



Training of Skilled Workers and Personnel Management of Companies

**Focus Groups and In-Depth Interviews
in Tallinn and Rakvere**

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Introduction

During the period of October 9-20, 1997 AS Emor conducted a qualitative research among small companies (up to 10 employees) and big enterprises (over 50 employees). Total of three focus groups were conducted - two in Tallinn and one in Rakvere. In addition to that three in-depth interviews with representatives of bigger companies were done. Topic of the research was recruitment of skilled workers, their training and general personnel management.

Purpose of the survey was to find out typical habits in case of recruiting, training and employing of skilled workers in different groups of companies. Besides that companies' representatives' assessments and expectations towards vocational education in case of regular training as well as additional training were ascertained.

This research gives us a preliminary overview of problems related to skilled workers and the results are also helpful in planning the quantitative research in case of selecting the target groups as well as completing the questionnaire.

The research was ordered by foundation Eesti Kutsehariduse Reform. Ownership of the results belongs to the Client.

Problem set-up is described in the first part of the report, while the used methodology is presented in the second and the results in the third part.

I Problem Set-up, Hypotheses

Rather essential changes have taken place in the structure of Estonian economy during the couple of last years - part of the labour force from agriculture has become available, manufacturing is being restructured, shortage of labour has increased in service sector. Restructuring of economy requires also several changes in labour force training system. First of all there is a need for a new conversion training system, but also the structure and requirements of currently trained professions need to be changed.

The problems related to shortage of skilled workers or their inadequate qualification compared to today's requirements are becoming more and more public. Insufficient qualification of skilled workers and shortage of labour force might suppress the development of Estonian economy. This problem forces the employer to hire skilled workers from foreign countries, when at the same time:

- 1) Estonian vocational schools prepare thousands of specialists with vocational education in different fields and the employer doesn't have any or has insufficient information about their vocational skills;

How are employers satisfied with vocational skills of hired young graduates, what are the shortcomings, to what should be paid more attention in schooling?

- 2) Every year hundreds of high school graduates go to work without any professional training and not all the graduates of vocational schools are employed in the field, they got their education;

In what fields are competing young people without vocational training and those, who are not employed in their speciality field, what is the attitude towards hiring young people with high school education but without vocational training, how does the hiring of skilled workers take place in companies?

- 3) Effective conversion training system for skilled workers is missing;

How do enterprises operate, when there is a need for conversion training of skilled workers due to restructuring of the production - whether conversion training is carried out or they prefer to hire new labour?

- 4) Functioning of current vocational requirements and standards system is disputable;

What are the requirements set for new hired skilled workers and for those, who are already working, are there any kind of vocational descriptions or standards, are they considered important?

- 5) There is no information about employers' expectations towards vocational schools regarding the training of skilled workers and organising additional training;

Would they think of vocational schools as considerable partners, whether they are known, needed; are the employers willing to co-operate with vocational schools by taking students on a practice?

Purpose of the study is to find out employers' attitudes and most typical policies in recruiting and training of skilled workers and also their requirements set to vocational and additional training.

As a result of this survey we should have some assessment criteria to preparation of skilled workers as well as to the whole vocational schooling system given by different types of enterprises (small firms, big enterprises, companies in Tallinn and outside the capital).

II Methodology Description

2.1. Sample of groups

In planning the survey and forming the groups we assumed that:

1. Company's personnel policy in case of recruitment and training of skilled workers as well as requirements set to them is related to and depends on company's size. Differences according to field of activity are secondary compared to the size of the company.
2. Companies located in Tallinn and outside the capital have a different approach to the problem.

Group and individual interviews were conducted with the representatives of three target groups:

- 1) small and medium size companies (number of employees 10-30) in Tallinn operating in the field of catering, trade, tourism and production, where new labour has been recruited or additional training of current labour has been organised during the last year.
- 2) big companies (number of employees over 50) in Tallinn operating in the field of food processing industry, chemistry, wood and light industry, communication and trade, where new labour has been recruited or additional training of current labour has been organised during the last year.
- 3) medium and bigger companies in Rakvere operating in the field of food processing or trade, where new labour has been recruited or additional training of current labour has been organised during the last year.

The respondent in the company was the person, who is responsible for recruiting and training of skilled workers. In small and medium companies this person was usually a top manager (owner) and in bigger companies a personnel manager.

In the course of the interviews it came out, that in some companies quality or production manager is responsible for organising training of skilled workers.

The interviewed companies were randomly selected according to the parameters described above, from the electronic catalogue “Ambrosia” and a short pre-interview by phone was conducted with them.

Total of three focus groups, two in Tallinn and one in Rakvere were conducted. In addition to that three in-depth interviews with personnel managers of big companies in Tallinn were conducted.

12 respondents were recruited to the group in Rakvere and 18 and 22 respondents in Tallinn, though the final composition of the groups was the following:

1. Medium and small companies in Tallinn:

Tenter & Co ¹	catering
Medis	medical equipment and trade
AS Kemiflora	trade
AS Ludvig	trade
“Fidalgo”	tailoring
Grete Õmbluse AS	tailoring
AS Nava	sales of wood processing machinery
restoral “Vanaema juures”	catering

2. Big companies in Tallinn (one focus group + three in-depth interviews):

AS Koviro	trade
AS Eesti Coca Cola Joogid	food processing industry

¹ Here and afterwards there might be some inaccuracy in the names of companies. Emor has copied the names from companies electronic catalogue as they are brought out there.

Baltic Computer Systems	information technology & service
Marja MR	trade
Finest Hotel Group	hotels & tourism
Tallinna Farmaatsiatehas	medicine production
AS Kirilind	postmen services & direct mailing
AS Matek	wood industry and chemistry

3. Companies in Rakvere:

Rakvere Lihakombinaat	food processing industry
Rakvere Linnasetehas	food processing industry
OG "Elektra"	trade
AS Pihlaka	catering & food processing industry
store ANREM	trade

2.2. Team

The survey was completed with the help of the following persons:

Client's contact person: Tiina Annus

survey plan & report: Triin Vihalemm, Auni Tamm

focus groups' moderator: Triin Vihalemm

in-depth interviews: Auni Tamm, Hedvi Valgemäe, Evelin Silla

telephone interviews: Marit Talivee

organisation of focus groups: Kristel Vill, Ilme Kalm-Palts

III Findings

Before analysing the results some words about how they are presented.

Views of employers in case of small and medium size companies are presented by top managers or owners, in case of big companies by personnel managers. In the course of the interviews we found out that production managers are more aware of organising regular and additional training of skilled workers. Sometimes also quality managers are responsible for additional training.

Personnel managers of big companies had a general overview of recruiting and training of skilled workers, but they were not all aware of whether the skilled workers are competent. They claimed that direct or department managers have a better overview of this.

No personnel or top managers are quoted personally in the report.

Opinions about educating and training of skilled workers depended most of all on the size of the company. In order to distinguish the respondents from different groups various shifts for bringing out the quotas were used as follows:

- *big companies with 80 and more employees, who have more complicated and complex machinery and production process (for example Tallinna Farmaatsiatehas, Coca-Cola, Rakvere Lihakombinaat, Matek) and medium size production enterprises with 20-30 employees (for example Rakvere Linnasetehas, etc.)*

- *medium or small enterprises, who have a simple or manual production process (bakeries and pastries belong into this group mostly)*
- *postal service and other service companies (small and bigger merchandising companies, restaurant, hotel, postal service company)*

3.1. Formal and informal requirements set to skilled workers by employers

New labour is found by public as well as by internal search - ads are put into papers and other workers are informed of the job vacancy. The attitude towards those people, who just come by to offer themselves for a job is not negative either - they are asked for an interview and if there are no vacancies at the moment their contact data is registered. Medium and smaller companies with greater fluctuation of personnel sometimes hire suitable people right away (with or without probation). Bigger companies use the same tactics for hiring people for seasonal work:

- *Our company has been operating for so long, that when we hire people for the summer, the same people, who worked for us last year, come again for the next year. They don't need a probation period either, because we already know their skills.*

Looking for a labour with a help of an employment agency is not very common.

- *We haven't got any good labour through them ...*

Candidates are assessed according to formal, documented criteria as well as informal criteria, based on personal relations and communication.

3.1.1. Formal requirements

Usual formal requirements for candidates are the following:

- vocation certificate or some other school or course certificate
- service record, and testimonial(s) from previous employer(s)
- if the company has some kind of recruitment form, the candidate is asked to fill this in

Pre-selection is usually based on these documents. The most significant or informative is considered the list of previous jobs and testimonials from there.

- *In case of some jobs, like electrician for example, the certificate is necessary - if he doesn't have it we cannot hire him ... Otherwise this certificate is not that important. Previous jobs are rather significant as they show whether he has worked in this field already or not.*
- *If I know his/her previous jobs then it is not important whether he/she graduated from some vocational school 20 years ago.*
- *I have seen a service record, which together with its appendices was like a telephone catalogue. Yes, of course it is different, when you study and work at the same time. But if I see that he/she has never worked at one place over a year, then I don't think that he/she will stay at our firm for more than a year.*

If the candidate is experienced worker already the employers don't ask for school certificates. Vocation or school certificates are asked from young people, but they are more for an additional information.

- *If I hire a completely new employee, then I check the certificate, because I think that it has a psychologically good influence on him/her. If I don't check it at all then they become arrogant. I can't let that happen so I have to check it.*
- *With young people, it has sometimes happened, that they bring excellent testimonials and have certificates from good schools. But my principle is still that there is a "forthcoming week" (probation period T.V.) and then I find out what this person is really like.*

Concerning different levels of education, secondary special or vocational education is preferred. Quite often secondary education is the minimum level.

- *Combination of secondary education and vocational school education is the best*
- *Right now it is required that they have secondary and vocational education, they have to be intelligent. Since our production goes for export we cannot allow them to be completely ...*

Education is also recommended in case of low qualification work.

- *education broadens the view on life, the whole outlook and teaches how to think logically... If this is very low qualification work then it doesn't require any education, but it is better if it (education T.V.) is... Of course when we are talking about effecting orders, then he/she has to have a secondary education, because then he/she has to work with a computer.*

Vocation certificate as a proof of the skills is important mostly in case of technical jobs - electricians for example, and in case of simple or manual production process - tailoring or pastry for instance.

- *I would say that those qualification certificates from Soviet times, which actually are not valid any more, still show something ... If we have a turner, who has 6th rank according to Soviet system, then he still has a higher qualification than 4th rank turner in Estonia.*
- *Lets take electricians and stokers for example ... these professions must have a vocation ... You can't hire the first candidate to come along for these jobs, they definitely need to have a vocation certificate*
- *at least she needs to know the techniques and she must be quick ... what is the use if she starts sewing after two years*
- *Whether she has tailoring experience or she has done just mass sewing. Since our firm is somewhere in between tailoring and mass sewing, then the person who has only mass sewing experience is not suitable for us. Concerning the service sector there are no specific qualification requirements.*

In case of production fields, where the production processes and machinery is more complicated and complex, existence of vocational certificate in the corresponding field is a big advantage or even unavoidable requirement.

- *It is not said anywhere that it (wood processing vocation T.V.) is required. It is considered as an advantage. We can't say that a person without this speciality cannot manage with the work, if he wants to do it and is interested in it then he can manage. Of course if workers have a special education the efficiency and quality of work is higher. There is also a lot of manual work, sorting for example, where you need to know peculiarity of the wood, which material can be used and which cannot.*
- *Our work is so specific that we have to teach the whole production process ourselves anyway. Graduation certificate from medical school is an advantage, but it is not inevitable requirement.*

Some companies in service sector have developed a questionnaire for candidates in order to assess their suitability for the job.

- *Then they fill out a form in order to see whether they are interested in it after all. They all must have a secondary education. Then there is a test, whether he/she suits and then there is also an interview.*

Three types of different questionnaires are used:

- (1) questionnaires, which are copied and then adapted from the ones used in Western countries for the corresponding jobs (for instance in hotel business)
- (2) tests from personnel searching firms (for instance in trading)
- (3) self developed forms (in trading)

Usually these forms or questionnaires are used as additional information sources for further selection - for example whether to invite the candidate for an interview, whether to start gathering some background information from previous employers, etc.

The candidates, who seem suitable based on the documents will be assessed more subjectively and according to less structured information. Most of this information is gathered through so called informal channels.

3.1.2. Informal requirements, probation period

The candidate, whose education level and skills seemed acceptable for the employer is usually asked for a job interview. This interview serves several purposes. First of all in the course of the interview the employer is able to get some information about candidate's motivation and personal characteristics and finds out reasons for leaving previous jobs.

Future work and job requirements are usually introduced to the candidate orally.

- *We check the background of the candidate almost every time. We ask where he/she has worked before. Yes, first we ask from him/her how he/she has managed with that, why he/she wants to quit, what are the reasons. We also ask why he/she would like to work with us, what does he/she think about this job and what does he/she like about it ... and we also ask about his/her home, marital status, where does the spouse work, what does he/she do ... and so we check this background and get a rather solid picture.*

After the interview, some information is gathered from the candidate's previous employers.

- *Personnel managers from other companies, with whom I get along very well, have been a rather good information source for me. I've got some good information about locksmiths, plumbers, etc.*

"Friend's friend" strategy is used more in Rakvere and Pärnu (subsidiary of Tallinn enterprise), but also in Tallinn

- *If I would have to hire someone then Rakvere and its surrounding is such a small area ... it is possible to find out the whole biography of some person and even more*

- *...if there is a vacancy then friends' friends are already in line ... during summers our employees' children have been working with us ...*

Big as well as small firms also use contrary tactics: new candidate or candidates are found with the help of friends, quite often with the help of current employees and their friends and the recommendation of this "old employee" is taken as some sort of guarantee:

- *We organise an internal competition. Everybody knows about the vacancy and that we are looking for a person, their skills or characteristics might not be suitable and then they know why they were not able to compete. But it is an open chance for everybody to move. If we find a suitable person within our company then it is all we do, but we have also organised public competitions. Then we have usually turned to Tallinn Labour Agency (Tallinna Tööküro) or to other similar establishment. One possibility is also that people just come by occasionally looking for a job, then they fill in the form about their education and vocation, previous experiences ... Now the level is so high that we only recruit workers with secondary special education.*
- *Usually, when we hire someone, then he/she is a friend of someone, because in trading business ... you have to know the person you start working with and also the responsibility, etc. ... recommendations and these kind of things.*
- *We also let all of our employees know about the competition, because quite often some of their friends might be looking for a job and then this employee is kind of a referee or guarantee.*
- *When none of the employees' friends is looking for a job, then some of their friends' friends are definitely looking for or is able to recommend someone ... it is more secure this way.*

There were some managers, who asked for documents, when the new employee had already been working for some weeks.

- *I hired an accountant and I met her also by chance. There was a connection between us in five minutes. Three days later she started working with the documents already. Then she gave me her CV and after I had read it I apologised and said that I should be standing up, when talking to her, because she had attended so many schools and her documents were so thorough and good. We are still working together. I read this paper last and my consternation was positive.*

This oral and unstructured information gives a picture of candidate's ability to learn, personal characteristics and previous work experiences. If those seem suitable the candidate is hired on probation period.

Probation period and its criteria. Correspondence of skills to employer's requirements.

During the probation time the employers try to find out whether the person knows main techniques, he/she is introduced to company's know-how, safety measures and his/her learning ability is observed.

- *When we hire a new employee then he/she gets a personal training, where he/she is introduced to general and company's quality requirements, safety regulations, then he/she learns job techniques, which takes from 2 weeks up to 4 months, then we teach him/her specifics concerning pharmacy and ISO quality requirements.*

In case of older candidates the main reasons for unsuitableness were personal characteristics or drinking problem.

In case of young candidates it was brought out that the skills they actually have don't correspond to the certificate given from school.

- *She brings me her certificate. I see that everything is OK, all grades are good or very good. But when she sits behind the machine, she doesn't even know how to turn it on. And then she has tears in her eyes and confesses that all she has ever sewn is one skirt ...*
- *Sometimes you have to ask them to leave on the next day, because they are not able to manage with the work. There are a lot of simple jobs as well like packing, or just putting things into boxes and it seems like there is no qualification needed, but still they are not able to do it and you have to do the work quickly. In the course of the work you can see right away, who is able to manage and who is not.*

In bigger enterprises candidate's learning ability is assessed according to factual criteria (whether he/she is able to work in the same tempo with line, the amount of defective work, etc.). In smaller companies and enterprises with simple technology is important how does the candidate learn specific techniques and how does he/she fit into the team

- *If you are able to create kind of a family feeling, then he/she ("the wrong person" T.V.) is ousted quietly on its own or reformed. When he/she thinks, that she is so professional and uses only his/her skills, then this is not acceptable. Because maybe these small changes in recipes, which are secondary for him/her are exactly these, what make the recipe original for our company and then the person ignoring these is not suitable for us. He/she must have initiative and he/she must be enthusiastic.*
- *It is very easy to check her quality ... I have asked them to sew something for myself.*

Final, in case of the recruitment decision, is the impression of his/her personal characteristics (willingness to work, ability to develop, loyalty, discipline) and results of the probation period.

- *Our decision is based on candidate's personal characteristics. He/she cannot imagine that she/he has to work for 12 hours, he/she doesn't work as quickly or doesn't want to learn, he/she doesn't seem to have any interest in what she/he is doing. We may assume, that he/she will be a good worker, as he/she has got all the help and guidance just like all the others, but he/she just isn't doing anything.*

In big companies the final evaluation of the skills is quite often made by the department manager or foreman of this certain department or production line.

- *The first selection is done in the personnel department. Lets say that we need one or two employees ... then to the manufactory goes about five persons and the final selection is done there. And even then we usually take more people on the probation period and let them work ... We have this rule, that everybody has a probation period, time for him/her to get acquainted with the work ... And then it shows, how much experience they have had, whether they have worked in the field of production, good health is also rather important, because he/she goes to the manufactory and has to work with foodstuff... First he/she goes under the supervision of some older employee, who teaches and guides him/her. These are certain employees who take newcomers, they have somewhat higher salary for this extra work and then after about a month they evaluate the work of the candidate.*
- *They are under the supervision of foreman.*

The share of these, who drop out or quit after the probation time is different in various enterprises, being usually between 10-20%.

- *I wouldn't say that this share (who come out to be unsuitable) is so big. We have had maximum of 70 seasonal workers and about 10 have dropped out or quitted.*

3.2. Evaluation criteria of skilled workers (employment test)

Evaluation of employers skills and setting of their wage level is different in various enterprises depending on company size and complexity of the production process.

On the whole we may distinguish four different ways:

1. evaluation of vocational skills in case of technical professions like electricians, stokers, turners, etc.
2. evaluation of line workers in big manufactures
3. evaluation of skilled workers in enterprises with small production
4. evaluation of salespersonnel and service workers

Evaluation of technical professions and line workers in big manufactures is usually formalised - either they are evaluated outside the enterprise or the skills requirements of different levels are documented and fulfilling of these requirements is revised by several persons (committee).

In smaller enterprises with simple production process (for example pastry, sewing) and service sector (trading, catering) employee's skills are evaluated usually by one person - either general manager, foreman or department manager. The evaluation is based on actual skills and personal characteristics (discipline, fitting into the team).

3.2.1. Formal evaluation criteria

Standardised and in conformity with professional training are only the evaluation criteria of technical professions and vocations.

Also documented vocational descriptions are considered among formal evaluation criteria.

Employment tests for electricians, welders, stokers and other rather universal technical professions related to safety, are given usually outside the enterprise like Eesti Energia Õppekeskus, local gas offices, etc.

- *Eesti Gaas office in Rakvere announces, that the tests are given on that day and people have to go, because we have stokers, who work with gas and we cannot postpone or delay it ...*

It is quite common that not all the employees working in the same field, for example not all the electricians, have the highest qualification and there

are 1-2 persons doing the more complicated work. They also instruct and guide others.

- *Superior of electricians is the person, who officially has this right and responsibility ... besides him two other electricians have a right to do individual work - these are very high papers ...*
- *I don't care about the employment test results or certificate given in other enterprises. I'm interested in these papers, which are given out by corresponding establishments, does he have a right to calibrate or not, I'm interested what corresponding inspectors had to say. This has to be down on the paper. It is quite often that a person without any certificate does a very good job, but in order to do this work officially somebody on the team needs to have a paper. Then I'll look that this paper was given out by official establishments ... checked by all the necessary inspections.*

You could sense certain "nostalgia" towards the ranks used in old Soviet times.

- *I would say that those qualification certificates from Soviet times, which actually are not valid any more, still show something ... If we have a turner, who has 6th rank according to Soviet system, then he still has a higher qualification than 4th rank turner in Estonia.*

In case of purchasing some services temporarily not so much attention is paid on qualification documents, but the decision is more based on information gathered through informal channels.

- *Repairing of machines is done as moonlight work. I have never seen any papers of these men and I have never asked either, because I know that they work in decent firms and do a good job there. Information travels quicker than these papers.*
- *We have seasonal workers during the summer, some of them have worked with us for several summers already and we know their level of skills and they know when to come and offer themselves.*

In case of line workers most of bigger enterprises have their own training and evaluating system. These systems are often based on the similar ones used in enterprises in Western countries. Also more simple, less centralised evaluation systems are used.

Some examples:

- *In case of every profession the job profile is given and we have developed our own evaluation system. We try to evaluate every job objectively according to certain criteria (yes/no), the amount of defective work, behaviour parameters, work discipline, fulfilling the requirements for cleanness.*

- *All the employees, at least most of them are evaluated by the test committee, which is formed of our own employees - training manager, some job instructors, etc. ... the results are related to the wage. All the employees are divided into five wage groups or level and these levels are individual. When we first recruit someone, then the probation period is the first level, when he/she passes the probation and we hire him/her, he/she gets the second level and so it goes.*
- *We included it (job specifications T.V.) in job instructions. It is clearly noted that the person doing this work, must at least have certain minimum job specifications or qualification requirements.*
- *Our workers are divided into certain categories indeed: foremen, shiftmen, etc. Though we don't have any kind of evaluation system. And the chances to move up are very small, because foremen are very firm and stable. Yes, we also have so-called back-up man, who substitutes, when the foreman is out or on vacation. So one man is a foreman and the other is a substitute, who fulfils foreman's duties, when he is out.*

Many big production enterprises are applying for ISO certificate or have started ISO system programs. At the same time not all the enterprises have a clear picture of it.

- *We have a contract with German quality institute and twice a year they check, that we operate according to Tinn standards.*

There are some service companies, where formal employment tests are used, but in service companies and enterprises with simple production process mostly informal evaluation system is used.

3.2.2. Informal evaluation system

Informal evaluation system is based on employers' assessment to worker's vocational skills and personal characteristics.

Criteria for vocational skills are the amount of defective work and speed of the work, which both are not measured systematically or according to any standards. Other influencing criteria are work discipline (keeping to working hours, alcohol consumption) and in servicing sector also manners, when communicating with clients. In trading financial responsibility is one of the most important criteria.

Details brought out in job requirements are different.

- *Requirements to salespersons are quite common, as the requirements in trading usually are. Has to be able to order goods, to follow expiring dates, etc. These are all presented orally, nothing is written down.*

- *We don't have any certain job specifications, but it is written in the contract, what must be the skills, duties and responsibilities of this person.*
- *General things are written down, main points. But it is impossible to write everything down, because since it is a small company then anything may happen. I once had this pedant worker, who said that this point is not marked in his/her contract and refused to do this. Usually it (the list of duties and responsibilities T.V.) concludes with one sentence: has to follow the orders of his/her direct superior. Otherwise it is impossible.*

So the evaluation of workers in many companies is based on comparison to others and any critical events - how the person manages with his/her everyday duties compared to others.

3.2.3. Attitude towards department vocational requirements and standards

On the whole employers' attitude towards overall qualification standards' system is either neutral or positive.

In big production enterprises, where are specific production lines and they have developed their own training and evaluation systems, overall vocational standards are not used so much and personnel managers have either neutral or wait-and-see attitude. It was stressed that following this system should not be compulsory.

- *This system should not be obligatory, but rather informative ... if I want I can use their database, but I don't have to make my selection on the assumption of this.*
- *I think that in reality it is very hard to carry it out. It is said that wood processing is rather wide term. One sells just sawed planks, others make complicated wood carvings, etc. It is so wide that it has to be generalised somehow. People should get some kind of general education, which means that they know the material or something. Technical level in various enterprises is different as well, we cannot expect vocational schools to teach all the machinery used in this field... General level of education is important also. When a person comes and starts to work behind some complex machine, then in order to train him/her, we assume that he/she has some general skills, knowledge.*

The necessity of including the employers of the corresponding field into the process of developing standards was stressed. The system must definitely be in accordance with vocational practice.

- *This system would work well by speciality associations like Tailors' Association (Rõivatootjate Liit) and Meat Association (Lihaliit), etc. and these associations would also be somewhat responsible for quality of vocational education in this field ... for example they appoint one enterprise with high*

technology, where students can practice ... and the state should compensate this to the enterprise ... in that case it would be known that the person with a certain qualification has practised in this enterprise ... then we can ask for certain level of skills from him/her.

Managers of service companies were in favour of overall job specifications and standards system and they hoped that this helps them to select labour force more effectively.

- *This would be good, because then I may demand certain standards from her/him (salesperson T.V.), I may say that this is the standard and everyone has to follow it ... Otherwise there is always whining that why she may do this and why does she get paid more.*
- *I think that this would be somewhat useful, it would give you a minimum level and you cannot be below it. When the person has the job, then I can be sure that she/he has this qualification and I may feel more secure.*

Many employers couldn't think of who should lay down these job specifications or bring the current ones up to date and who should check them.

The general opinion was that the state should finance it, but speciality associations and vocational schools should be included in the process of developing the standards. Overall attitude towards speciality associations was neutral, but some small companies were rather critical towards them.

- *In sewing business is an association called Tailors' Association (Rõivatootjate Liit). I'm not the member of this association, but I have thought a lot, what is their activity, I don't understand it. I've read statutes given out by them, but it wouldn't help me in any way. It is favourable for bidders. I'm not interested in this kind of co-operation.*

Only few personnel managers of big enterprises were aware of the vocational education reform program in progress at the moment. Neither did the respondents have a clear picture of the role of Chambers of Trade and Industry (Kaubandus-Tööstuskoda) in it.

3.3. Training of skilled workers: attitudes, expectations, practice

General opinion of employers was that it is impossible to get “fully trained” labour and to some extent you always have to invest into the training.

- *I think that it is easier to train at the work, than to get trained labour. The education given in vocational schools is rather wide. In order to manage with your everyday duties you always have to learn something at the work as well.*
- *what they are learning additionally is company's know-how, which we have collected during the years, and how the work is organised in our enterprise. We have a very good quality engineer, who goes around and does quality control in the plant. After that workers are gathered together and the analysis is done. This is also internal training.*

In case of some technical jobs, like electricians, plumbers, locksmiths, welders, etc. the employers don't expect to start training the newcomers (except for house rules and other regulations of that kind).

3.3.1. Training of skilled and service workers at workplace and attitude towards that

Almost all enterprises organise training within the enterprise as well.

Sometimes it takes place during the probation period, in case of complicated production process the main training starts after the probation.

Training within the enterprise may be divided into adaptive and main training.

In case of adaptive training the employer usually does not invest into teaching skills or work techniques. The employee is informed of specific requirements in this enterprise, safety regulations and house rules.

The employers don't expect to give basic training to universal professions like electricians, welders, drivers, locksmiths, plumbers, etc. In case of these occupations the newcomers should be trained and we can talk about additional training.

- *They must have basic knowledge. We don't have time to teach him/her basic skills. For example from the point of view of maintenance, when he knows nothing about electronics, then he doesn't suit us. A person*

must make quick moves and if he has them, then it is easy to teach. Couple of courses and ...

In case of piece production - tailoring for example - or production with simple production process - bakery for example - the employers expect the newcomers to have basic techniques and they are only taught the specifics of this enterprise, their recipes for example.

- *If someone comes to work with us as confectioner or baker, he/she must have learned the job before. Though our company has our own recipes and regulations how to do something and he/she should accept them, he/she shouldn't tell us that they did it differently and I'm doing this way. The differences in recipes might be rather big, if we change something even a little bit, then it is not our production any more. So he/she must have basic knowledge how to do something, but he/she must accept our regulations.*

In case of service work, salespersons for example, are expected to know or be able to learn the basic skills very fast - how to work with a cash register, how to order goods and how to organise the display. They are also expected to have good manners and communicational skills. The training usually takes place during the probation period under the supervision of an older colleague.

The most complete training (main training) is organised for line workers in big enterprises. They are given a general overview of the technology, and different sections of production line are introduced step by step. The training is theoretical as well as practical, under the supervision of the foreman responsible for the section. People involved in training newcomers usually get also higher salary.

3.3.2. Additional training of skilled workers

Employers' attitude towards additional training of skilled workers was generally positive.

Additional training is better and systematically organised in big manufactories, and also smaller and medium size enterprises with complex production process.

- *Everybody, even cleaner, needs training, it makes people feel like the enterprise is investing in them.*
- *Our labour turnover is less than 10% and in the past two years we haven't fired anyone because of lack of skills ... Internal training is organised by quality department, external training by personnel department.*

Internal training is usually organised by self-developed system or on the assumption of experiences of similar enterprises (parent company) in Western countries.

- *Our quality engineer checks the quality of production. It has its own requirements. These are all discussed with workers.*
- *Additional training is more internal. We have a contract with German quality institute, who checks our conformity with Tinn standards twice a year. This is very educational for us. This inspection brings out every little detail. Earlier our workers got training from other factories in Finland belonging to the same owner as we do ... we have different lines ... people from different levels are together, foremen etc. because they have to know as well what job is done by sacker for example as he (sacker) is the last one to decide what will be included in the package.*
- *One of us went to Finland and got a very thorough training ... Right now we have used the finances of PHARE and all other programs rather successfully, even at the moment we have people from Denmark Roskilde Meat College (Roskilde Lihakolledz), who teach and show us, how everything goes ... Since our regulations and requirements are really high, then we are ready to hire some expensive specialist from Western counties. People also from other factories come here to learn, not only our employees. Right now this project costs us also a lot, this number has rather many zeros ... Sometimes people from Tartu Meat Institute (Lihainstituut) come and give lectures and then from food department in Jõhvi or whatever it is there ...*
- *If we talk about production, then employees involved in the process get additional training every year. They participate in the speciality course and get a certificate. For people involved in sales we have organised different level sales courses. They go there, where they listen to a lecture or do practical assignments. We don't have any external training for sales personnel, because our internal training system involves all levels. Then we have different types of lectures, theoretical lectures, lectures for self-learning. We have technical manager for example. Every manager's duty is to develop and promote its employees. They don't only command, but also think how to improve their knowledge and skills. Our personnel department takes proposals from training firms to see, what they offer and then we agree on certain times.*

In smaller production enterprises additional training is organised more selectively, where employees with higher initiative and greater potential get better opportunities to improve themselves. Quite often first of all this person needs to learn languages and computer skills, before going on a training in foreign countries (to parent companies).

- *We are ready to take anyone, who is willing to work and we are also ready to train him. We can offer many courses in foreign countries, but because of poor language they are not able to go. Some employees learn the language at the moment. Two employees have been in Germany ... We just recently hired a young man, with secondary education and he is very good. He had also previous experience with*

the machinery. Right now he goes to computer course and learns German, after that we will send him to Germany, to our parent company.

3.3.3. Principles of additional training

Standardised additional training in big enterprises includes very many employees.

- *Skilled workers themselves don't express their wish to go on some training, they should be sent. Specialists and managers know themselves what they want. All skilled workers must have papers and no argument about that.*
- *In our firm everyone has been on a training. It is a regulation that once a year everyone may choose a course or training he/she wants to attend and which is within reasonable price limits. Expensive courses may be chosen in every three years.*
- *The whole personnel has taken computer classes.*

Employers claimed, that quite often the workers are not interested in additional training, so they are given just the minimum level of additional training, which ensures the quality of the work. Some employers are on the opinion, that nobody can be taught compulsorily, workers themselves must have some kind of motivation.

- *Training is not only one-sided, so that the enterprise organises. The person sent on a training must feel like it and take the initiative. Nobody can be sent compulsorily ... that would be character changing - seems kind of one-sided. But I have to say, that if we compare Pärnu with Tallinn, then the mentality in Pärnu is totally different ... I would say kind of province mentality. Exact work hours and hurry home. They are not interested how the company is doing ... the main thing is to get their salary, that they don't have to do very much work and can get home fast. Unfortunately this happens. There is no serious thinking about what is quality and what does it mean to be on the foreign market ... there is a lot of potential. There seem to be so many more important things to think about.*
- *I don't send anyone compulsorily - in that case they won't learn there anything anyway.*

In case of additional training company loyalty is also kept in mind, the person, into whom the firm has invested shouldn't leave the firm.

- *I don't want to do it, because we don't have company loyalty. I train them and then they leave.*

- *It is like a springboard for young people ... if they have come and never touched a computer before then we teach them according to our programs ... to lot of people this has given an opportunity to look for better jobs ... to say that "I have worked with a computer".*
- *Sometimes when a psychologist comes to Rakvere and tell the service workers something then they usually tell me about this and if someone is interested then I agree to pay for that and they go there for couple of days. And if they would like to take up something bigger, then I could pay for that as a training loan and if he/she stays working with us for a longer period, he/she would not have to pay it back ... Otherwise I train them and somebody else uses their skills ...*

Quite often employer pays for language training in smaller and medium size production and service enterprises.

Computer classes as well as various behaviour trainings and courses, where more initiative employees are sent, are rather popular in service sector.

Firms in the business of trading or catering like to go to promotions or information days organised by producers or mediators to introduce their production.

Generally we may say that employees are sent to additional training if the employer is convinced of his/her loyalty (see above). Loyalty may be achieved by being accepted by co-workers, but also with the competitive wage level offered by the enterprise.

Quite important is that the person himself/herself shows some interest and also the age - employers are not interested in training people, who will retire soon.

3.3.4. Used training programs

Big enterprises use the experiences of Western companies - more talented employees are sent over there to learn and specialists from there are invited to the enterprise. Additional training is mostly internal. Quite often western partners or parent companies, whose technology is used, help to organise additional training locally.

More initiative and talented workers are also sent to language classes, so that they could attend training or go to work for short period of time in a parent company.

Some big enterprises also use learning centres like Eesti Energia learning centre or Liha-Piimatööstuse learning centre.

- *These are usually kind of training firms, who don't bring in any new knowledge and then sell it here. They just offer further education for practical workers.*

Computer classes as well as various behaviour trainings and courses offered by private training firms, where more initiative employees are sent, are rather popular in service sector.

Firms in the business of trading or catering like to go to promotions or information days organised by producers or mediators to introduce their production.

- *In order to add something for the base I have used producer's interests to offer free training to their own worker. Let's take Martini for example, who most of all cares about its image and due to that it is possible to ask them to train us. They come to our company and give a very good training with videos and everything - very decent training. Above all this is to keep high standards and it doesn't cost anything. You have to be somewhat pushing and smart yourself, do some investigation.*

Additional training in small firms and in service sector is usually external and more eclectic.

The attitude towards additional training on the basis of vocational schools was rather cautious.

- *At the moment it is somewhat insufficient or incomplete since the state support is very weak. When the current situation improves, then it is rather good to get additional training from some state owned establishment ... Information days are very useful.*
- *As an entrepreneur I would like to send my employee there (on an additional training T.V.), but then I don't have no one's, even not state's support for sending my employees on a training. This part is completely missing.*

At the same time the attitude towards the additional training organised by state was quite negative.

- *Conversion training is organised by this Tööhõiveamet ... To be honest, I wouldn't dare to employ them ... It seems to me that this is kind of formal approach. It seems to me that the person is not going to learn this job, because he/she wants it, but under the circumstances he/she has no choice.*

There were two enterprises in the sample, whose employees due to the change in production process might need conversion training. In one company the management is convinced, that conversion training is not effective and is very expensive and it is better to employ new workers. In other enterprise lower qualification of a new job is a barrier, since current skilled workers have a rather high qualification. Though the

enterprise would like to continue working with them, the workers themselves are not interested in conversion training.

3.4. Experience, attitudes and expectations towards vocational education

Employers' experience with vocational education is based on assessments of their own workers, who have graduated from vocational school and on the information they have given. There is no regular information exchange between vocational schools and enterprises. Quite often the employers did not even know what schools train certain specialities. Vocational schools were mostly recalled and mentioned by their old names, not new currently used ones.

On the other hand, production process in many big enterprises is so specific, that there is no point to train labour just for them as there are no other enterprises in Estonia with the similar production process. In that case education in the same field is considered an occupational training-medical education for Farmaatsiatehas for example. At the same time it was mentioned that in recruiting process it is considered an advantage not a requirement. Couple of bigger enterprises even had actual contacts with vocational schools - Rakvere Lihakombinaat with Õisu vocational school and Matek with one vocational school in Pärnu. Other companies' experience with vocational schools was more eclectic.

3.4.1. Awareness of vocational schools and attitudes towards them

Most of personnel and company managers were able to mention 2-3 vocational schools, which level they assessed according to skills of their own workers or trainees.

- *To be honest, I don't even know if Võru Tööstustehnikum (still teaches this speciality T.V.). We have some older employees, who got their education in wood processing field from there. We are satisfied with Pärnu. Construction and wood processing is also taught in Kärberi, joiners are trained there as well. In Pärnu we don't have very many workers, who have graduated from schools in Tallinn. Most of people come to us from Pärnu and we are very lucky to have this school there.*
- *I'm very satisfied with Kergetööstustehnikum, because these people, who graduated seven-eight years ago are very good. But a lot of employees have left and the main reason is low salary. Very good women were, but as we all know we don't pay the sewers the same salary as to the computer specialist for example. Young women have come and they have been very good, because sewing is very hard work. It is physically hard, tough for your eyes.*

Negative assessments given to some vocational schools were based on the experience with trainees from that school.

3.4.2. Co-operation with vocational schools

Very few enterprises have actually organised co-operation with some vocational school.

Majority of enterprises participating in the survey had taken trainees, but most of the trainees have come themselves looking for an available trainee spot. Vocational schools themselves don't direct or send trainees, they don't look for trainee's spots in enterprises.

Only 3-4 big enterprises have "their own" vocational schools, from where they take trainees every year and many of them have continued working with this enterprise after graduation as well.

- *We have taken trainees from Pärnu. A little bit we have taken also from Õisu school dealing with secretary training. Mostly Pärnu vocational school though. We do it as much as we have possibilities. We cannot declare that now we take or now we don't take trainees ... neither can we say that we always take trainees. We have complied if guys want to come. Some of them have even remained working with us.*
- *We are taking trainees from previous Vocational School No 15, I don't even know what is this school called now. I felt sorry for these kids, because they had to look for a trainee spot themselves. It is quite clear that enterprises are not very interested in taking trainees, because when the production has to be ready, but some cake is missing a decoration nobody is going to buy it. At the same time you want all young people to have necessary skills. At the moment we have two employees doing this job and if we take one trainee, we will not manage and the production will not be ready on time and we get calls from the shops, that they don't want our production any more. The schools should have practice classes, where students can practice. Decorating a cake is not that easy, it needs some practice.*

Attitude towards trainees varies from rejection to positive co-operation.

- *We had one young girl as a trainee, and she had learned to be a secretary - manager assistant for one year. She was very painstaking, but the school had not given her basic knowledge "by accident" - she had a beautiful theoretical outlook on the world, which is definitely in her favour, but she wasn't taught for example how to answer a phone... If this is not taught during the first year, she is not ready to be sent to a firm on a practice ... We also have a similar bad experience with one private vocational school, where a person, who was learning a similar job didn't know any basic techniques and we had to spend lot of time teaching her ... When a person has not seen rules of procedures and office routine, then this school is not fulfilling its duty ... The person has*

learned to be a secretary for a year, but she has no idea how to work with a computer ...

- *Actually there is practice in vocational schools, but it doesn't serve its purpose. The trainees are assigned secondary duties, they go there, but they don't learn anything. They are just sent off one's hands.*

All the employees agreed that students need practice, but they (especially smaller enterprises) are not ready to take this material risk, for trainee's defective work neither do they have possibilities to ask one older and experienced worker to supervise, because everybody is working with full tension. It was discussed that if the state is willing to reform and support vocational education, the practice should be thought out more thoroughly and organised more systematically. Enterprises are willing to take trainees if they get some sort of financial compensation for that.

Some examples (small enterprises in Tallinn):

- *Yes, everybody is in a hurry and nobody wants to take an extra responsibility related to trainees. It is so busy in small enterprises and that is why the trainees are not wanted. In spite of the fact that they might be useful in the future. It requires lot of work and teaching to put somebody to work.*
- *Practice is definitely needed. Even today there were told stories, where people cannot switch on a machine. Enterprises themselves should also want that and they should have a right to offer practice. Right now, when somebody calls and asks if he/she may come on a practice, then you think how to apologise politely. This should be kind of honour to take trainees ... and afterwards the future employer knows, that the candidate has learned so much theory and practised in certain enterprise, which is accepted by the certain committee. Then we can look at the papers. As long as there is nothing like that I don't accept any papers.*
- *Nobody dares to let them close. People are afraid, that some kind of trainees come and ruin your work.*
- *We should have some interest in it. For example, if he/she does some defective work, then you know that you get compensation for that.*
- *But when the trainee is working in an enterprise, doesn't the enterprise earn on behalf of the trainee?*
- *This sum is so small, the share of defective work is much bigger. These sums don't coincide.*
- *We have paid our trainees, given some compensation. Young person comes to work, works the whole day and*

we have paid them something. Without money, they don't even want to work for you.

Many times it was claimed that the employers are not aware of opportunities of vocational schools and they would like to get more information about schools.

- *Definitely. For that I would like more information about vocational education, very little is known. Where and how can I get this information? It is insufficient. Other training firms can advertise themselves quite well. Most of the information concerns training of white-collars, but concerning regular workers, what is offered in general and what do vocational schools offer is missing ... As they were not operating any more ...*
- *This system should be developed. To do additional training in vocational schools... Graduates from vocational schools work for a certain time and rather interesting would be, even a shorter course, just to get out of the house. No information about this is given to us ... We don't even know what other schools teach wood processing speciality.*

In general, bigger as well as smaller enterprises are ready to exchange information more systematically.

Based on these interviews we cannot say that the attitude towards vocational schools, its graduates and trainees is totally negative. Employers have positive as well as negative experiences. They expect vocational schools to give better information and organise the practice system.

More detailed employers' expectations of vocational schools are analysed in the next chapter.

3.4.3. Expectations towards the level and tendencies of vocational education

We asked, what have the employers had to teach the newcomers (graduates) the most often and where should the main emphasis be put in teaching. In spite of the speciality and field, person's own ability to learn (independently) systematically, to work with a team and to be initiative were brought out the most often. As we can see these are all personal characteristics. Some reproaches:

- *Methodology of teaching should be more modern. Students themselves must be interested so that they try and participate more actively. Teachers are mostly elderly people and they are not so much aware of everyday life, they teach according to their own model. Students themselves seem quite interested, but they claim that they were never taught this or that. Young person should get guidance, but at the same time he/she should have a possibility to choose.*

Another, somewhat more concrete expectation was that vocational education should give certain basic knowledge about the material (wood) or field (medical, food related) and teach the main techniques (tailoring and mass sewing).

- *If we once get that far that the paper is not only a paper, but it also has some meaning. Schools educating skilled workers can guarantee basic education, because when we have a foundation, wall can be put up, whether from stone or wood then.*

Employers would like their workers to have other skills besides their speciality as well, because modern work requires basic knowledge and broader preparation.

- *People, who come to work as an installer, locksmith, etc. should definitely be able to work with a computer, so that they could program the machines during the night shifts or other times, when nobody from the management is in the office and to give them exact instructions. It is also rather important that people don't work only with one certain machine, but they learn the whole production process. We have also practised that.*

Bigger enterprises with complex production process don't expect to get completely trained labour. They want their workers to have at least secondary education and basic knowledge in the certain field (wood, pharmacy). They want their workers to be able to learn on their own and work with a team, to be able to speak a little bit of a foreign language and have basic knowledge how to use a computer.

- *We are the only enterprise with that kind of production process in Baltic States and in Russia. There are similar specific factories in Finland ... workers have been on a training in parent company's similar factory. I couldn't imagine putting a person with a higher education in chemistry behind the line, but basic knowledge is needed. This is really very specific and I couldn't imagine a vocational school to teach it ... The person has to have a secondary education, based on that we may assume that he/she is able to learn other things as well. (---) I say that our production is so specific, but on the other hand it is not. It is kind of general. Of course we want the level to be high, also in case of personalities. I want our employees to be personalities.*
- *If possible we preferably hire already trained labour, but in case of the main production it is not possible. Additionally we are ready to teach these techniques, which are related to our technology ... Concerning regular workers we prefer secondary education while more valued is special secondary education. People working in the field of granulating or distillation - they cannot get their education from vocational schools, they have secondary or special secondary education. Medical education is preferred, but we have also hired people with basic secondary education.*

Employers' expectations may be concluded as follows: modern basic education, which allow to improve the knowledge practically.

Employers expect from the competitive young person: he/she has acquired main techniques, he/she is able to gain new knowledge and information fast, he/she respects work discipline, he/she has had previous practice experience.

The employers didn't criticise low technical level of schools as much as indefinite knowledge of graduates and students. The main reasons for that are teachers inexperience and unsystematic teaching methodology - technical equipment and machines are not chosen according to the speciality of the school, but students are taught on the basis of existing equipment in school, which is presented as the only possibility. This hinders young people to compete on the labour market.

Also practice system was criticised quite much: that students have to look for trainee's spot on their own. In specialities, where employers expect fully trained labour the practice should be organised and financed by the school.

Vocational schools educating skilled workers and other vocational establishments have relatively passive wait-and-see attitude. They don't have a clear picture what kind of specialists are needed in enterprises and what kind of requirements are set to skilled workers. The position is quite passive also in case of offering additional training.

3.5. Possible development trends of vocational education: based on employers expectations

Based on employers expectations and needs, that came out in different groups, we may draw the following conclusions in further development of vocational training:

1. Technical specialities:

In case of technical specialities so called “ready” labour is expected the most by the employers and that is why theoretical as well as practical basic knowledge is very important. At the moment workers with old Soviet time qualification certificate are still valued.

High requirements from students and graduates by vocational schools as well as properly organised practice system are very important here. It is essential that students acquire knowledge also from other technical fields - electricians from the field of automation and vice versa, because machinery and equipment used in production is becoming more complex.

From the point of view of labour market structure (tendency of devaluation of higher education) and future development it is reasonable to apply only the system of technical schools or applicative higher education.

2. Skilled work in production

This should contain basic skills, where in addition student’s ability of learning and teamwork skills should be developed.

The schools should not concentrate on one technology that just happens to exist in the school, but it should give information of other technologies as well. Language and computer skills are on a rather significant position, because after school at their job this makes it possible for him/her to attend trainings offered by foreign companies. Development of learning ability and teamwork skills is very important as this helps students to pass the probation time successfully. Here should prevail general secondary or special secondary education as the employers value overall intelligence and developing ability.

3. Non-technical skilled work

Preparation programs (cooks, sewers, etc.) should be designed equally for piece as well as mass production, since majority of small enterprises use piece production principles. The schools should have fully equipped classrooms, kitchens, where students could acquire basic skills because employers are not ready to teach them this. Students should also gain knowledge about different trends and traditions in this field (for example: world kitchen in catering). This education may be given by vocational schools since employers value concrete knowledge more than ability of

learning and are ready to teach other necessary knowledge (languages) themselves.

4. Lower profile technical skills (plumbers, locksmiths, lathe operators, welders)

These specialities may be acquired by vocational training on the basis of basic education, because here employers expect basic skills and are not willing to invest into additional training. Joint ventures and companies with foreign partners make an exception. Since these fields are rather universal the basic skills required in case of the job should be taught at school, which at the same time calls for proper technical equipment in schools.

Conclusions

Based on the survey purposes brought out in the first chapter we may draw the following conclusions:

1. Fully trained skilled workers are most of all needed by big scale enterprises.
2. Basic vocational skills (knowing of basic work techniques, technologies, materials), but also learning ability, initiative and teamwork skills are required from people applying for a job. In case of training of young people more attention should be paid on developing a practical training system and its financing and also on developing of personal characteristics. Schools giving higher vocational training (technical schools, applicate higher education) should also teach languages and computer skills, since these are necessary for additional training in foreign countries (by partners).
3. Young people without speciality and/or with general secondary education may mostly apply for lineman jobs in production, where training takes place in the company, or in case of suitable personal characteristics they may also apply for jobs in service companies. Employers prefer mostly secondary education, whether general or special, because training is more effective in that case.

4. If due to the restructuring of the company labour with different vocational skills is required, the employers prefer to hire new, already trained labour. Conversion training of current workers is possible if the new speciality is with higher profile and forms an inside competition. Conversion training is most probably used also in case the new speciality is so specific that workers need additional training anyway, because then the employer prefers workers he/she already knows.
5. Vocational descriptions and qualification standards are mostly used in case of technical jobs connected to safety (electricians, welders, etc.) and in case of lineman jobs in big scale production enterprises.
6. Employers have positive as well as negative experiences with vocational school graduates and students. Employers don't have a systematic overview of trainings needed in their field and base their decision mostly on eclectic experience, whether their own or someone else's. General attitude towards vocational schools is positive or undecided. Practice during the summer was the main co-operation form that was brought out. But since this is considered an additional load for the company they expect to get some kind of financial compensation for that.
7. Vocational schools have not informed of themselves to employers. There is no information about possibilities of training of skilled workers or additional training.