

## Case study

### Retail

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Prepared by: Marijke Mesdag, Rob van Wezel

With contributions from: Lux, KCH

#### Short summary:

The objective of the project NQF SQF is to create a common grounds for referencing national and sectoral frameworks to EQF. Therefore an employability grid has been developed. This employability grid should be the basic instrument for the referencing NQF's and SQF's to EQF.

The objective of this case study is to test the value of the methodology developed within WP2. In WP2 a draft employability grid has been developed. The elements of this employability grid are researched in the case study. Four sectors are subject of the case study: construction, ICT, logistics and retail. Of each sector a separate report has been made. This case study report summarises the conclusions of the retail and draws conclusions from the findings. The final report will provide recommendations for further investigation and discussion regarding the employability grid based on the four case studies. Thus providing the basis for the final employability grid.

In the 4 sectors staff has been interviewed over 3 different functions existing in their company. These functions are representative functions for the sector at national and transnational level. Each sector has used the same questionnaire. The same set of functions were researched in two European countries. The results of the interviews are used to refine the draft employability grid.

## (1) Introduction

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The objective of the case studies is to test the value of an instrument called the employability grid (deliverable 5). The development of this employability grid is a main objective of the NQF/SQF project. In constructing the concept of the employability grid two main issues were taken into account, the basic issues for describing the work objectives and the EQF terminology. One of the observations within deliverable 5, stated that the EQF terminology used to differentiate between levels creates some problems. One of these problems is that the differences between the descriptions of some levels are minimal. Another observation was that the language used to describe those differences accentuate different aspects in order to describe the differences. This creates uncertainty about the existence of that specific aspect at the other level, or it creates a choice for another level based on the used terminology which accentuates that aspect. This leads to the question if this is desirable and if not if it's avoidable.

In order to eliminate this kind of mismatches the draft employability grid filtered the EQF descriptors and described the competences at each level in key words which were categorised by three key terms.

- Action with regard to the action of others: varying from being steered at the lowest levels to steering others
- Action with regard to the context: determined by the context or the possibility to influence the context
- Context: from stable, not changing and structured to changing.

This categorisation is directly derived from the competence descriptions of the EQF. The differences between each level are minor. The final draft of the employability grid was represented as you could see in the scheme at the next page.

Scheme 1: EQF competences level

levels of competence	Competence in EQF terms	Action with regard to action of others	Action with regard to context	Context	?
1	Work or study under direct supervision in a structured context	Steered by action others	Determined by context-	Not changing structured	
2	Work or study under direct supervision with some autonomy	Steered by action others	Determined by context	Not changing Not structured	
3	Take responsibility for completion of tasks in work or study adapt own behavior to circumstances in solving problems	neutral	Determined by context	Not changing Including changing circumstances	
4	Exercise self-management within guidelines of work or study contexts that are usually predictable, but are subject to change Supervise routine work of others, taking some responsibility for the evaluation and improvement of work or study activities	Steering action of others	Determined by context	Changing/not changing	
5	Exercise management and supervision in contexts of work or study activities where there is unpredictable change Review and develop performance of self and others	Steering action of others	Determined by context	changing	
6	Manage complex technical or professional activities or projects , taking responsibility for decision making in unpredictable contexts Take responsibility for managing professional development of individuals and groups	Steering action of others	Determined by context	changing	
7	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches require new strategic approaches Take responsibility for contributing to professional knowledge and practice and/or reviewing the strategic performance of teams	Steering action of others	Determining context transforming	changing	
8	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research	Steering action of others	Determining context transforming and replacing	changing	

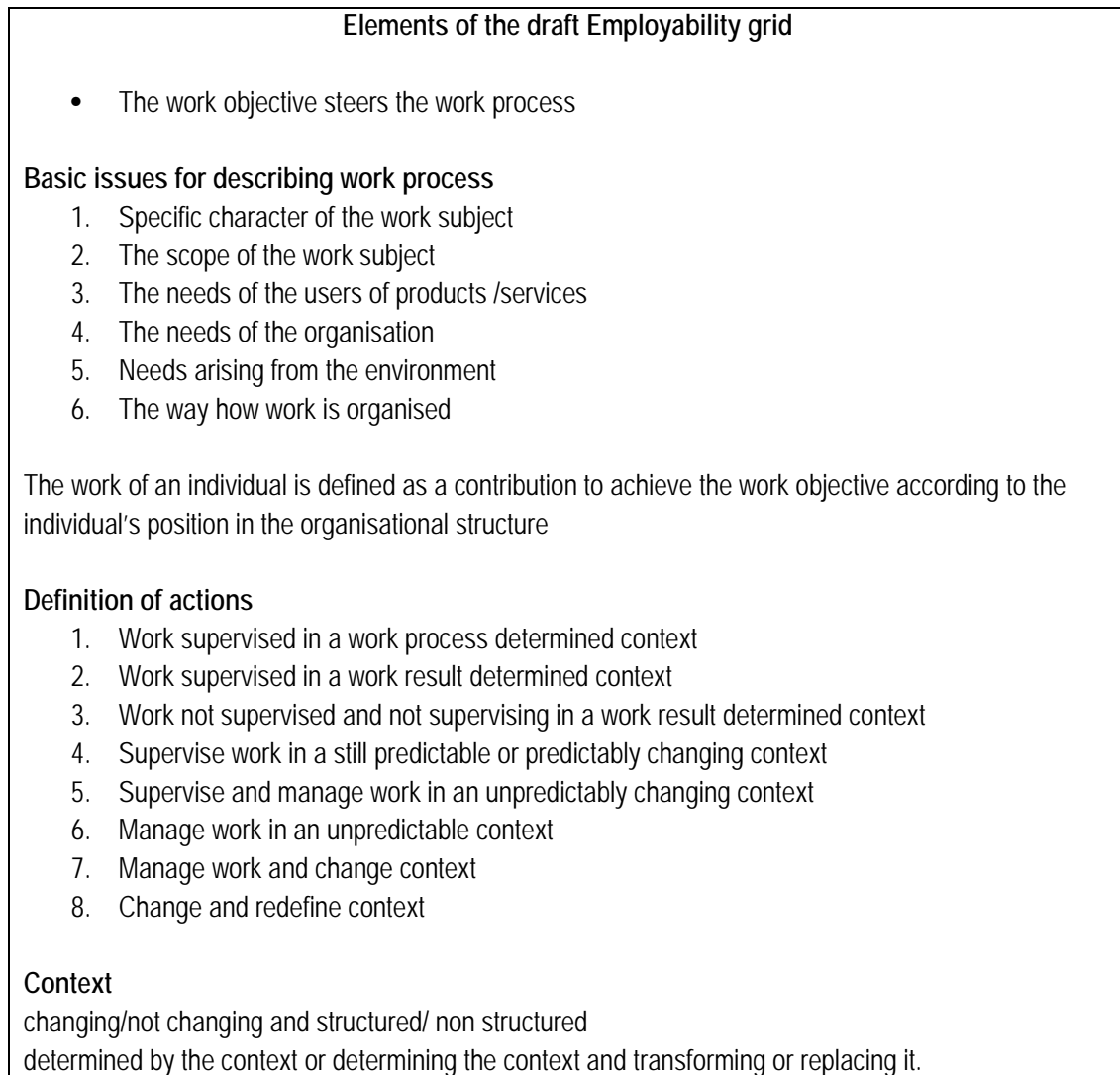
## 2 The Case studies

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The objective of the case studies was to test the value of the methodology of the draft employability grid. The draft employability grid is described in delivery 5. In delivery 5 the EQF and the features of the EQF is extensively reviewed.

The following scheme pictures the main elements of the draft employability grid :

*Scheme 2: elements of the draft Employability grid*



It's a rough sketch of elements of the EQF that could be seen as key elements to focus on in order to relate EQF to the world of work. These elements were also taken as the key elements for the case studies.

Taken all this into account it was decided to focus of the case studies on the side of the companies in the project plan designated sectors IT, Construction, Retail and Logistics.

Main topics of the case studies were:

- The assumptions made in the draft employability grid – are they recognisable within companies?
- How do companies score functions on elements of the EQF?

- What are key considerations to choose for a particular answer in a series of possibilities?
- How does this relate to the function under investigation and the available formal information about that function?
- What does this mean for the draft employability grid?

A questionnaire was developed. The first part of the questionnaire focused on the basic issues for describing the work process, based on the assumptions made in the draft employability grid. The second part focused on functions and key issues related to the competences. As a bases for this second part the Irish NOF descriptions were taken as a reference. This NOF based on the EQF describes the aspects of competences more extensively than the sole words used in the employability grid. It's, just as all NOF's a translation, or a connecting tool, of the EQF to the national system. The assumption was that by using these descriptions and asking for examples that specify the choice, more information could be gained. This information should give input for the refinement of the employability grid. An additional advantage of using this NOF was its neutrality for each of the partners, not being committed to the Irish system. Deliberately level 8 was not taken into the research. The focus of NOF/SQF is on VET. To take level 8 into the research could lead to unnecessary rustle.

### Case studies: approach

The chosen approach was:

- per sector: 3 common functions classifiable at EQF level 1-6/7 had to be researched in two different countries. The functions should be recognisable in the European countries and as a reference the following functions were advised.

	Function 1	Function 2	Function 3
ICT	IT employee	IT network administrator	IT manager
Construction	'construction employee'	Team leader/supervisor	Manager
Logistics	Order picker	Logistics team leader	Head of logistics
Retail	Sales assistant	Departmental manager /branch manager	Shop manager/ owner

- Research within small – medium and large enterprises. In order to see the differences in context

Each partner interviews for the given sector

- 3 functions in a small company < 10 (if possible)
- 3 functions in a company 10-50 employees
- 3 functions in a company > 100 employees

In order to be efficient one could research these functions within one company. When researching a company with less than 10 employees it' would be probable that it would be impossible to research more than 2 functions.

When describing more than one function within one organisation, the first part of the questionnaire needed to be filled in only once, the second part had to be filled in for each separate function.

- Method: interviewing staff/ hrd/ entrepreneur using the description of the function used by the company (organisational function description/ sectoral description) and using the given document

with questions/ subjects for gathering the information. For the second part it was emphasised that assembling examples was important in order to underline and specify the given answer and clarify the classification.

### 3 Results case study retail

In this chapter the results you will find a description of the data gathered in retail.

In 3.1 information is given on the collected data: the response, the division of functions and size of the companies. In 3.2 and 3.3 the answers of the questionnaires are shown and some generalising comments are made. Due to the small amount of interviews this will not be extensive. 3.2 shows the answers of the first part of the questionnaire, 3.3. shows the answers related to the EQF.

#### 3.1 Data gathering

The information on retail was gathered in Germany and the Netherlands. The German partner has chosen to assemble the information of companies in car sales and car repair. In the Netherlands information was gathered within a Do it yourself shop and a shop primarily selling a wide range of household articles and electric devices.

Suggested functions and the researched functions

	Function 1	Function 2	Function 3
Retail	Sales assistant	Departmental manager /branch manager	Shop manager/ owner

In order to get a division over the EQF levels the partners were asked to research functions at several levels as indicated above.

#### Response

Results sector, size of the company and division of functions

	Small company < 10			Medium sized 10- 50 (-100) employees			Large >100		
	F1	F2	F3	F1	F2	F3	F1	F2	F3
Retail			1	1	3	3			

Within the small companies and the medium sized companies the suggested functions were covered. No large companies were interviewed.

#### Number of employees

	Small company	Medium sized	Large
	Number of employees	Number of employees	Number of employees
Retail	0 (2 owners)	52	
		45	

In retail no large companies were interviewed. In retail only some larger department stores will have over the 100 employees at a single store. The amount of gathered data was less than planned. On 7 functions data was gathered, in retail (the Netherlands) and in the car sales and repair sector (Germany). This is far less than the planned amount of 18. It took partners time to find participants. The small company was an independent retail company without employees, but with internships at a regular base. The medium sized companies counted 45 to 52 employees. No large companies were investigated. The medium sized companies were independent companies part of a franchise organisation.

Retail: investigated functions – size of the company		
Small company	Medium sized company	Large company
Shop owner	Sales assistant (DIY)	
	(assistant) Store manager (DIY)	
	Business leader/ central service manager (automotive)	
	Central Service Manager (automotive)	
	Manager spare parts (automotive)	
	Management assistance (automotive)	

Retail: investigated functions number of employees		
Small company < 10	Medium sized company 10 – 50 employees	Large company > 100
Number of employees	Number of employees	Number of employees
0 (2 shop owners, apprentices)	52 (DIY)	
	45 (automotive)	
	45 (automotive)	

### 3.2 Basic issues for describing the work process

One of the main assumptions of the employability grid is that the work objective steers the work process. The basic issues which should be taken in consideration for describing the work process were divided in seven issues. The interviewees were asked to give their view on these subjects in relation to the core work objective. The following tables show the answers on the various subjects. The subject 'needs of individuals' is not added in the interview list, due to the fact that this factor was added in a later phase of the employability grid and was overlooked in the construction of the interview list.

Objective	How would you characterise the objective of the organisation? (key words)
Retail	<ul style="list-style-type: none"> <li>• Independent</li> <li>• Retail, selling DIY goods to consumers,</li> <li>• To merchandise and repair Volkswagen/Audi best possible in our area of responsibility in the market.</li> <li>• To earn money (a minimum of the gain, 8 or 9 percent) that the company is able to survive. To maintain jobs</li> <li>• To satisfy customers with service and repair. To earn money</li> <li>• To repair Cars and to advice customers. To earn money and to maintain jobs to assure the growth of the business. Satisfied employees = satisfied customers</li> </ul>

The answers show a wide variety. Some common denominators are satisfying customers in relation with the need to make profit. The answers match with the given answers in the other sectors like the



construction survey where quality of service, customer satisfaction and the company's turnover were mentioned.

<b>Needs</b>	<b>How would you characterise the needs of those who use products or services in relationship to the core work objective?</b>
<b>retail</b>	<ul style="list-style-type: none"> <li>• Selling responsive to consumers needs: accessory, actions</li> <li>• Small, tight relations with customers- diversity of assortment</li> <li>• To supply garage and customers with parts. Top goal is to satisfy the customers. Customer is first</li> <li>• Mainly personnel, but also complaints. I listen to the customers and try to calm. Fault analysis, feedback, reparation and compensation to the customers</li> <li>• No, as there are many administrative and organisational things to do, there is only little time for the main task</li> </ul>

Satisfaction of the customers is the main objective of the organisation and also the need of the users of the products.

<b>Needs 2</b>	<b>How would you characterise the needs of the organisation that arise from her specific character as an enterprise or public institution? Economical / legally defined tasks / else</b>
<b>Retail</b>	<ul style="list-style-type: none"> <li>• economical and a social function providing employment</li> <li>• We constantly have to learn: technically we need to have up to date knowledge – we need to have know how. Due to the crisis repair of articles has increased</li> <li>• To repair Cars and to advice customers. To earn money and to maintain jobs to assure the growth of the business. Satisfied employees = satisfied customers</li> </ul>

The needs of the organisation are principally economical. To reach this, the products and services need to be good.

<b>Needs 3 Environmental needs</b>	<b>Are there needs which arise from the environment within which the work objective has to be achieved? (f.i. security regulations, health and safety regulations, ecological regulations)</b>
<b>Retail</b>	<ul style="list-style-type: none"> <li>• Arbo Health and safety regulations), environmental regulations, When delivering a dish washer or a washing machine one is obliged to wear safety shoes. We need to use professional equipment and separation of waste reduces costs.</li> <li>• Arbo (Health and safety regulations), environmental regulations</li> <li>• Our Business is EN ISO 9001:2000 certified and we have several requirements of the employer's liability insurance coverage. Additional there are annual checks of the waste water alliance</li> <li>• Disposal: waste separation, thinking of the environment is very important at our company. Compliance with the safety regulation (for example shoes)</li> </ul>

	<ul style="list-style-type: none"> <li>Manufacturer guidelines: planning of staff training There are also requirements of the manufacturer (Volkswagen, Audi), for example: customer satisfaction survey</li> </ul>
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All companies have to comply with environmental rules and rules and regulations concerning health and safety. This concerns both staff and products and services that the companies offer. For employees one could say that it's or should be an integral part of their job to care about health and safety and ecological rules.

### Function under investigation and the contribution to the work objective

Retail: investigated functions		
Small company	Medium sized company	Large company
shop owner	sales assistant (DIY)	
	(assistant) store manager (DIY)	
	Business leader/ central service manager (automotive)	
	Central Service Manager (automotive)	
	Manager spare parts (automotive)	
	Management assistance (automotive)	

The shop owners share the ownership of the shop. It's a shop selling a variety of goods amongst which technical devices. The shop has a repairservice, one of the owners fulfills these tasks the other owner mainly cares for the shoptasks, selling goods and advising the customers. During the year the shop has apprentices.

### Function description, organisation chart and sectoral descriptions

Function description	Is a function description available? Can you provide the organisational structure and show where the function is classified? Please add the organisational structure
	<ul style="list-style-type: none"> <li>No. The shop owners share the ownership of the shop. It's a shop selling a variety of goods amongst which technical devices. The shop has a repair service, one of the owners fulfills these tasks the other owner mainly cares for the shop tasks, selling goods and advising the customers. During the year the shop has apprentices.</li> <li>No</li> <li>function description in connection with job description (2)</li> <li>yes, There are descriptions for every function in the company</li> <li>yes</li> <li>This is a franchise organisation. It's part of a holding consisting of 4 stores. This store has two kind of functions: sales assistant and two assistant departmental managers and a manager. The tasks and roles of the assistant managers and the manager are nearly the same. Sector information: The social agreement for the specific retail sector contains a function list. DHZ CAO 2009-2011 Appendix function list</li> </ul>

Although the questions are only answered by a small group of companies and individuals, it's noteworthy that the job descriptions are mainly company descriptions. Sectoral descriptions seem to be not or less relevant for the interviewed persons.

In order to be able to say more about answers in relation to the position in the organisation the organisational structure was asked for. In most cases this proved not so obvious. This can be because the function and it's position in the organisational structure is clear to the employees, especially when the organisation is relatively small and not too complex.

The DIY-sector in the Netherlands has a social agreement. This agreement contains a function list. (DHZ CAO 2009-2011 Appendix function list )

The automotive sector gave a function description (appendix).

### Scope of the work and outcomes of functions and the contribution to the work objective

scope	How would you characterise the scope of the work of the function in relationship to the achievement of the overall goals?
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Overall goal	Does the overall goal determine the work objectives? Does it really steer the work of the investigated function?
Retail	<ul style="list-style-type: none"> <li>• Yes</li> <li>• The shop owners have a lot of apprentices during the week and the year. Not only because of the workforce but also in order to educate them (societal function)</li> </ul>

Outcomes	Will outcomes of the activities be useable for various work objectives?
Retail	<ul style="list-style-type: none"> <li>• yes</li> <li>• Yes, to supply the employees of the garage and customers with spare parts</li> </ul>

Main contribution	Which is the main contribution of the employee in this function to the work objective?
Retail	<ul style="list-style-type: none"> <li>• The objective is that customers are satisfied when leaving the shop with all the articles that they need for their do it yourself job. The behavior, actions and tasks of the employees should be tuned to that. Our goal is satisfied customers. Everything is attuned to that.</li> <li>• The (assistant) departmental manager monitors budgets, plans hours and employees, recruits employees, sets priorities, and controls</li> <li>• Sales and assistant to the store/ location manager</li> <li>• Organisation of the operational sequences and personnel management</li> <li>• Problem solving: control and passing on of the problems</li> </ul>

### 3.3 Linking to the EQF

The last part of the questionnaire aimed at the distinguishing of the levels connected to the investigated functions. As said before the description of the Irish Qualification Framework was used for this purpose.

This is one of the first constructed National Frameworks. It links the EQF to their own Qualification Framework. Using this grid had some pragmatic reasons.

- The descriptions seemed to be fit for testing the descriptors structured/not structured, changing/ not changing, being steered/ steering, range of action and extent to which a person can influence the context. Therefore the topics were reduced to 'context of the function', 'role', 'knowledge, 'know how and skills' and 'insight'- the ability to learn.
- Ireland is no partner in the project, so none of the partners should feel committed to this grid.

For the research some adaptations were made. The description of the level referring to EQF level 8 was excluded because of the scope of the research. Furthermore the amount of levels were reduced to eight, leaving out the first level and by combining the two similar levels .

The answers to these part of the survey are shown at the next pages. In order to get some more background information it was emphasised that the explanation of the choice was important.

For the functions under investigation abbreviations were used. The next list explains the abbreviations. The R/ A is used for the sector, the other letters to designate the function. The R refers to retail, the A to the car selling and car repair.

### Abbreviations

R OS	Owner and sales - retail company
R AdM	Assistant department Manager - retail company
R S	Sales employee - retail company
A MA	Management assistance - Automotive
A CSM	Central service manager - Automotive
A MSP	Manager spare parts - Automotive
A BL/csm	Business leader and central service manager - Automotive

1. Context/ complexity	C	C-	C	C	C	C	C
<p><b>Which description describes the context of this function the most appropriate?</b></p> <p><i>Context of the function</i></p>	Act in a limited range of predictable and structured contexts	Act within a limited range of contexts	Act in familiar and unfamiliar contexts	Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs;  identify and apply skill and knowledge to a wide variety of contexts	Act in a range of <i>varied</i> and specific contexts  involving <i>creative</i> and non-routine activities; transfer and apply theoretical concepts and/or technical or creative skills to a range of contexts	Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts  / Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts	Act in a wide and often unpredictable variety of professional levels and ill defined contexts
Retail	R S		R Adm		R OS	A Msp A Csm A Ma	A BI csm A Msp A Csm partly correct
<p><b>Please specify this with examples</b></p> <p>R OS: Technical/repair: a lot of technical matters. Sometimes easy, sometimes difficult, sometimes very profound. Alternately a lot of possibilities. Sales: it's the same. You have to explain a lot. Machines have a lot of possibilities, one has to explain this. Furthermore the range is large.</p> <p>R S Sales assistant: the tasks of the sales assistant are clear, the tasks are carefully describe. The employees have to deal with standard procedures. Like how to order goods, how to handle complaints, all is clear. Only customers differ, but even then there's a set procedure. Deviations can occur but even then it's clear how to handle.</p> <p>R ADM (Assistant) departmental manager: less standards or guidelines. Standards are available for, personnel planning, planning of actions and personnel planning, how to cope with certain situations, unpredictable situations require flexible ways of problem solving</p> <p><b>CAO function descriptions (no description of owner/entrepreneur available)</b>  <b>Technical/ montage:</b>  <b>Complexity:</b> technical function aimed at the repair of electrical devices. Various activities, often routine, high accuracy, often with some time pressure.  <b>Retail/ sales F</b>  <b>Complexity:</b> Commercial function aimed at directing a branch or a large independent department in connection with the sale of electrical devices. The employee has to respond to various situations and problems. Subjects vary and new problems have to be tackled. Often one has switch from customer to customer, to other activities, including questions of others. The level of the job requires a training type and level corresponds to HAVO / MBO, a thorough orientation on specific aspects of the product range and the leadership aspects (possibly through a course).</p>							

2. Role	Ai	Ai	Ai	Ai	Ai	Ai	Ai
<p><b>Which description describes the role of the function the most appropriate? –</b></p> <p><i>definition of actions</i></p> <p><i>degree of support</i></p>	Act in a range of roles under direction	Act under direction with limited autonomy; function within familiar, homogeneous groups	Act with considerable amount of responsibility and autonomy	Exercise some initiative and independence in carrying out defined activities;  join and function within multiple, complex and heterogeneous groups	Exercise substantial personal autonomy  and often take responsibility for the work of others  and/or for the allocation of resources; form, and function within, multiple, complex and heterogeneous groups	Accept accountability for determining and achieving personal and/or group outcomes  take significant or supervisory responsibility for the work of others in defined areas of work  / Act effectively under guidance in a peer relationship with qualified practitioners;  lead multiple, complex and heterogeneous groups	Take  significant responsibility for the work of individuals and groups;  lead and initiate activity
			a bl /csm r s		r os a ma		x a msp x a csm x r adm
<p><b>Please specify this with examples</b></p> <p>R OS Courses and the internet is the source of information. Sales education, lots of experience and guiding apprentices within the described framework. To order goods, presenting goods, etc. Some freedom to act, own responsibility..</p> <p>RS :activities that deviate from the daily routine, carry out, control and delegate deviant activities, setting priorities</p> <p>R ADM: :activities that deviate from the daily routine, carry out, control and delegate deviant activities, setting priorities</p> <p>A MSP: Take significant responsibility for the work of individuals and groups; lead and initiate activity</p> <p><b>CAO function descriptions (no description of owner/entrepreneur available)</b></p> <p><b>Technical/ montage:</b> <b>Complexity:</b> technical function aimed at the repair of electrical devices. Various activities, often routine, high accuracy, often with some time pressure.</p> <p><b>Retail/ sales F</b> <b>Complexity:</b> Commercial function aimed at directing a branch or a large independent department in connection with the sale of electrical devices. The employee has to respond to various situations and problems. Subjects vary and new problems have to be tackled. Often one has switch from customer to customer, to other activities, including questions of others. The level of the job requires a training type and level corresponds to HAVO / MBO, a thorough orientation on specific aspects of the product range and the leadership aspects (possibly through a course).</p>							

3. knowledge	Ku	Ku	Ku	Ku	Ku	Ku	Ku
Which description describes the most appropriate the kind and breadth of knowledge needed in the function?	Knowledge narrow in range  Concrete in reference  and basic in comprehension	Knowledge moderately in range  Mainly concrete in reference  and with some comprehension of relationship between knowledge elements	Broad range of knowledge  Mainly concrete in reference  and with some elements of abstraction or theory	Broad range of knowledge Some theoretical concepts and abstract thinking,  with significant depth in some areas	Specialised knowledge of a broad area  Some theoretical concepts and abstract thinking,  with significant underpinning theory	Specialised or detailed knowledge across a variety of areas /  An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning  Recognition of limitations of current knowledge and familiarity with sources of new knowledge;  integration of concepts across a variety of areas /  Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)	A systematic understanding of knowledge, at, or informed by, the forefront of a field of learning  A critical awareness of current problems and/or new insights,  generally informed by the forefront of a field of learning
		R s (starting)		R adm		a bl a msp a csm a ma	R os A msp A csm

3. knowledge	Ku	Ku	Ku	Ku	Ku	Ku	Ku
Please specify with examples							
R Os	Based on 18 years of experience- broad range of knowledge						
R S:	Between a starting sales employee an experienced employee exists a difference. The knowledge of a starting employee is at a lower level. When employing sales assistants a certain level of knowledge is a precedent, but it's more important that a person has good communicational skills, that he has some experiences with DIY, fits in the team, has a good appearance. Behavior is often harder to change, one can acquire knowledge. Age is no issue. We like to have a healthy mix of ages. Someone who is older has more life experience. Customers will accept advise more easily. (mbo retail (level 2) is the preferred qualification)						
R ADM:	knowledge is more important. For instance on subjects such as: leadership, retail, organisation, financial leadership. One should be able to interpret figures, to steer on figures and budgets, margins. One should have at least mbo 4 level with a lot of experience or a hbo level. One can grow to this level and get prepared for the function						
A Bl/csm:	open orders. I have to deal with several topics and orders at the same time, because of that I'm a kind of trouble shooter in case of problems and shortage						
A MSP	Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)						
CSM:	Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s) Because of his leading position						
<b>CAO function descriptions (no description of owner/entrepreneur available)</b>							
<b>Technical/ montage:</b>							
<b>Complexity:</b> technical function aimed at the repair of electrical devices. Various activities, often routine, high accuracy, often with some time pressure.							
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<b>Complexity:</b> Commercial function aimed at directing a branch or a large independent department in connection with the sale of electrical devices. The employee has to respond to various situations and problems. Subjects vary and new problems have to be tackled. Often one has switch from customer to customer, to other activities, including questions of others. The level of the job requires a training type and level corresponds to HAVO / MBO, a thorough orientation on specific aspects of the product range and the leadership aspects (possibly through a course).							
Should organise the work/ activities efficiently and effectively, taking into account the dictates of the presence of customers. Freedom of action with respect to the design is quite high, given the limited instructions. Supervision is not intense, even indirect. One can be confronted with less concrete problems or problems where several factors have to be mutually tuned. Most of the contacts within the company are related to the normal business (information transfer, business matching, etc.), aimed at unhindered flow of goods and information within the company. Sometimes things beyond normal handling. Manage a department or division of a large (up to 12 employees							



4. Know how & skills	Pa	Pa	Pa	Pa	Pa	Pa	Pa
<p><b>Which description describes the most appropriate the</b></p> <p><b>The scope and range of skills and knowledge?</b></p> <p><b>'selectivity'</b></p>	<p>Perform</p> <p>a sequence of routine tasks given clear direction</p> <p>Demonstrate</p> <p>limited range of basic practical skills, including the use of relevant tools</p>	<p>Select from</p> <p>a limited range of varied procedures</p> <p>and apply known solutions to a limited range of predictable problems</p> <p>Demonstrate</p> <p>a limited range of practical and cognitive skills and tools</p>	<p>Select from</p> <p>a range of procedures</p> <p>and apply known solutions to a variety of predictable problems</p> <p>Demonstrate</p> <p>a moderate range of practical and cognitive skills and tools</p>	<p>Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems</p> <p>Demonstrate</p> <p>a broad range of specialised skills and tools</p>	<p>Formulate responses to well-defined abstract problems</p> <p>Demonstrate</p> <p>comprehensive range of specialised skills and tools</p>	<p>Exercise appropriate judgement in</p> <p>(a number of complex) planning, design, technical and/or supervisory (or management) functions related to products, services, operations or processes (including resourcing)</p> <p>Demonstrate</p> <p>specialised technical, creative or conceptual skills and tools across an area of study</p> <p>Demonstrate mastery of a complex and specialised area of skills and tools;</p> <p><a href="#">msp a</a></p> <p>use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity</p>	<p>Select from complex and advanced skills across a field of learning;</p> <p>develop new skills to a high level, including novel and emerging techniques</p> <p><a href="#">msp a</a></p> <p>Demonstrate</p> <p>a range of standard and specialised research or equivalent tools and techniques of enquiry</p> <p><a href="#">msp a</a></p>
		<a href="#">s r</a>		<a href="#">os r</a> <a href="#">adm r</a>	<a href="#">ma a</a>	<a href="#">msp a</a> <a href="#">bl /csma</a> <a href="#">csm a</a>	<a href="#">msp a</a> <a href="#">msp a</a>

4. Know how & skills	Pa	Pa	Pa	Pa	Pa	Pa	Pa
<p>R OS: One has to deal with many different types of customers. They come with all kind of different (technical) problems, and ask for advise (dishwashers, washing machine etc.)</p> <p>R S: routine tasks, suggest solutions for problems etc, self reflection, thinks along with customers. The sales employee proposes how things can be improved (for instance a commercial presentation) within his reach</p> <p>R Adm responsible for the daily state of affairs of the organisation, achieve targets within the budget. The holding provides the tools:..like budgets, employing personnel (with assistance of the holding). Within the given frame the managers have the freedom to achieve the targets</p> <p>A BL/csm: Time management. I have to stay up to date.</p> <p>a Msp Demonstrate mastery of a complex and specialised area of skills and tools; develop new skills to a high level, including novel and emerging techniques</p> <p>csm a problem solving in the garage</p> <p>CAO function descriptions (no description of owner/entrepreneuravailable)</p> <p><b>Technical/ montage:</b></p> <p><b>Complexity:</b> technical function aimed at the repair of electrical devices. Various activities, often routine, high accuracy, often with some time pressure.</p> <p><b>Retail/ sales F</b></p> <p><b>Complexity:</b> Commercial function aimed at directing a store or a large floor in connection with the sale of electrical devices. The employee has to respond to various situations and problems. Subjects vary and new problems have to be tackled. Often one has switch from customer to customer, to other activities, including questions of others. The level of the job requires a training type and level corresponds to HAVO / MBO, a thorough orientation on specific aspects of the product range and the leadership aspects (possibly through a course).</p> <p>Contacts with customers on all aspects of sales and customer relations. Failures cause progress stagnation in the branch / department, obscure external relationships so that revenue loss can occur, disrupting the provision of accurate, more or less vital information or influence the atmosphere in a branch negative.</p>							



5.	insight	Ac	Ac	Ac	Ac	Ac	Ac
Please specify with examples							
R SO:	Experience and insight – one has to deal with views of people – one has to analyse what's going on.						
R S:	responsibility, but restricted. The opportunity to learn is there. When someone is motivated, has the capacities to learn, is showing initiative than he will get the opportunity to learn. When qualified at a certain level it doesn't mean that the function changes according to the achieved qualification level.						
r:AdM	(Managers have the full responsibility. They have to be the example (role model). (Employees copy the behavior of the managers.) The managers also have courses, like how to cope with aggression, hrm courses						
A B/csm	Coordination of the whole team and departmental meetings. Most important points are: continuity, consequence and control. Continuous readiness for further education.						
a msp	Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically						
a csm:	Learn to self-evaluate and take responsibility for continuing academic/professional development leading function						
<b>CAO function descriptions (no description of owner/entrepreneur available)</b>							
<b>Technical/ montage:</b>							
<b>Complexity:</b> technical function aimed at the repair of electrical devices. Various activities, often routine, high accuracy, often with some time pressure.							
<b>Retail/ sales F</b>							
<b>Complexity:</b> Commercial function aimed at directing a branch or a large independent department in connection with the sale of electrical devices. The employee has to respond to various situations and problems. Subjects vary and new problems have to be tackled. Often one has switch from customer to customer, to other activities, including questions of others. The level of the job requires a training type and level corresponds to HAVO / MBO, a thorough orientation on specific aspects of the product range and the leadership aspects (possibly through a course).							
Contacts with customers on all aspects of sales and customer relations. Failures cause progress stagnation in the branch / department, obscure external relationships so that revenue loss can occur, disrupting the provision of accurate, more or less vital information or influence the atmosphere in a branch negative.							

## Job description for the central service manager Automotive

Germany

The holder of the position is central service manager, representative for work safety and pollution control, representative for quality management and responsible for customer service literature (Elsa-Update).

### 1. Communication and process participation

Internal communication with:

- the business leader
- the central sales manager
- the parts and accessories manager of the first company
- the parts and accessories manager of the second company
- the service manager Volkswagen
- the service consultant Audi
- the foreman of the first company
- the service manager of the second company
- the central administration and sales manager
- the advertising executive
- the guarantee and recall executive of the first company
- the guarantee and recall executive of the second company

The outward representation of the company takes over:

- Customers
- Banks
- Manufacturers
- Suppliers
- Environmental consulting firms
- Foreign companies
- Waste management companies

The holder of the position takes part at the following processes:

- Politeness on the phone
- Environmental protection
- Maintenance, inspection of testing equipment and technical facilities
- Supplier evaluation
- Signature rules
- Control of documents, data and quality records
- Work safety
- Internal audits
- Corrective and preventive actions
- Management review
- Control of documents, data and quality records
- Recruitment, dislocations, redundancies
- Responsible for the quality management according to EN ISO 9002 for his area of responsibility

### 2.1 Marketing

- The holder of the position is responsible, that the dealership takes advantage of market opportunities in an area of responsibility in the market. He is responsible for the market area.
- He formulates goals and strategies for the service departments, from which they derive their tasks and goals.
- He coordinates the single marketing subtasks of the different service departments to an overall concept.
- He increases the level of recognition and the image of the dealership by supporting effectively all arrangements in the field of commercial and public relation.
- He makes sure, that the appearance of the car dealer follows the guidelines of the manufacturer for operating equipment and market presence.
- In order to maintain the company image he is in contact with potential key customers (e. g. authorities, professional associations, clubs, suppliers, companies)
- He agrees with his area directors, that competition analyses will be carried out regularly.

## 2.2. Management and personnel responsibility

- The holder of the position supports by his own targeted leadership behavior and example a management style which motivates the employees to work independently and cooperate in a team and which provokes a positive work climate.
- He encourages his executives to keep on with further development and keeps in close contact to them.
- He promotes suitable management trainees, who will be available when the company requires them.
- He plays a part when it comes to select new employees in all operation sectors and thus he guarantees that the company will gain qualified and motivated staff.
- He provides an effective further education in all operation sectors.
- He guarantees a regular performance evaluation of all employees and executives in the company.
- With his attitude and behavior the holder of the position is taking a positive effect on a constructional and loyal collaboration of all personnel and staff association.
- He raises the loyalty of all employees by an achievement-oriented and fair payment.
- He offers every single employee perspectives considering his own skills and goals, in order to bond them in the long term to the company and keep them loyal.
- He arranges the necessary competences, which are needed for a responsible leadership, authorities to sign and power of attorney of the concerned employees.

## 2.3. Planning and control

- The holder of the position is in charge to plan regularly the sales, returns, expenses and profits of all service departments.
- He determines the finance and investment plan, the guidelines with respect to the tax office, banks and insurances.
- He joins together the parts of planning (considering finance, liquidity, personnel, investment and acquisition) of the different operation areas to an overall planning.
- He ensures that all divisional directors create periodical records and reports
- He regularly monitors variations from the plan ensures according to actual figures and ensures any necessary corrections
- He controls the entire company through regular meetings with the divisional directors.

## 2.4 Organisation

- The holder of the position ensures that persons responsible get all the information they need for their work in the company interest as quick as possible.
- He ensures that the company works with efficient equipment, work equipment, procedures and workflows and consults both internal and external experts.
- He ensures that job descriptions of the objectives are available for the employees.
- He arranges the working hours in a way that the company is open to market-oriented business hours

## 2.5 Profit responsibility

- The holder of the position regularly checks the transactions to determine whether the planned sales are absolutely and in trend secure.
- He checks whether the projected gross income are redeemed. In case of deviations, he examines whether it is short-term variation or they signal a trend. In case of emerging trends he ensures the reduction of vulnerabilities.
- He influences sales and revenues with the help of his executives with the aim to introduce them to the planned results.
- If the revenues and expenses prove to be not suggestible, he will pursue the planned profit with the help of measures on the cost side.

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List of references:

[Redacted area]

Annexes:

[Redacted area]

For further information on the project please consult:

[www.project-nqf-sqf.eu](http://www.project-nqf-sqf.eu)

For further information on the paper please contact:

Please add your e-mail here.