Allocating assignments

The urgency and complexity of the task as well as the learner's development and education level must be considered when formulating an assignment:

	Example	General conditions	Effects
Instruction, request, individual handouts	Get me the screwdriver. Check in the workshop to make sure the gas cylinder is closed. Write me this letter.	Apprentices at the beginning of basic education. Clear orders. Urgency. Make sure that the instruction has been properly understood (feedback). Systematically check.	Not very motivating. Does not encourage taking own initiative. Promotes minimalism.
Demonstrate, own behaviour	You yourself are on time for work daily. Work efficiently and be motivated. Clean up your own office every night.	Be able to set a good example yourself. Be accepted as a role model.	Result is rather random. Depends on the learner's goodwill and ability to observe.
Assign task, set objectives, and carry out interim and final checks	Plaster the walls of this room by noon tomorrow. Install slatted blinds by the end of the week. Make the dish of the day yourself today without help.	The target is set in advance. The task is explained in its context. The learner must be able to understand the result clearly.	The learner becomes motivated. Verification based on the definition goal can be carried out unambiguously. The learner can check their work themselves.
Delegation, target agreement, evaluation	Receive clients independently. Work independently at the checkout. Assume responsibility for the secretariat.	Advanced level of the learner. Clearly define the task. The learner is up to the task. The learner can work independently.	Enhances the quality of the work and strengthens a sense of responsibility. Promotes the learner's independence. Relieves the burden on the VET professional.

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