



Erasmus+ - Project  
„European qualification concept –  
Specialist for Vocational Orientation”



Guideline for the assessment instrument  
for companies to assess the suitability  
of potential trainees/a  
(Heike Arold)

**Project coordination**

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## Attachment

Analysis tool for the evaluation of the questionnaires in the form of an “Excel file”



The assessment instrument for companies to assess the suitability of potential trainees was developed under the direction of the IBBT of the University of Education Schwäbisch Gmünd on the basis of an assessment instrument for competence assessment that was developed in previous projects by Heike Arold. The different questionnaires on completed vocational orientation in 5 different sectors were developed by individual partners involved in the project. The adaptation and further development of the assessment instrument and its form was discussed and defined with the partners. Here are to be mentioned:

  <p>Pädagogische Hochschule Schwäbisch Gmünd University of Education</p>	<p>Pädagogische Hochschule Schwäbisch Gmünd Germany</p>
 <p>Institut für Bildungsforschung der Wirtschaft</p>	<p>ibw – Österreichisches Institut für Bildungsforschung für Wirtschaft Austria</p>
 <p>Nafarroako Gobernua Hezkuntza Departamentua</p> <p>Gobierno de Navarra Departamento de Educación</p>	<p>Department of Education – Comunidad Foral de Navarra Spain</p>
 <p>Coleg y Cymoedd</p>	<p>Coleg Y Cymoedd United Kingdom</p>
 <p>Šolski center Nova Gorica</p>	<p>Šolski center Nova Gorica Slovenia</p>



## Introduction

The carried out analyzes on vocational orientation in the participating partner countries (Germany, Austria, Spain, Slovenia, UK) within the framework of the Erasmus + project "BOQua" by means of professional research instruments such as a status quo analysis and case studies with experts (e.g. teachers, career counselors) as well as beneficiaries (e.g. pupils, companies) have shown that there are a variety of different vocational orientation measures. It became clear that some of the identified measures and activities for vocational orientation (VO) or in the course of the career choice process in all countries are known and used as it is, but there are also many different measures. One reason for this is that the vocational orientation in the different countries refers to different beneficiaries as well as to different implementing persons because of different VET systems and that it is carried out at different levels (e.g., students, adults, adults who want to re-orientate themselves professionally). The assessment instrument and the guideline were developed on the basis of the structure of an assessment instrument to identify competencies that was developed in previous projects in the framework of the Leonardo da Vinci- and Erasmus + program by Heike Arold, and which has proved to be very practical for users and easy to understand (see [www.qualiprosh.eu](http://www.qualiprosh.eu)).

The assessment instrument is used to assess potential apprentices in terms of their carried out vocational orientation activities. It is intended to provide training companies and institutions information which vocational orientation measures and activities potential apprentices have taken in advance of their professional decision. Companies should be assisted to determine whether a potential trainee has collected sufficient knowledge of the sector in which he is seeking an apprenticeship/ training as well as of the chosen profession prior he / she was making his / her professional decision and how he /she get this knowledge.

In addition, a basic questionnaire should provide information about the skills and abilities of the potential apprentices to determine their suitability for the chosen profession. The use of the assessment instrument should help that young people receive an apprenticeship / training about whose advantages and disadvantages, as well as the operational and personal requirements and challenges they are informed in advance to their career choices. Thus, due to false ideas or lack of information drop-outs should be avoided. Training companies or institutions therefore do not run the risk of training young people whose expectations do not coincide with the professional reality.

The following guideline for the assessment instrument includes beside a basic questionnaire a total of 8 questionnaires for determining carried out vocational orientation measures and activities (3 general and 5 sector-specific questionnaires) and, above all, all the necessary explanations for carrying out the assessment and analysis of the results.



## 1. Target group and beneficiaries

The assessment instrument for assessing the vocational orientation activities of potential trainees is aimed at both training companies and other educational institutions, such as e.g. technical schools, vocational training centers, training centers. Corresponding companies or training institutions, and in particular those persons who decide on a training commitment, are the immediate beneficiaries of the assessment instrument. It does not matter which economic sector, e.g. a training company or training institution is to be assigned. These may belong to the industrial-technical or craft sector, as well as to the commercial, service or environmental sector.

Furthermore, the instrument can be used on one hand by private companies as well as on the other hand by state training institutions (for example: technical colleges, professional schools). In addition, it is also useful for institutions that can be assigned to free youth work, as well as institutions that carry out pre-employment and / or vocational orientation measures and activities. They can also use the assessment instrument to identify whether individual young people who are being advised and supported by them in the career choice process have already completed their vocational orientation, which activities they have already carried out and in which vocational orientation measures regarding different occupational fields they have participated. Thus, on the one hand the multiple participations in certain VO measures and activities can be avoided if this has proved to be ineffective or measures can be done once more to deepen the vocational orientation.

In addition, the assessment instrument is also suitable for all other actors who carry out vocational orientation in order to determine the status quo of the vocational orientation of young people in the career choice process and, if necessary, to intensify and improve it with suitable VO activities and measures.

Beneficiaries are :

- Training companies (irrespective of their economic sector)
- Training institutions such as Technical schools and training centres
- Experts from different institutions who are involved in advising and supporting the career choice process
- Teacher (who, among other things, carry out vocational orientation)
- Institutions of free youth work
- Institutions implementing vocational preparation and / or vocational orientation measures
- Experts and people who plan and carry out VO in general

Finally, it should be noted that in addition to the VO experts and the training institutions, the assessment instrument can also be used by anyone who wants to assess which vocational orientation measures and activities a young person has completed.



## 2. Structure of the assessment instrument

The assessment instrument for assessing the vocational orientation measures and activities of young people in the career choice process or at the end of the career choice process is an analytical instrument for assessing the carried out vocational orientation measures and activities, which provide information which measures a young person has done in advance of its career decision. The results make it clear to the beneficiaries to what extent a young person's professional decision is based on the necessary knowledge of the requirements and challenges of different occupations. Thus, especially against the background of a possible drop-out because of a lack of knowledge and information on a possible training occupation, it can be avoided that young people begin an apprenticeship / training of which they have no idea and that e.g. overstrain them later with the result of a drop-out.

In order to be able to holistically assess the implemented VO measures and activities and the resulting decision for a particular training occupation, the assessment instrument comprises three elements

1. A basic questionnaire for the collection and documentation of the personal data as well as the identification of the school status quo and the self assessed skills and abilities
2. 8 questionnaires for the identification and assessment of the vocational Orientation of young people or potential trainee
3. An analysis tool (in the form of an Excel file) for analyzing and assessing the survey results - according to the 8 questionnaires with 8 evaluation registers for 7 respondents as well as 7 analysis registers with the presentation of the overall results per respondent

The 8 questionnaires refer to the commonly carried out vocational orientation measures and activities as well as to specific measures / activities that focus on vocational orientation in different economic sectors, such as the industrial-technical, craft, commercial, service and environmental sectors.

In detail can be mentioned:

- Vocational orientation activities at own initiative
- Participation in organized vocational orientation measures
- Measures for the application process
- Vocational orientation in the industrial-technical sector
- Vocational orientation in the craft sector
- Vocational orientation in the commercial sector
- Vocational orientation in the service sector
- Vocational orientation in the environmental/green sector



### 3. Use of the assessment instrument

The assessment instrument is an analytical tool that can be used to identify the vocational orientation activities of young people or other people in the career choice process. Depending on the needs of the institutions or actors using the assessment instrument, it may, inter alia, can be used as follows:

1. To identify all the VO measures and activities that a potential trainee has made in the course of his career choice process
2. For individual identification of vocational orientation activities. Here are named VO activities that were self-initiated, as well as VO activities organized by VO actors (such as e.g. vocational orientation fairs, workshops) and measures in the course of the career choice processes. In addition, VO activities related to specific economic sectors can be identified and assessed.

Furthermore, the assessment instrument is designed so that it can be used for various purposes

1. To identify and assess the carried out VO measures and activities undertaken by potential trainee applicants by the training companies / institutions to identify how extensively and intensively they have orientated themselves prior to their application. It can be assessed, based on the results of the assessment instrument whether or not their decision for a particular profession was made on the basis of the completed VO measures and activities. Thus, it can be prevented that someone may start an apprenticeship / training whose challenges and requirements he/she does not know enough and as a result drop out too early. In addition, several apprentices / trainees can be compared with each other.

2. To identify and assess the ongoing VO process, to see to what extent VO measures and activities have already been completed and what opportunities have not yet been used to inform oneself professionally. Thus, if necessary, additional and supplementary measures can be initiated in time by the responsible VO experts and actors.

3. For the self-examination of the VO process, to identify to what extent deficits exist in the career choice process and to what extent someone can use even more opportunities in the career choice process.

Insofar as the assessment instrument is used in the course of the career choice process both by VO experts and actors and by the young people themselves, it can serve as a guide for outstanding and possible VO measures and activities. Accordingly, the assessment instrument can be used multiple times and at regular intervals to show possible developments in the career choice process. Thus, it can be ensured that at the end of the career choice process sufficient possibilities of the VO were used and that the young people finally make a vocational decision based on sufficient information and practical experience. VO experts and actors who organize VO in different institutions can thus use it as a control tool. The results help that the VO's planning can be carried out targeted by correcting a looming shortage of VO measures and activities in a timely manner.



## 4. Explanations for the use of the questionnaires

### Working step 1: Use of the basic questionnaire

As part of the assessment instrument, a basic questionnaire must first be completed for the general data collection of the potential trainees. Through this, the status quo with regard to the school education as well as possible hobbies and interests of the respondents can be identified. In addition, he serves for the self-assessment with regard to the abilities and social skills

The basic questionnaire is intended especially for training companies and institutions, so that they can bring the decision of a potential apprentice / trainee for a particular profession into even better connection with the results of the assessment questionnaires. The decision for a particular profession can thus be assessed even better because this is not based solely on the implemented VO measures and activities, but is also supported by the interests and skills of the individual. This gives the training companies and institutions a holistic view of the vocational decision of the potential apprentice / trainee.

If the assessment instrument is used during the career choice process, a self-assessment of the respondent can also be carried out and, in line with the result, targeted VO measures and activities with a focus on the interests and strengths of the individual can be made. It is possible to create an individual VO plan based on the results and the completed VO activities and activities.

### Working step 2: Use of the 8 assessment questionnaires

The questionnaires designed in chapter 6 (6.1 to 6.8) for the identification and assessment of the completed VO measures and activities contribute to the assessment of the vocational decision of a potential apprentice / trainee for a particular training occupation. Questionnaires 1 to 3 refer to general vocational-orientated activities within the career choice process and to the application process. They have been identified as part of a large status quo survey on the VO and play a largely transnational role. The questionnaires 4 to 8 in turn relate to completed VO measures and activities, which focus is on different economic sectors and the professions assigned to them. Because the professions of the different sectors as well as the training companies and institutions present different challenges to training applicants, especially in the context of increasing digitization and the constantly changing world of work, the VO should react accordingly and be sector-specific. The questionnaires 4 to 8 address these issues in order to identify in which sectors a trainee has increased carried out VO measures and activities.

How far all questionnaires or only individuals are used, is ultimately at the discretion of the company that wants to gain knowledge about the completed VO measures and activities of potential apprentices / trainees.



## Structure and notes about the use of the assessment instrument

In the header of each questionnaire, the corresponding core area in which VO was carried out is designated and for which the individual completed VO measures and activities have to be determined, such as, for example, "vocational orientation activities on own initiative".

Among them, in the section "Indicator / Criteria", the most important VO measures and activities to be assessed are listed in keywords such as e.g. Internet use, exchange with trainees, etc. as well as for a concrete evaluation of the criteria a short explanation in the form of a comprehensible statement such as "I have informed myself via internet portals and apps about different professions, requirements like graduation etc., requirements with regard to the profession like laws, safety clothing, health certificates etc. and career opportunities".

The assessment of the different criteria takes place in the respective line of the individual criteria by a rating of 0 to 4 (0 = not exist, 1 = be not true, 2 = be partly true, 3 = be predominant true, 4 = be totally true). The rating 0 refers to the fact that the corresponding criterion does not exist in an EU country or region and therefore can be not assessed. The ratings 1 to 4 refer to whether the corresponding respondent has completed a certain VO measure or activity not (1), partly (2), predominantly (3) or full (4).

The assessment of the questionnaires takes place after transferring the data to a separate analysis tool, which is enclosed in the form of a supplementary Excel file to this guideline. Corresponding explanations on the use of the analysis tool (Excel file) can be found in chapter 7.



## 5. Basic questionnaire for determination of skills and abilities

### Basic questionnaire for determination of skills and abilities

Name:

Date of birth (age):

Gender:

male

female

Education:

No school leaving certificate

Low school diploma

Middle school diploma

Graduation with access to technical colleges

Graduation with access to university studies

Favorite subjects in the school:

1)..... 2).....

3).....

Completed internships or practical work experiences (e.g. holiday jobs) –  
professions / timeframe

What interests and hobby do you have?

Evaluate the following social skills on a scale from 1 (very low) to 5 (very good):

Self-control

Willingness to learn

Patience

Carefulness

Responsibility

Discretion

Assertiveness

Decision-making ability

Creativity

Teamwork

Mental resilience

Carefulness

Customer-oriented

Conflict resolution skills

Flexibility

Empathy

Contact readiness

Friendliness

Evaluate the following abilities on a scale from 1 (very low) to 5 (very good):

Spatial imagination

Eye-hand coordination

Hand skills

Body control

Technical understanding

Mechanical skills

Power of observation

Organizational talent

Drawing skills

Concentration

Reaction capacity

Orientation sense

Logical thinking

Linguistic thinking

Commercial skills

Educational skills

Nature bond

Musicality



## 6. Assessment instrument to assess the VO of potential trainees

### 6.1 Vocational orientation activities on own initiative

Vocational orientation activities on own initiative					
Indicator / Criteria	0 = not exist 1 = be not true 2 = be partly true 3 = be predominant true 4 = be totally true				
	0	1	2	3	4
<b>1. Internet use</b> I have informed myself via internet portals and apps about different professions, requirements like graduation etc., requirements with regard to the profession like laws, safety clothing, health certificates etc. and career opportunities					
<b>2. Literature use</b> I have acquired knowledge of professions, prerequisites, requirements and career opportunities through literature					
<b>3. Visit of vocational orientation / job fairs</b> I have visited vocational orientation fairs and got specific advice on professions, training opportunities and career paths from experts					
<b>4. Exchange with apprentices / students</b> I have obtained information on different professions about the apprenticeship or studies by friends who carry out an apprenticeship (training) / studies and I exchanged with them					
<b>5. Exchange with relatives</b> I have received advice from relatives (such as parents) and discussed my vocational interests, opportunities and goals intensively					
<b>6. Use of test methods</b> I have identified and analyzed my strengths, weaknesses, interests, abilities, and skills through various aptitude and inclination tests					
<b>7. Internships / practical work experience</b> In my free time or on holidays I have been looking for internships with practical work experiences and completed them in different professions					
<b>8. Open vocational orientation offers</b> I have participated in different vocational orientation measures / activities such as visits of vocational orientation camps, workshops, etc.					
<b>9. Holiday / part-time jobs</b> I did different (school) holiday jobs or part-time jobs or volunteer jobs and created an overview of different activities					
<b>10. Career counselling appointments</b> I have made appointments with the employment service advisors and/or private career counsellors and have given detailed advice in accordance with my professional interests					
<b>11. Training market or study place analysis</b> I independently identified the (over) regional training opportunities and offers and study options as well as the requirements and analyzed them against the background of my abilities and interests					



## 6.2 Participation in organized VO measures

Participation in organized vocational orientation measures					
Indicator / Criteria	0 = not exist 1 = be not true 2 = be partly true 3 = be predominant true 4 = be totally true				
	0	1	2	3	4
<b>1. School internships</b> I have participated in at least one or two different vocational internships within the school					
<b>2. Boys' and Girls' Day</b> As part of Boys 'and Girls' Days, I got to know professions that are not typical for my gender or I have informed me about appropriate professions					
<b>3. Visit of educational / vocational orientation / job fairs</b> I have visited educational / vocational orientation fairs led by teachers or others responsible for me (e.g. educators, trainers of free youth work organizers)					
<b>4. Visit to vocational information centres (or similar)</b> I have visited vocational information centres or other information centre with regard to apprenticeships / studies with the school or another institution					
<b>5. Participation in vocational information days</b> I took part in vocational information days organized by different institutions (e.g. chambers, labour administration, business / professional associations) and had there an exchange					
<b>6. Visit of a profession experience parks</b> I have visited a profession experience park or a comparable measure, in which I get to know different profession fields / professions and where I could test professional tasks					
<b>7. Individual career counselling appointments</b> I have had individual counselling appointments from official advice centres (such as the employment service)					
<b>8. Vocational orientation at schools</b> I took part in all well-known vocational orientation activities					
<b>9. Documentation of vocational orientation activities</b> I have documented all my activities and the results of my strengths / weaknesses / interests testing procedures as part of my vocational choice process under guidance					
<b>10. Professional aptitude test / profiling</b> I have identified my strengths and weaknesses or abilities and skills - my professional aptitude by vocational orientation experts (e.g. career counsellors, teachers, social workers) through standard testing					
<b>11. Vocational choice lessons</b> I have had vocational choice lessons at school or a similar institution					



### 6.3 Measures for the application process

Measures for the application process					
Indicator / Criteria	0 = not exist 1 = be not true 2 = be partly true 3 = be predominant true 4 = be totally true				
	0	1	2	3	4
<b>1. Decision by suitability and inclination tests</b> I did a vocational aptitude and inclination test and used the result as a basis for my vocational decision					
<b>2. Career or life plan</b> On the basis of the vocational orientation measures I have developed a career or life-time plan for myself, either alone or with professional help					
<b>3. Self-assessment methods</b> As part of my vocational orientation activities, I have recognized where my strengths, weaknesses and interests lie and I can assess them well					
<b>4. Information about the application process</b> I have informed myself in detail by means of various media such as the Internet, literature, apps, etc. with regard to the requirements for a correct and targeted application					
<b>5. Information on the regional training / job market</b> I have been extensively informed myself at various information points about the regional training market and its possibilities					
<b>6. Information about the national training / job market</b> I have extensively informed myself at various information points about the national training market and its possibilities					
<b>7. Vocational alternatives</b> I know different vocational alternatives that match my strengths and interests					
<b>8. Training companies</b> I have knowledge of different training companies and their requirements for their trainees					
<b>9. (Dis-)Advantages of different apprenticeships</b> I know the advantages and disadvantages of different apprenticeships and have weighed these well before applying					
<b>10. Use of networks of vocational orientation</b> In the course of my application process, I have used information from different actors and networks that provide vocational orientation guidance					
<b>11. Application training</b> I completed an extensive application training (e.g. interviews, writing cover letters and CVs)					



## 6.4 Vocational orientation activities in the industrial-technical sector

Vocational orientation activities in the industrial-technical sector					
Indicator / Criteria	0 = not exist 1 = be not true 2 = be partly true 3 = be predominant true 4 = be totally true				
	0	1	2	3	4
<b>1. Information on industrial-techn. professions</b> I have extensively informed myself about industrial-technical vocational fields and professions					
<b>2. Internships /practical work experiences in industrial-techn. professions</b> I have done one or more internships in the industrial-technical field					
<b>3. Exchange with apprentices and trainers</b> I have spoken with trainees and trainer of different industrial-technical professions to get to know the requirements of different professions					
<b>4. Requirements in industrial-techn. professions</b> I know the professional requirements in the industrial-technical field and I'm able to fulfill it					
<b>5. Operational requirements in the industrial-techn. field</b> I got to know different companies in the industrial-technical field and know what requirements companies place on their employees					
<b>6. (Dis) advantages of an apprenticeship in the industrial-techn. field</b> I know the pros and cons of a training in the industrial-technical field and have weighed this up					
<b>7. Professional challenges in the industrial-techn. field</b> I knew that industrial-technical professions are subject to permanent challenges due to the increasing digitalization and that I have to learn new things accordingly often					
<b>8. Training aptitude in the industrial-techn. field</b> By means of a test procedure, I have checked my abilities and skills as well as interests to see if I am suitable for an industrial-technical profession					
<b>9. Participation in company surveys/visits</b> I have visited different companies of the industrial-technical field and got a picture of different professions					
<b>10. Participation in workshops (or similar)</b> I took part in workshops or similar activities in which I have had to solve or implement typical industrial-technical working tasks					
<b>11. Decision making</b> I made my decision for an industrial-technical profession because of my abilities and interests as well as the numerous gained knowledge					



## 6.5 Vocational orientation activities in the craft sector

<b>Vocational orientation activities in the craft sector</b>					
<b>indicator / criteria</b>	0 = doesn't exist 1 = not true 2 = partly true 3 = predominantly true 4 = totally true				
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1. Company tour / visit</b> In the course of vocational orientation I have made a company visit in a craft enterprise in order to gain some insight into professions in the craft sector.					
<b>2. Practical experience</b> In the course of vocational orientation I could try out different activities that are typical of professions in the craft sector.					
<b>3. Collection of information</b> I have gathered information about professions in the craft sector by means of career guidance websites, fairs, brochures etc.					
<b>4. Occupational requirements</b> In the course of vocational orientation I obtained information on the occupational requirements and required skills / competences for an apprenticeship or a job in the craft sector.					
<b>5. Job profiles</b> In the course of vocational orientation I have dealt with (fields of) activities of various professions in the craft sector in detail.					
<b>6. Advantages and challenges</b> In the course of vocational orientation I have dealt with the advantages and challenging aspects of professions in the craft sector.					
<b>7. Competence assessment / analysis</b> In the course of vocational orientation I have made a competence assessment to get information about those areas of competences I have my strengths and weaknesses in.					
<b>8. Vocational orientation: self-reflection</b> In the course of vocational orientation I had plenty of opportunities to reflect upon my own strengths, weaknesses and ideas about my future (professional) life.					
<b>9. Self-assessment (regarding a suitable career)</b> In the course of vocational orientation I learned that a profession in the craft sector allows me to play to my strengths and use my strengths.					
<b>10. Assessment by others</b> By turning to teachers, friends and family members and talking about my strengths, interests and career aspirations, I learned that they are of the opinion that a profession in the craft sector is right for me.					
<b>11. Talking to apprentices and professionals</b> I have talked to apprentices and/or professionals in the craft sector in order to obtain detailed information and insight into these professions.					



## 6.6 Vocational orientation activities in the commercial sector

Vocational orientation activities in the commercial sector					
Indicator / Criteria	0 = not relevant 1 = be not true 2 = be partly true 3 = be predominant true 4 = be totally true				
	0	1	2	3	4
<b>1. Information on commercial vocational fields professions</b> I have visited different companies of the commercial field and informed myself by literature and internet, so that I have clear perception about different professions in this field.					
<b>2. Personal interest for commercial vocational fields professions</b> Through different personal interests tests (on-line, at the career counselling , etc) I have checked my interest for an commercial profession.					
<b>3. Internships in commercial professions</b> I have done one or more internships in the commercial field.					
<b>4. Exchange with apprentices and trainers</b> I have spoken with trainees and trainer of different commercial professions to get to know the requirements of different professions.					
<b>5. Requirements in commercial professions</b> I made research about what are professional requirements in the commercial field and feel familiar to them.					
<b>6. (Dis) advantages of an apprenticeship/training in the commercial field</b> I know the positive sides and hard parts of a training in the commercial field and have weighed this well.					
<b>7. Participation in learning company (workshops ect.)</b> I took part in a learning company, different workshops and other activities (start up weekend) where I have had to solve or implement typical commercial working tasks.					
<b>8. Self-initiative and target orientation</b> I know that my self-initiative and target orientation are basics for commercial professions.					
<b>9. Readiness to learn and work habits</b> I am ready to constantly learn new things and I am used to work					
<b>10. Challenges in the commercial field</b> I'm willing to learn new ways of work/communication and try to be up to date with new things with regard to digital equipment, technology in offices etc.					
<b>11. Decision making</b> I made my decision for an commercial profession because of my abilities and interests as well as the numerous gained knowledge					



## 6.7 Vocational orientation activities in the service sector

<b>Vocational orientation activities in the service sector</b>					
<b>Indicator/Criteria</b>	0 = doesn't exist 1 = not true 2 = partly true 3 = predominantly true 4 = totally true				
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1. Company tour / visit</b> In the course of vocational orientation, I have made a company visit in the service sector in order to gain some insight into this profession.					
<b>2. Practical experience</b> In the course of vocational orientation, I could try out different activities that are typical of this profession.					
<b>3. Collection of information</b> I have gathered information about professions in the service sector by means of career guidance websites, fairs, brochures etc.					
<b>4. Occupational requirements</b> In the course of vocational orientation, I obtained information on the occupational requirements and required skills / competences for an apprenticeship or a job in the Service sector.					
<b>5. Job profiles</b> In the course of vocational orientation, I have dealt with various professions in the service sector in detail I now understand their job profiles.					
<b>6. Advantages and challenges</b> In the course of vocational orientation I have dealt with the advantages and challenging aspects of professions in the service sector.					
<b>7. Competence assessment / analysis</b> In the course of vocational orientation I have made a competence assessment to get information about those areas of competences I have my strengths and weaknesses in.					
<b>8. Vocational orientation: self-reflection</b> In the course of vocational orientation I had plenty of opportunities to reflect upon my own strengths, weaknesses and ideas about my future (professional) life.					
<b>9. Self-assessment (regarding a suitable career)</b> In the course of vocational orientation, I learned that a profession in the service sector allows me to play to my strengths and use my strengths.					
<b>10. Assessment by others</b> By turning to teachers, friends and family members and talking about my strengths, interests and career aspirations, I learned that they are of the opinion that a profession in the service sector is right for me.					
<b>11. Talking to apprentices and professionals</b> I have talked to apprentices and/or professionals in the service sector in order to obtain detailed information and insight into these professions.					



## 6.8 Vocational orientation activities in the environmental/green sector

<b>Vocational orientation activities in the environmental/green sector</b>					
<b>Indicator / Criteria</b>	0 = not relevant 1 = be not true 2 = be partly true 3 = be predominant true 4 = be totally true				
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1. Information on green sector vocational fields professions</b> I have extensively informed myself about green economic sector vocational fields and professions, through literature and/or Internet					
<b>2. Orientation on the regional labour market in the green sector</b> I have informed myself about initiatives and entrepreneurship as well as job opportunities in the green economic sector present in my region					
<b>3. Visits to green sector companies</b> I have visited green sector companies and cooperative' companies of associated work in the green sector, during open days, outreach sessions, etc. and gave me a picture of the different professions in this field.					
<b>4. Information on training related to green sector activities</b> I have informed myself about courses, workshops and training conferences related to green sector activities in my region.					
<b>5. Analysis of the training offer related to green sector activities</b> I have analyzed the opportunities of training related to the green sector in my region, access requirements, and I have matched them according to my previous qualification, interests and aptitudes.					
<b>6. Information on events related to the green sector</b> I have informed myself on informative fairs, trading fairs, tasting of organic products and other events related to the green sector					
<b>7. Information about entities and entrepreneurship projects in the green sector</b> I am aware of the main entities and companies present in my region that operate in the green economic sector					
<b>8. Part time jobs /volunteering</b> I have performed different jobs related to the green sector during school holidays and I have got acquainted with the tasks and activities of various professions in the green sector.-					
<b>9. Willingness for entrepreneurship</b> I am willing to create a company or lead a project related to the green sector, because of my skills, interests and career aspirations.					
<b>10. Use of assessment tests</b> I have identified and analyzed my strengths, weaknesses, interests, skills and abilities in the green sector field by fulfilling aptitude tests					
<b>11. (Dis-)Advantages/challenges</b> I have measured the advantages, disadvantages and challenging aspects of professions in the green sector, and I have compared these aspects with their equivalent in other sectors					



## 7. Analysis tool for evaluation of the questionnaires – application

The evaluation of the 8 questionnaires takes place in an Excel file specially created for this purpose (see Fig.1). In this the individual questionnaires were created in individual register. The register list includes according to the individual questionnaires (in the same numbering order) all questionnaires. For the sake of simplicity, the title of the individual register has been named according to the relevant vocational orientation field (e.g. 1\_VO Own initiative).

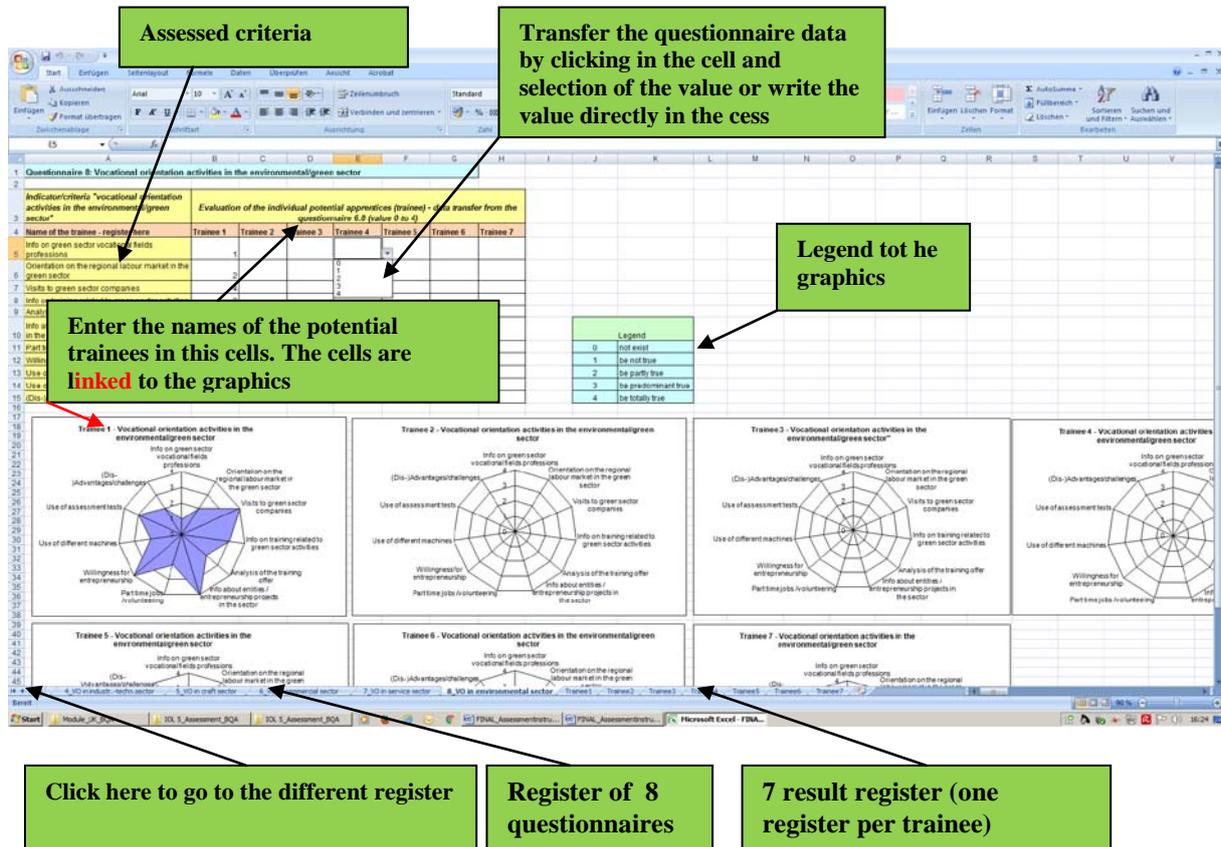
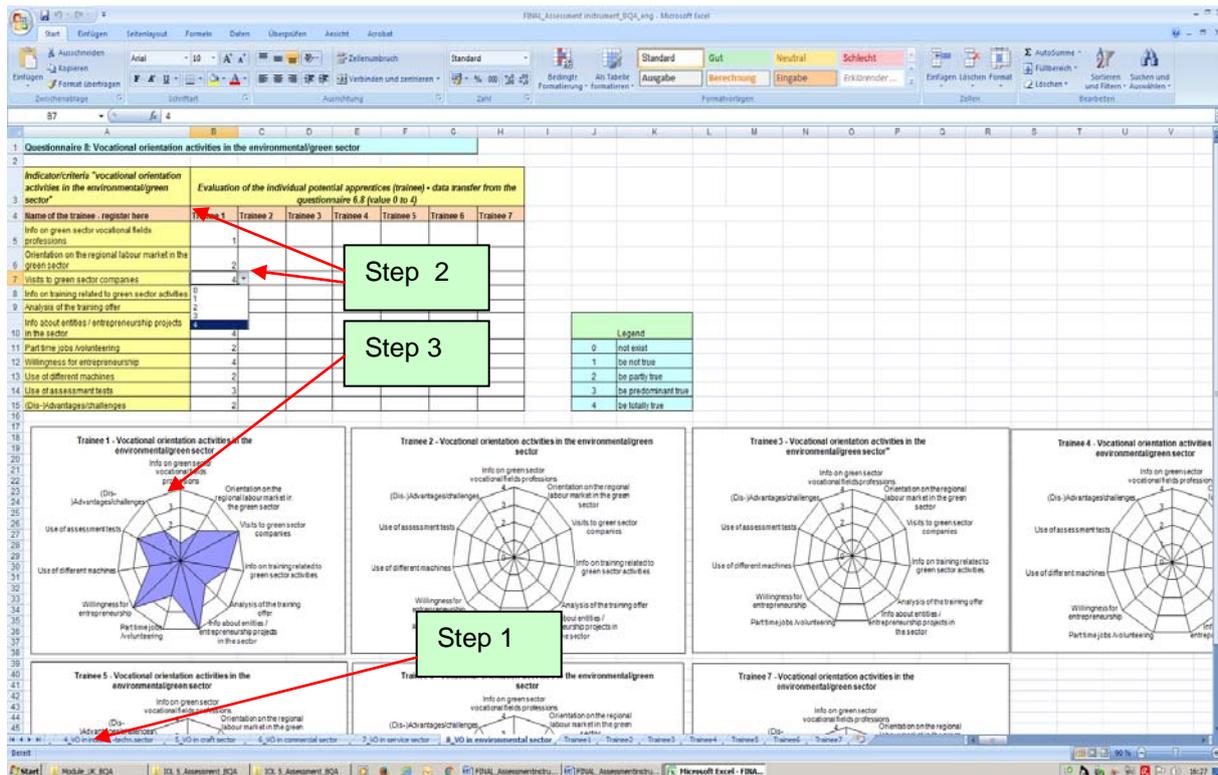


Fig.1: Structure of the analysis tool (8 assessment questionnaires and 7 result registers)

In order to provide a better overview of the results, only the keywords (indicators / criteria that were highlighted in the questionnaire) were mentioned in the respective assessment table of the individual assessment questionnaires and the corresponding statements on the criteria were ignored.

The data transfer to the corresponding cells can be done by entering the values directly or via the selection window (0 to 4) that opens when you click on the cells. The values transferred to the cells are automatically transferred to the corresponding graphics of the respective data sheet and will be shown there graphically (see Fig. 2), so that the result can be read directly.



Step 1: Click on the register according to the questionnaire  
Step 2: Fill in the trainee name and transfer the data from the questionnaires to the Excel tables  
Step 3: Graphical representation of the data is automatic and per trainee

Fig. 2.: Representation of the working steps in the analysis tool

It should be noted that the data of a maximum of 7 interviewed young persons or potential apprentices / trainees per data sheet (register) can be entered. Both the entered name in the line above the listed criteria and the transferred ratings (the values 0 to 4) per respondent transferred out of the questionnaires are automatically transferred to the graphics that are created below the table. For each respondent is an own graphic provided, so that the individual vocational orientation status quo of the respondents with regard to the different vocational orientation fields (see questionnaires / registers) can be directly compared.

If the assessment instrument is used as a control tool to control carried out VO measures and activities during the career choice process, to identify about which VO measures and activities individuals have still a need for action, then each data sheet should be used for only one respondent. It can then be entered in the cell of the name in the corresponding line the time of the survey (e.g. after 4 weeks, after 5 months, after 1 year). This is automatically transferred to the graphics. Afterwards, the assessments from the corresponding questionnaire must be transferred to the respective columns (cells), which are then automatically assigned graphically. Based on the graphs showing the results of different survey periods, then the development of the carried out VO measures and activities becomes clear.



Furthermore, according to the 8 result registers (to the questionnaires) 7 registers are created, which each comprise a summary of the graphics from the 8 result sector registers per participant. Thus, the overall result of one respondent is recognizable at a glance (see Fig.3)

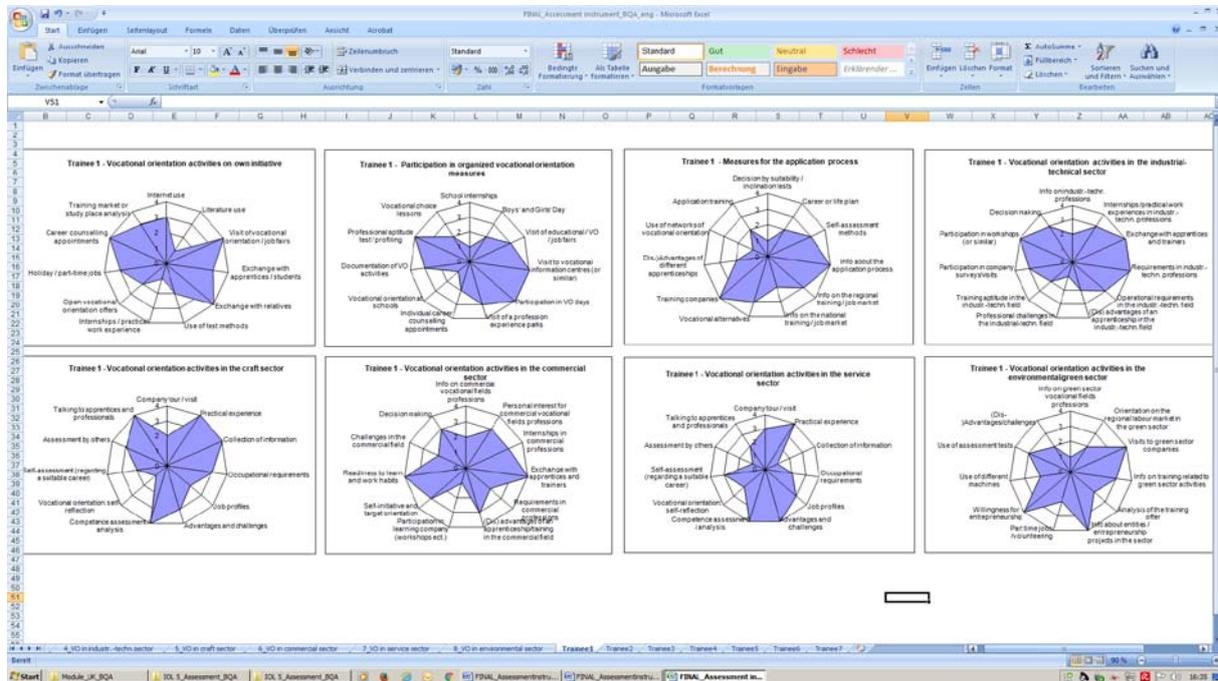


Fig. 3.: Presentation of the completed VO measures and activities of one respondent at a glance respectively results of all questionnaires of one respondent (trainees)

### 8. Notes about Analysis of the results

The graphical evaluation of the assessment questionnaires is carried out automatically, as explained in chapter 6, by means of the data transfer from the questionnaires to the Excel registers. The individual graphics represent the degree of the completed VO measures and activities per interviewed young person or trainee. Thus, the results of several respondents per questionnaire (register) can be compared at a glance. An overview of the overall results of all questionnaires per respondent can be found in register 9 to 15 (trainee 1, trainee 2, etc.) as described in chapter 6.

Each individual peak in the diagram stands for an indicator / criterion, it means for a specific carried out VO measure and activity. Criteria that do not show an amplitude (value 0) do not have any relevance in the country or region from which the interviewee comes from. This is due to the fact that the selected VO measures and activities that are listed in the assessment instrument are not implemented in all EU countries. Corresponding evaluations therefore require no special attention. Further, it should be noted that the lower the amplitude per peak (criterion is the less the corresponding VO measure and activity was taken up by the respondent. Thus it can be determined at a glance whether the interviewee has carried out and to what extent certain VO measures and activities - whether his/her professional decision is based on sufficient vocational orientation activities or not.



If the instrument is used during the career choice process as a control tool for planned VO measures and activities, a low value means that there is still need for action with regard to this criterion (VO measure and activity) - that this could be used more than once or more intensively.

## Presentation of results

1. If the profile is less or no more than 50 percent filled with colour, the respondent has passed through only minor VO measures and activities and is correspondingly less professionally informed (see Fig. 4).

When it is used as a control tool, the low parameter value of the profile means that the respondent should carry out even more VO measures and activities in this field in order to get a precise professional picture.

### Trainee 1 - Vocational orientation activities on own initiative

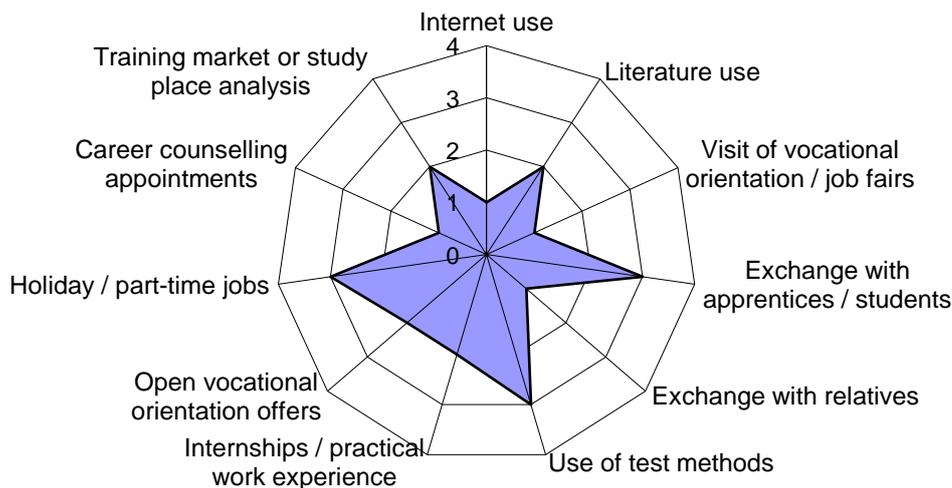


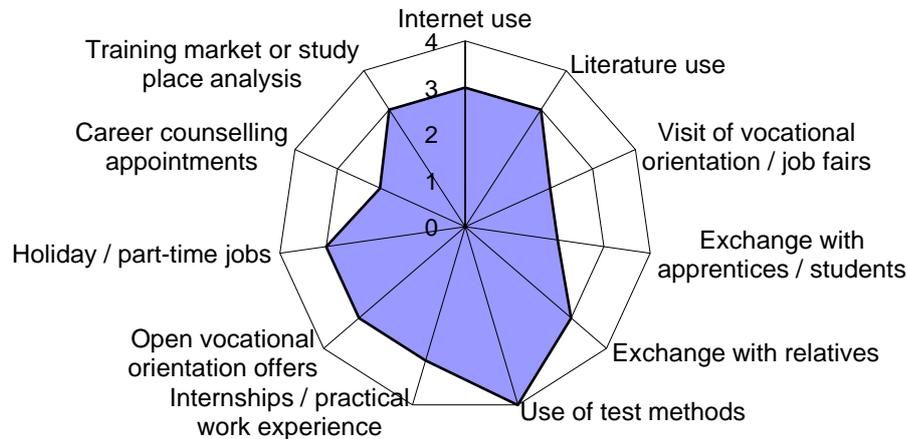
Fig. 4 Low parameter value of the profile

2. If between 50 and 75 percent are highlighted in colour (see Fig. 5), it can be assumed that the respondent intensively used numerous VO measures and activities during his career choice process in order to inform and orient oneself professionally. It can then be assumed that e.g. a potential apprentice knows the challenges and requirements of the chosen profession and has dealt with alternatives.

When used as a control tool, this middle parameter value of the profile means that there is still a need for action with regard to certain VO measures and activities (in which the peak is relatively low) (e.g. in Fig. 5 - the respondent could take even more consultation appointments).



**Trainee 2 - Vocational orientation activities on own initiative**

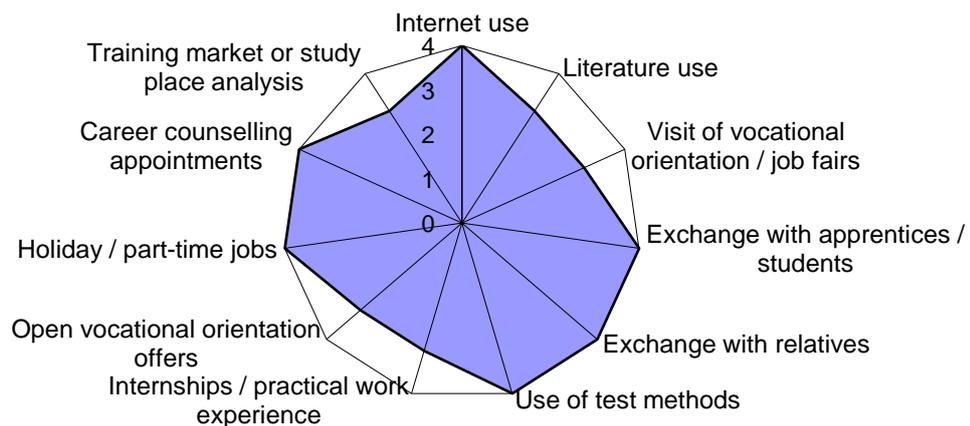


*Fig.5 Middle parameter value of the profile*

3. If highlighted in colour more than 75 percent, as in Fig. 6, the respondent has passed through a very good career orientation with countless VO measures and activities and it can be assumed that his professional decision will depend on a big number of information and knowledge about the selected profession.

When used as a control tool, the corresponding high parameter value of the profile means that there is no need for action in the corresponding VO areas.

**Trainee 3 - Vocational orientation activities on own initiative**



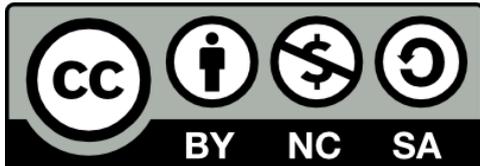
*Fig.6 High parameter value of the profile*

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