- same profiles with different names
- clusters of similar profiles.

With the metaplan technique it is easy to reorganise the index cards according to the different subjects of the discussion.

3. Analysis of new requirements within the important profiles
The questions are:

- “With which profiles are you satisfied?”
- “Which profiles do not fulfil your requirements and have to be updated?”
 “What do employees with this educational profile have to learn in your Company?”
 “What kind of training on the job was necessary?”

Back up for the facilitator for this phase of the workshop: A list with so called soft or core skills (see appendix); after the experience from the first round of focus group meetings it is likely that the participants also focus on needs in the field of attitudes.

Back up

For each of the profiles the requirements should be described as precisely as possible.

Attention:

Topic 3 is the most important of the agenda! Therefore it is absolutely necessary to have enough time for it! Topic 1 should be short; topic 2 can be cut down at the point all important profiles are nominated and there is enough material to discuss topic 3.

Expected results:

- ⇒ Knowledge about which profiles are superfluous for trendsetting companies
- ⇒ Indications for a reduction of the number of profiles
- ⇒ knowledge about which profiles are used and important for trendsetting companies
- ⇒ knowledge about which profiles match the requirements of the companies
- ⇒ knowledge about which profiles have to be updated according to the needs of the companies.

BACK UP

Examples for key/core/soft skills to enhance the discussion about skills needed

See Agenda Topic 3

Systematic

1. Technical and job-specific knowledge and skills
2. General technical knowledge and skills
3. Extra-functional/core/key skills
4. Attitude
5. IT knowledge and skills

Ad 2) General technical knowledge and skills

- Project management
- Planing and controlling of processes
- Negotiating
- Management-/organisational-/and co-ordinating abilities
- Entrepreneurship
- Economic orientation

Ad 3) and 4) Extra-functional/core/key skills and attitude communication skills

- speaking and reporting in mother tongue
- express him in a discussion
- negotiating
- foreign languages

Social skills

- collaboration
- team working ability
- responsive toward others
- problem/conflict solving

Personal attitudes:

1. engagement
2. independent
3. self motivated
4. flexible
5. responsible
6. reliable
7. customer and service oriented

Cognitive skills:

- numeracy
- analytical
- comprehensive
- structured
- problem solving
- initiative
- creativity

Physical and psychological skills

- sober
- strong
- mobile

IT skills

Early Identification of Skill Needs NETWORK

www.frequenz.net

CEDEFOP together with FreQueNz

