

Personnel Development in the Social Sector

Dossier No. 4: Extra-occupational qualification



Dear Readers,

The social sector faces major challenges. On the one hand, it is a growth industry, because the demand for social services is growing in line with the demographic development. On the other hand, the demographic change also means a drop in the overall supply of labour which makes it increasingly difficult for companies in the social sector to find qualified staff in sufficient numbers.

To counter these consequences effectively, the Federal Ministry of Labour and Social Affairs (BMAS) together with the Federal Association of Non-statutory Welfare (BAGFW) have developed the "rückenwind" programme for social sector employees. Since 2009, this programme has supported personnel development projects in the not-for-profit social sector with funding from the European Social Fund (ESF) and the BMAS. Over the course of six funding rounds, 131 projects were set in motion which follow a wide range of approaches to personnel recruitment and retention and also to the establishment of sustainable personnel management.

The aim of this series of dossiers on "Personnel development in the social sector" is to contribute towards publicising a good selection of the valuable approaches from the sponsored projects and to highlight possible actions for social sector companies, providers and associations. The topics of the six dossiers are guided by the various sections supported by this programme. All interested parties will thus have an opportunity to get a multi-layered insight into the "rückenwind" programme and its projects. The dossiers are published on our website www.bagfw-esf.de.

This fourth dossier is dedicated to the topic of extra-occupational qualification. The following pages give you an introductory overview of the topic. This is followed by the more detailed presentation of three projects that approach the topic of extra-professional qualification in different ways – from the development of an analysis instrument to determine the education needs, through to designing flexible e-learning modules and modern education management training courses. In addition, the dossier also contains a selection of further links and literature on the topic.

We hope you enjoy this booklet and take inspiration from it!

Dr Gerhard Timm
BAGFW Director

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In conversation

Tilo Liewald is the Consultant for Education and Europe in the Association of Non-affiliated Charities (Der Paritätische) and represents his association in the steering group of the “rückenwind” programme.

Mr Liewald, to what extent is the topic of extra-occupational qualification considered in the “rückenwind” programme?

Extra-occupational qualification as a key part of personal development is a central element of the “rückenwind” programme and plays an important role in all six support areas. Many of the projects are dedicated to the development and trialling of qualification concepts. Employees at social facilities are either educated or trained in specific technical topics and/or managers and HR managers are trained to identify the education needs of their employees and to introduce appropriate training measures.

How important is extra-occupational qualification in your association and what opportunities do you see in connection with “rückenwind”?

The extra-occupational qualification of employees, both specialists as well as managers, is an important means of ensuring the sustainability of the Paritätische. This not only ensures the high quality of the services provided, it also lays the foundation for innovations. Qualification and promotion opportunities also increase the attractiveness of the association and its member organisations as employers. They make an important contribution towards countering extensive skills shortages in some areas and regions. In particular, small and medium-sized facilities that are typical of the Paritätische’s membership structure often do not have the necessary resources in order to design and implement extensive

personal development measures. That is where “rückenwind” was able to help initiate projects which develop, test and disseminate the concepts of extra-occupational qualification. The “rückenwind” programme was seen as a great opportunity, at all levels of the association, to collect systematic experience in model projects and to make the results accessible to as many other social services and facilities as possible.

Many innovative ideas for the social sector are being implemented as part of the “rückenwind” projects. How do you ensure that the findings and concepts remain useful after the end of the projects?

Sustainability and dissemination are an absolute focus for “rückenwind”. Even during the project period, many projects have been providing information on their objectives and action strategies as well as on initial results on their websites, in newsletters as well as in manuals and guides. The active dissemination of these findings as part of organised exchanges of experience, such as networking meetings and specialist conferences, at which successful concepts introduced by other social sector enterprises, facilities and associations are presented is also important. The projects have established new networks, beyond the existing committees in the Paritätische – not least due to the, in part, extraordinary interest from other social agents in the results of the “rückenwind” projects and in future cooperations.

The essence and benefits of extra-occupational qualification

Experts will soon be a scarce commodity: by 2025 there will be over three million less people in the job market in Germany than are available today.¹

The demographic change and the extension of working life will also change the age structure in companies. The average age of employees will rise. But it is not just the demographic change that is reshaping the working world: throughout the world, new technologies are being developed and social and economic conditions are changing at an amazing speed. The extra-professional qualification of their employees will become increasingly important for companies wishing to handle this development responsibly. However, the extent to which, for example, extra-occupational study offers can reduce or prevent the skills shortage remains unclear. But one thing is certain: if the intake of qualified specialists continues to decrease in companies, this will have to be compensated by existing personnel. The productivity and competitiveness of companies can only be permanently ensured if these employees continue to acquire new specialist knowledge and retain their existing knowledge. Organisations should therefore be interested in promoting the targeted training of their employees – a challenge that is particularly great for employers and employees in the social sector.

Employees in social occupations frequently already have demanding careers as a result of physically demanding professions and long working hours. Further training therefore seems

impossible, as they would have to sacrifice their free time to participate. However, there are a range of qualification offers that take this into consideration and whose training structure and methodology is linked directly to the individual needs of participants. This includes blended learning concepts. These describe learning scenarios that combine attendance-dependent and independent, internet-supported learning phases. This methodology allows employees to flexibly organise their training independently and select the time and place at their discretion. In addition to classical training offers and blended learning, the use of internal networks is another qualification instrument that must not be underestimated. For example, tandem programmes are a successful approach to obtain and pass on informal knowledge within a team. This retains important know-how within the company.

Furthermore, companies can specifically increase their employees' motivation to learn. For example, a systematic qualification may be connected to a promotion or an increase in salary. The individual design of a training course must therefore align to the employee's personal career plan and phase of life and also be linked to the illustration of development opportunities in the company. This increases a company's attractiveness for its employees and contributes to personnel loyalty.

And employees also benefit in the long-term: According to a Forsa study, 80 percent of participants in training courses indicated that

¹cf. Dr Fuchs, Johann/ Dr Zika, Gerd: IAB-Kurzbericht, no. 12, 06/2010
<http://doku.iab.de/kurzber/2010/kb1210.pdf>
Date viewed: 22/04/2013



they felt surer of themselves when completing their everyday tasks after the course. For over 60 percent, the qualification even increased their self-confidence and satisfaction.²

The clear regulation of responsibilities for the topic of qualification is important for all facilities and services, regardless of their size. Management must ensure that they identify the education needs of their employees and prepare (individual) education plans. It is also advisable to train employees interested in the topic of education planning to support management. These employees can then establish appropriate qualification measures for their facility and organise training courses together with management. Securing a company's specific staff requirement for the long-term requires systematic training planning as well as a targeted analysis in advance: in which fields do employees have an individual need for qualification? Aptitude diagnostic processes can be used in this respect, such as regular career and development meetings with employees, potential analyses or assessment centres. Another option is written or verbal employee surveys.³ The objective of this kind of education planning is to align the process of extra-occupational qualification to the needs of employees as well as the company's requirements.

Constant information and communication in the company on the opportunities to participate in education measures are extremely important in order to ensure the success of the qualification. Manager training is also recom-

mended to ensure the successful implementation of the elements described above, such as blended learning concepts, the use of internal networks, (individual) education planning and systematic training planning. The focus must not just be on passing on specialist knowledge and on the individual steps to implement extra-occupational qualification measures: it is especially important to raise the awareness of managers of the possibilities available and the great benefits of education measures, which support the company and ensure its productivity and competitiveness in the long-term. This means that both the employees as well as the organisation never stop learning.

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²cf. Euro-FH Hamburg; Institut für Lernsysteme, Forsa: Umfrage zum Nutzen von Weiterbildung, "Was hat Ihnen die absolvierte Weiterbildung gebracht?", 2011
<http://de.statista.com/statistik/daten/studie/183014/umfrage/nutzen-der-absolvierten-weiterbildung-fuer-den-beruf/>
Date viewed: 22/04/2013

³cf. Kolb, Meinulf: Personalmanagement, 2002, p. 199

Practical examples:

Targeted identification of education needs

Project

Rückenwind für FABI –
Bildung für Beschäftigte
der beruflichen Weiter-
bildung

Term

01/05/2010 - 30/04/2013

Region

North Rhine-Westphalia,
Rhineland-Palatinate,
Saarland

Field

cross-sectoral

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Temporary employment relationships, high staff turnover and frequently changing job contents often result in a lack of knowledge of the current qualification requirements of employees.

The “Rückenwind für FABI” project, together with the Evangelischen Fachhochschule Bochum (Protestant University of Applied Science Bochum), is developing an easy-to-use online instrument to analyse education requirements and for education planning. The instrument created by the Evangelischen Fachverband für berufliche und soziale Integration (FABI), a Protestant association for professional and social integration, is being trialled together with 14 member companies from the field of employment, qualification and training and will subsequently be made available to all member companies. Managers can use the online tools to quickly analyse the education requirements of their employees at short notice. FABI then uses the analysis results to design customised training offers. The objective is to enable the rapid training and qualification of employees according to their job requirements. And the benefits for temporary employees are also great: the structured education planning gives temporary employees the chance to participate in regular training and thereby maintain and enhance their opportunities on the job market. The toolbox is also available to social enterprises in other professional and welfare associations on the FABI website.

Action strategies:

- Recording and analysis of the employment conditions and the requirements of instruments for analysing the education requirements and education planning in the 120 facilities
- Development and trialling of an online instrument for analysing education requirements and education planning in 14 model facilities
- Training of 40 managers to use the newly developed tool

- Broad implementation of the training courses as association-wide offers or inhouse training courses from a single day to an entire training series
- Evaluation of the instruments and training courses by the University of Duisburg-Essen
- Adaptation of the instrument based on the evaluation results

Recommendations:

- Targeted training courses based on identified requirements lead to a high acceptance.
- Training courses improve the employability and the motivation of employees in areas of employment with frequently changing requirements and a large number of temporary employees.
- Short training courses (1-2 days) also allow for the involvement of temporary employees.
- The benefits of association-wide personnel development include the reduction of costs, the diversity of qualification offers, the optimisation of personnel development and especially the ability for the participants to exchange experiences with employees in other facilities.

“A good, targeted qualification is important for the employability of staff as well as for the quality of social services.”

Annette Nowinski, Project Manager

Practical examples:

Escaping the time trap with e-learning

The need for training in nursing professions is enormous. However, there is little time available for training courses. In this case, e-learning is the optimal supplement to traditional events requiring attendance.

In addition to a growing number of people in need of care, the professional demand of the nursing sector is also rising. For nursing staff, this means additional workloads and the necessity of constantly adapting their nursing skills. The "Cleo – Caritas lernt online" project structures corresponding qualification measures in the form of blended learning. This refers to a combination of classic classroom phases and independent computer learning, so-called e-learning. The associated learning platform ILIAS is available to all employees on the internet at any time and enables independently organised learning courses regardless of the time and place. This promotes the work-life balance as employees receive the opportunity to better balance their career, family and leisure time. Facilities are also developing independent training modules that are specifically aligned to their relevant needs. As part of this project, education officers are qualified and trained in how to structure training offers and implement these in e-learning modules. They receive comprehensive didactic, methodological and technical support and advice in this regard. This project's target group are nursing staff from facilities, care instructors in nursing education centres and employees and HR officers responsible for training

Action strategies:

- Analysis of the actual situation in the ten participating facilities to compare the existing training offers with the actual demand
- Qualification of 24 tutors for learning support, twelve authors for the education centres to develop the e-learning units and twelve administrators to issue the roles and rights on the learning platform
- Training of twelve education officers in the facilities

- Development of two online learning modules by the education officers and trialling of the modules in ten hospitals and aged care facilities with around 2,000 employees, publication of the modules in an online marketplace for discussion and development of the modules
- Preparation of a manual to integrate blended learning into existing education concepts

Recommendations:

- A user-friendly and intuitively designed online learning platform is necessary for success.
- Learning modules must be constantly updated and developed in order to ensure that they remain accurate and topical as well as to ensure that existing training offers are optimally enhanced.
- In particular, e-learning offers advantages for non-native speakers as the speed of learning can be individually adapted to their language level.

"Employees develop what employees actually need. That is the key to our approach!"

Cornelia Josten, Project Manager

Project
Cleo – Caritas lernt online

Term
01/05/2011 - 30/04/2014

Region
North Rhine-Westphalia

Field
aged care, nursing

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Practical examples:

Qualify teachers for education management

Project
ProB – Professionalisierungsprogramm
Bildungspersonal

Term
01/12/2010 - 30/11/2012

Region
nationwide

Field
cross-sectoral

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Managing education facilities is becoming increasingly demanding in the face of the economic conditions. New laws are also increasing the formal qualification requirements of educational staff.

The full-time educational staff in the social sector educational centres are focussing less on structuring classes and more on managing education processes and facilities. Standard educational qualifications are simply not sufficient. Anyone wanting to keep their job must expand their competencies and often also display formal advanced degrees. The DRK's certified course "Bildungsmanager/in in der Sozialwirtschaft" ("Education manager in the social sector") aims to give education centre staff the opportunity to do exactly this on a part-time basis. Spread over almost two years, experienced experts and practitioners convey their knowledge on economic principles, education controlling, tax and legal issues, education marketing as well as project and change management methods to participants over a total of twelve modules. The final module "Personnal development in the social sector" teaches participants how to develop and position their education centres as service providers for personnel development in the social sector. They also have the opportunity to obtain a university certificate, which can be credited towards a degree.

Action strategies:

- Development of the certified course "Education manager in the social sector" with twelve modules (seminars, learning workshops, concluding conference) with optional university certificate
- Exemplary training implementation at four locations
- Employment of the 70 newly qualified education managers as multipliers for modern education management in the education centres

Recommendations:

- The acquisition of a formal qualification (e.g. university certificate) increases the value of the course and promotes the professional development prospects for the educational personnel.
- In particular, participation in training can give older employees new impetus, can be recognised as appreciation and lead to an increase in motivation.
- A mix of practical learning workshops and university seminars promotes the transfer of new knowledge and new competencies across the board.
- In the learning workshops, participants can incorporate the specific circumstances that exist in their facilities and prepare corresponding needs-based solutions. The direct application of the lessons learned in practice increases its benefits and the sustainability of the course.
- Preparing participants for their function as multipliers contributes to the comprehensive dissemination of the new competencies and perspectives.

"The certified course gives participants the opportunity to obtain an advanced extra-occupational qualification and improve their chances for professional advancement."

Mario Heller, Project Manager



Practical examples:

Other approaches

Several other projects in the “rückenwind” programme deal with the issue of extra-occupational qualification. Below we have listed some interesting approaches for you. Please visit the website of the ESF-Regiestelle (programme managing authority) for further information about projects and latest developments in the “rückenwind” programme: www.bagfw-esf.de.

Project

ERiS – Erfolgchancen in der Sozialwirtschaft

Contact

Der PARITÄTISCHE Baden-Württemberg
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Training aligned to your professional circumstances

The cooperation project develops qualification programmes for young professionals and prospective managers as well as academic training for educators and healthcare and nursing professionals. Two manuals on the topic of career commencement in social facilities and business administration for non-profit organisations as well as a position paper describe the qualification programme and provide a guide for action for social facilities.

For more information: www.esf-eris.de

Project

TANDEM – Wissenstransfer und Gesundheitsförderung

Contact

Internationaler Bund e. V.
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Intergenerational knowledge transfer

Years of practical knowledge, network contacts and expertise often simply disappear into retirement. The Internationale Bund Brandenburg e. V. prepares younger specialists and managers for the acquisition of management tasks and responsibility as part of a tandem programme with older colleagues. Accompanying seminars on the topics of work organisation, communication, work-life balance and health promotion support the concept.

For more information: www.internationaler-bund.de

Project

Mitarbeiterorientierte und unternehmensstrategische Bildungsplanung

Contact

Bundesarbeitsgemeinschaft örtlich regionaler Träger der Jugendsozialarbeit (BAG ÖRT)
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Professionalising education planning

Companies and facilities in Jugendberufshilfe (youth career services) are increasingly having to juggle a mix of an ageing core workforce and alternating, temporary project personnel. For managers and HR officers, this requires comprehensive knowledge on the topics of strategic personnel development, educational requirements analysis and individual education planning. A practical training programme has been developed in which managers prepare and implement personnel development concepts for their facilities.

For more information: www.bag-oert.de

More on the topic

Training guide

The Federal Institute for Vocational Education and Training (BIBB) provides a checklist to aid decision-making for professional training. This identifies the reasons for training, tips on quality assessment for providers and useful contact information for responsible facilities and officials.

For more information:
www.bibb.de/checkliste

Training databases

A database with various training providers has been compiled in the InfoWeb Weiterbildung (IWWB). Filtered according to topics, states and other items, it generates an overview of matching course offers. This includes information on the provider, the costs and the course content.

For more information:
www.iwwb.de

Guide for dynamic teaching and learning processes

The Initiative New Quality of Work (INQA) publication provides a toolbox with various ideas and impetus for successful learning processes. In addition to tips for successful instruction, the toolbox contains various established methods and checklists for moderated workshops as well as seminar-like teaching events.

For more information:
www.inqa.de/SharedDocs/PDFs/DE/Publikationen/inqa-30-unterweisen-lehren-moderieren.pdf?__blob=publicationFile

Site notice

Publisher:
Bundesarbeitsgemeinschaft der Freien Wohlfahrtspflege e. V. (BAGFW)
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Website: www.bagfw-esf.de

Concept and editorial office: ESF-Regiestelle
Design: Rosendahl Berlin CCD
Translation: A.C.T. Fachübersetzungen GmbH
Photos: Holger Groß (page 1, page 9), Doc RABE Media, fotolia.de (page 5)

The programme "rückenwind – Für die Beschäftigten in der Sozialwirtschaft" is sponsored by the Federal Ministry of Labour and Social Affairs and the European Social Fund.

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