Article

Training and education of specialists in the field of labour law

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Abstract: Objective/Aim: In the context of a constantly changing legislative environment and the necessity for professionals to develop their skills, the research focuses on identifying effective methods and tools that facilitate efficient learning and professional development in the field of labour law. This study aimed to propose a pedagogical technology for the preparation and training of specialists in the field of labour law and to assess the effectiveness of the training based on the specified technology. **Method:** The study involved 124 participants, with 63 in the experimental group and 61 in the control group. Statistical analysis was performed using Microsoft Excel. The student's *t*-test indicated significant improvements in the experimental group's training effectiveness, confirming the proposed pedagogical technology's efficacy. **Results:** Consequently, implementing training and education technology for specialists in the labour law field was proposed to enhance the indicators. The criteria for the preparation of specialists in the field of labour law were delineated, including knowledge of labour legislation, consulting and support skills, analytical skills, communication skills, and continuous learning. According to the criteria above, levels of preparation for specialists in the field of labour law were established, namely high, medium, and essential. The proposed training and education technology for specialists in the field of labour encompasses the following tools: The utilisation of online platforms and educational resources, virtual classes and simulations, the incorporation of multimedia materials, the integration of adaptive learning technologies, the implementation of project- and problem-oriented teaching methodologies, the incorporation of interactive methodologies, the incorporation of cloud technologies and mobile applications, and the provision of assessment and feedback. **Conclusion:** The proposed pedagogical technology effectively enhances the training and education of labour law specialists. The experimental group's significant improvement in learning outcomes confirms the technology's efficacy. **Implication:** The findings of this research hold significant social implications. Improved training and education of labour law specialists leads to a more competent and effective legal workforce. This, in turn, ensures better protection of workers' rights and fairer employer-employee relations, contributing to overall social stability.

Keywords: labour law; staff training; professional development; practical skills; specialised training programmes; new trends in labour law; current issues and challenges in labour law

1. Introduction

Currently, the training of specialists in the field of labour law is a comprehensive approach that encompasses theoretical knowledge, practical skills, and the cultivation of professional ethics. Odilla (2023) notes that curriculum analysis includes the study of curricula, courses, modules, and materials offered by higher education institutions, academies, and continuing education courses. In contrast, Parker (2024) emphasizes that it is important to determine which aspects of labour law are important for

education, as well as which teaching methods are used. In addition, Boyle (2023) points out that the training program for labour law professionals should cover both theoretical and practical aspects, including the development of analytical skills, understanding of socio-economic processes, and teaching ethics and professional responsibility.

In a world where dynamic changes in the economy and technology continuously interweave with social and legal norms, ensuring the education and training of specialists in the field of labour law plays a pivotal role. Labour law is a fundamental component of the modern legal system, regulating the relationships between employees and employers, ensuring a balance of interests, and protecting the rights of all parties involved. This article will consider the importance of training specialists in the field of labour law, highlighting the significance of their role in contemporary society and economy. It will also analyse current methods and strategies of learning that help professionals stay update with the latest changes and requirements in this dynamic area of law. From initial education to ongoing professional development, training specialists in the field of labour law significantly affects the efficient functioning of the labour market, ensuring fairness and compliance with legislation.

The study aims to assess the current state of the training and education system of labour law specialists and to introduce pedagogical technology to improve this field's training.

Research objectives:

- To analyse the state of the training and education system of specialists in labour law.
- To conduct a pedagogical experiment, including the statement, formative and control stages.
- Based on the data obtained, to propose a pedagogical technology for training and education of specialists in labour law.
- To experimentally test the effectiveness of the proposed technology.

The novelty of the conducted research lies in a comprehensive analysis of the current state of the system of training and education of specialists in the field of labour law. Furthermore, the work is strengthened by the conducted pedagogical experiment, which includes ascertaining, formative, and control stages with the aim of evaluating the effectiveness of existing methods and introducing innovative pedagogical technology.

2. Literature review

A literature analysis on the preparation and training of specialists in labour law allows for an acquaintance with current research, trends, and best practices in this field. The analysis of training programs includes the study of curricula, courses, modules, and materials offered by higher education institutions, academies, and professional development courses (Odilla, 2023). It identifies which aspects of labour law are essential for education and which teaching methods are utilised (Parker, 2024).

The preparation of specialists in the field of labour law has its peculiarities, considering the specificity of this legal field and the requirements presented to professionals in the sphere. Since labour law incorporates elements of jurisprudence,

economics, sociology, and personnel management, training in this field often includes a variety of disciplines. Those engaged in the practice of labour law must possess a profound understanding of the legislation about labour, encompassing not only the statutes, regulations, and precedents that constitute the body of law but also the ability to apply this knowledge in practical situations. It includes drafting employment contracts, resolving disputes between employees and employers, and representing client's interests in court (Cui, 2022).

The training of specialists in the field of labour law also encompasses the development of analytical skills for the thorough analysis of legal problems and the search for optimal solutions. Labour law is inextricably linked to social and economic processes in society, which is why professionals in this field must understand these processes and their impact on employment relations. An essential aspect of training specialists in labour law is learning ethics and professional responsibility, as they frequently deal with confidential information and can significantly influence people's lives and careers. Considering these considerations, the training programme for specialists in labour law should be comprehensive and encompass both theoretical and practical aspects of this field of law (Boyle, 2023).

In addition, literature reviews include an analysis of the qualifications of the teaching staff, their practical experience in the field of labour law, and the teaching methodologies employed, which may include interactive methods, case studies, and simulations (Adjei et al., 2024). The research encompasses an analysis of the labour market's requirements for specialists in labour law, evaluating the skills and knowledge that employers seek in graduates, and an assessment of student satisfaction with training programmes (Zhang and Zhu, 2021). The review also covers the use of information and communication technologies (ICT) in the learning process, including online courses, webinars, electronic textbooks, and other forms of digital learning (Almalky and Alwahbi, 2023).

An essential element of the analysis is the assessment of the efficacy of training programmes, including their impact on the depth of students' knowledge, their preparedness for real-world scenarios in the field of labour law, and their success in the labour market (Batsurovska, 2021). In some cases, a comparative analysis of educational programmes in different countries or regions is conducted to identify best practices and possible areas for improvement (Bencheva and Kostadinov, 2021). An analysis of the relevant literature will allow for a deeper understanding of the current state of preparation and training of specialists in the field of labour law and to identify potential areas for enhancement (Youssef and Youssef, 2019). The analysis of different authors' viewpoints on the training and education of specialists in labour law can involve discussing various aspects of this topic (Blau et al., 2020).

The authors emphasise the importance of academic training for labour law specialists, including studying theoretical foundations, legislation, and judicial practice (Bock et al., 2007). They also highlight the significance of in-depth analysis of regulatory acts and the development of skills to apply legal norms in practical situations.

The authors focus on the practical training of specialists, stressing the importance of practical skills and abilities in drafting documents, conducting negotiations, and representing clients in court. They also emphasise the value of internships, simulation

exercises, and the case study teaching method (Venegas et al., 2022). Researchers analyse the importance of a multidisciplinary approach in training labour law specialists, underscoring the necessity of understanding the sociological, economic, psychological, and ethical aspects of employment relations (Sosnickaya and Kryvylova, 2020).

Integrating knowledge from various fields to comprehensively understand and resolve labour law issues is emphasised (Boesl, 2023; Quintero et al., 2024). It is recommended that authors consider the training of specialists in the field of labour law in the context of globalisation and international cooperation (Post et al., 2019). Furthermore, the authors discuss the importance of understanding international labour standards and employment relations and international regulatory acts' impact on national legislation (Bursten, 2020; Piterska et al., 2020). Conversely, the role of technology in the education of labour law professionals (Caratozzolo, 2020) may also be considered. They may examine the potential of utilising online courses, virtual simulations, electronic learning resources, and other teaching methods (Dotsenko, 2023). By analysing the perspectives of various authors, it is possible to gain a more comprehensive understanding of the diverse approaches to the training and education of specialists in the field of labour law and to identify the most promising and effective methods of education.

3. Research method

The study of training and education of specialists in labour law includes the following methods.

Questionnaires and surveys: Surveys were conducted among labour law students to assess the quality of training and check the status of training and education of labour law specialists using self-assessment questionnaires (Appendix). The self-assessment questionnaires are based on the criteria for training and education of labour law specialists.

Analysis of learning outcomes: A study was conducted to analyse the educational outcomes for higher education students in labour law with a "Master's" degree from control and experimental groups. The assessment included an initial evaluation of the level of knowledge based on the analysis of educational outcomes and self-assessment. The research participants consisted of 124 higher education students enrolled in a Master's degree program in labour law. This sample size was divided into two groups: 63 students in the experimental group and 61 students in the control group. The data were collected through the distribution of self-assessment questionnaires among participants. These questionnaires were structured with both open and closed questions, covering various aspects such as knowledge of labour legislation, counselling and support skills, analytical skills, communication skills, and participation in professional development events over the past two years. The collected data was analysed using Microsoft Excel. This ensured that the questionnaire responses would be accurate and reliable.

Experimental research: Conducting controlled experiments to evaluate the effectiveness of the proposed training technology by comparing the indicators of training and education of specialists in labour law among students using the student's

t test.

4. Results

In a study on labour law specialist training, a pedagogical experiment was conducted. The experimental group, taught with a new method, was compared to the control group under the regular curriculum. The experiment spanned two semesters, comprising diagnostic, formative, and summative stages (**Table 1**).

Table 1. Experimental research structure.

Experimental learning stages	Main objectives
Statistical	Determining the initial level of training of specialists in labour law
Formative	Checking the effectiveness of the developed methodology for training specialists in labour law
Controlling	Determining the achieved level of training of specialists in labour law

Source: Compiled by the author.

Table 2 presents the components of assessing the training and education of labour law specialists: Analysis of training results and self-assessment.

Table 2. Content of the components for assessing the state of preparation and training of specialists in labour law.

Itle	Assessment	Assessment description
Part I of the inspection of the state of training and education of specialists in labour l		
1A: Checking the quality of theoretical training of specialists in labour law 1B: Checking the quality of practical training of specialists in labour law	Assessment of respondents' knowledge in the field of labour law is based on the results of semester control in essential theoretical and practical aspects.	This section yields percentage parameters that characterise the theoretical preparation of the higher education applicant. Diagnostics are conducted by analysing scores in disciplines provided for by the educational programme.
Part II of the inspection of the state of training and education of specialists in labour law		
Self-examination of higher education students in labour law	Testing of skills and knowledge through questionnaires.	The article provides a questionnaire for determining the level of training and education of specialists in labour law on a 10-point scale.

Source: Compiled by the author.

To determine the initial level of knowledge in the field of labour law for students of the experimental and control groups, we used the learning coefficient according to Equation (1):

$$KN1 = A1/N1 \tag{1}$$

where KN1 is the learning coefficient based on the results of the initial control; A1 is the qualitative indicator of learning outcomes; N1 is the maximum possible number of points for the result of qualitative preparation.

$$KN2 = A2/N2 \tag{2}$$

where KN2 is the learning coefficient based on self-assessment results, A2 is the quality indicator on the self-assessment scale, and N is the maximum number of points on the self-assessment scale.

Table 3 presents the experimental and control groups' overall average learning coefficient values.

Table 3. Overall average learning coefficient values for the experimental and control groups of labour law specialists.

Study groups	Average values, points	Characteristics of the group's students	Learning ratio, average value	Characteristics of the group's students
EG	65.5	Sufficient level of training of a specialist in labour law	0.66	Adequate level of training
CG	64.58	Sufficient level of training of a specialist in labour law	0.65	Adequate level of training

Source: Compiled by the author.

A review of the results of the diagnostic experiment reveals that the levels of preparation of specialists in the field of labour law for both the experimental and control groups are comparable and require adjustment. Three levels of preparation for specialists in the field of labour law have been identified. The levels of preparation can be classified as follows: High (learning coefficient from 1 to 0.7), intermediate (learning coefficient from 0.69 to 0.40), and primary (learning coefficient from 0.39 to 0.0). A comparison of the experimental and control groups reveals that seven individuals in the former and 6 in the latter achieved a high level of preparation in the field of labour law, representing approximately 13% of the total number. The medium level of preparation was attained by 30 individuals in the experimental group and 31 individuals in the control group, representing up to 50% of the total number. The basic level of preparation in the field of labour law was obtained by 40% of the higher education applicants in the experimental and control groups, constituting 26 and 24 individuals, respectively (**Table 4**).

Table 4. Structure of training levels of specialists in labour law—Experimental and control groups.

Study groups	High persons	Intermediate people	Basic persons	Total
EG	7	30	26	63
CG	6	31	24	61

Source: Compiled by the author.

Implementing contemporary technologies, methodologies, and forms of education in training labour law specialists plays a pivotal role in ensuring the quality of education and preparation for professional activity. **Figure 1** presents the pedagogical technology for the training and education of labour law specialists.

Developing specialised online courses, webinars, and electronic learning materials on labour law will allow students to study the material conveniently and at any time. Creating virtual classrooms and simulations of real-life situations will enable students to gain practical skills and experience without leaving the classroom. Implementing audio, video, and interactive materials will help students better understand complex topics and their application in practice. Artificial intelligence algorithms will tailor the learning process to each student's needs and knowledge levels, enhancing the educational experience.

Conducting project work and solving practical tasks using modern technologies fosters the development of analytical and problem-solving skills. Implementing interactive teaching methods like case discussions, group debates, and online games promotes active student engagement and improves learning efficiency. Developing mobile applications and utilising cloud technologies will allow students to access
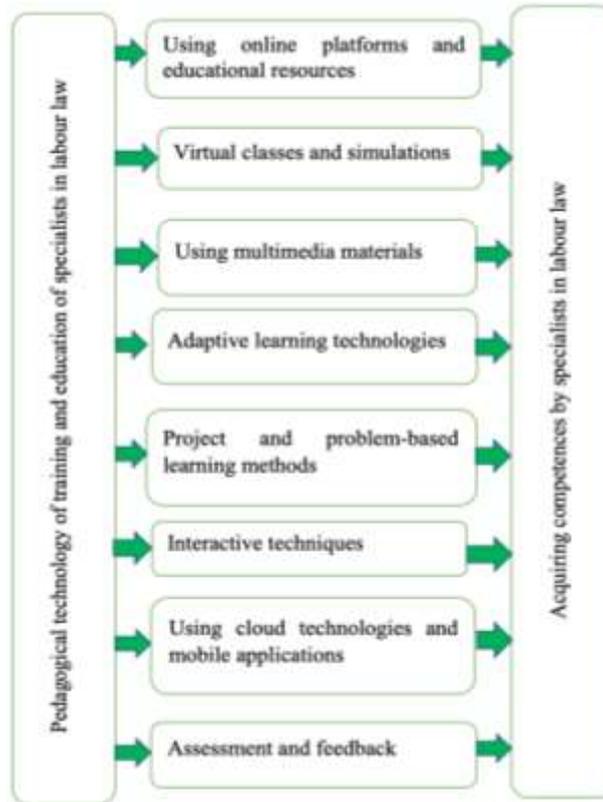
learning materials and resources from anywhere.

Figure 1. Pedagogical technology for training and education of specialists in labour law.
Source: Compiled by the author.

The use of contemporary technologies to automate the assessment of student knowledge and provide feedback facilitates a more efficacious monitoring of their success and progress in learning. These approaches will render the learning process more interactive, flexible, and efficient and better prepare specialists for the real-world challenges in labour law.

Criteria for training and educating labour law specialists have been developed. **Table 2** presents a self-assessment questionnaire based on these criteria.

Knowledge of labour legislation: A specialist should have a thorough knowledge and understanding of all aspects of labour law in their country. It includes general provisions and details such as the rights and obligations of employees and employers, labour dispute resolution procedures, and other aspects.

Consultation and support skills: The specialist must be able to provide practical advice to both employees and employers on labour law issues. It involves explaining the parties' rights and obligations, providing guidance on documentation, and resolving labour conflicts.

Analytical skills: The specialist must be able to analyse complex situations related to labour law and develop strategies to resolve them. It requires risk assessment and informed decision-making based on legal norms and practice.

Communication skills: The specialist must have excellent communication skills to communicate effectively with clients, colleagues, and other stakeholders. It means

both written and verbal communication and the ability to negotiate and resolve conflicts.

Continuous learning: Labour law constantly changes due to legislative changes, case law, and other factors. Specialists must be prepared to update with their knowledge and improve their skills by participating in training courses, seminars, and other professional events.

Following the criteria, the training levels of labour law specialists are presented (**Table 5**): basic (P1), medium (P2), and high (P3).

Table 5. Description of training levels for specialists in labour law.

Criterion	Levels	Content
Criterion 1: Knowledge of labour law	L1	Basic understanding of the main provisions of labour law.
	L2	In-depth knowledge of the main aspects of labour law, including the rights and obligations of employees and employers.
	L3	Expert understanding of all aspects of labour law, including complex aspects and case law.
Criterion 2: Consultation and support skills	L1	Providing advice on labour law matters
	L2	Adequate support of clients in understanding their rights and obligations.
	L3	A high level of practical experience in handling complex labour issues and advising.
Criterion 3: Analytical skills	L1	Ability to recognise problems and perform basic analysis of situations.
	L2	Ability to analyse complex situations and develop strategies to resolve them.
	L3	Expert knowledge of analytical methods and the ability to make informed decisions in the most complex situations.
Criterion 4: Communication skills	L1	Basic verbal and written communication skills, as well as the ability to express opinions clearly.
	L2	Ability to communicate effectively with clients, colleagues, and other stakeholders, including in negotiations and conflict resolution.
	L3	A high level of communication competence, including working with diverse audiences and effectively solving communication problems.
Criterion 5: Continuous learning	L1	Willingness to learn and develop in labour law and basic self-study.
	L2	Active participation in professional seminars, courses and training on labour law.
	L3	Systematic training, including in-depth study of current legislation, practice changes and active implementation of new knowledge in work practice.

Source: Compiled by the author.

The indicators of the levels of training of specialists in labour law considered the results of the quality of training and self-assessment.

At the initial stage of the experiment, the training and education of specialists in labour law, as well as planning and preparation for conducting the research, are carried out. The insufficiently high results of the previous stages of the experiment (**Tables 3** and **4**) confirm the need to implement the proposed pedagogical technology for the preparation and education of specialists in the field of labour law. The pedagogical experiment was conducted with students enrolled in higher education programmes, which led to the award of a "Master's" degree during the 1st and second academic semesters.

The main objectives of the pedagogical experiment were:

- To confirm the adequacy and effectiveness of the proposed pedagogical technology for the training and education of specialists in labour law.

- To confirm the effectiveness of training higher education students in labour law who participated in the experiment.

Table 6 presents the average indicators before and after implementing the proposed pedagogical technology in the experimental groups EG-1, EG-2, EG-3, and the control groups CG-1, CG-2, and CG-3. The values of the indicators for the levels of preparation and education of specialists in the field of labour law among students are shown, namely basic (P1), intermediate (P2), and high (P3).

Table 6. Average values of indicators in preparation and education of specialists in labour law among students of the experimental and control groups in percentage terms.

Groups	Before experiment (X1)			After experiment (X1)			Growth in performance		
	P_1	P_2	P_3	P_1	P_2	P_3	P_1	P_2	P_3
EG-1	61.9	63.6	61.1	72.5	81.9	83.7	+10.6	+18.3	+22.6
EG-2	61.6	60.7	60.2	78.9	89.0	80.9	+17.3	+28.3	+20.7
EG-3	60.6	62.1	60.1	86.7	79.3	83.1	+26.1	+17.2	+23.0
Average	61.3	62.1	60.4	79.3	83.4	82.6	+18.0	+21.3	+22.2
CG-1	61.0	63.7	62.4	81.3	85.0	75.9	+13.3	+21.3	+13.5
CG-2	60.3	63.4	61.5	82.7	75.9	82.5	+12.4	+12.5	+21.0
CG-3	61.6	63.1	61.6	83.7	84.2	75.2	+22.1	+21.1	+13.6
Average	61.3	63.4	61.8	82.5	81.7	77.8	+21.2	+18.3	+16.0

Source: Compiled by the author.

Upon the conclusion of the experiment, it was observed that there had been a notable shift in the subgroups of students under study. In the experimental group, the indicators of the basic level of preparation exhibited an increase of 18%, while in the control group, they demonstrated an increase of 21.2%. Similarly, the indicators of the intermediate level in the experimental groups exhibited an increase of 21.3%, while in the control groups, they demonstrated an increase of 18.3%. The indicators of the high level in the experimental groups increased by 22.2%, while in the control groups, they increased by 16% (**Figure 2**).
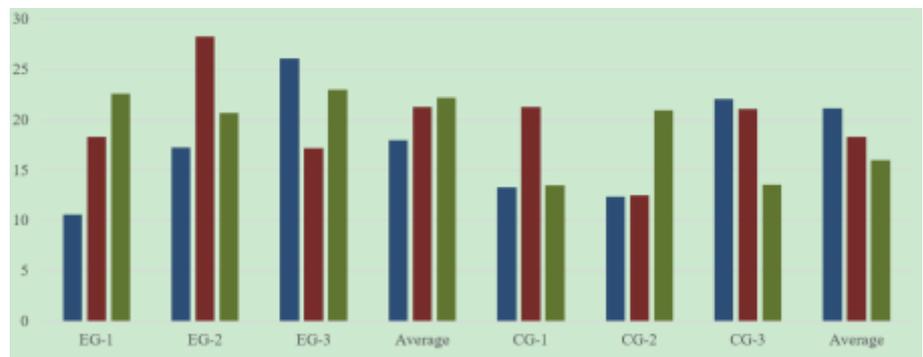

Figure 2. Average increase in training and education of specialists in labour law among students of the experimental and control groups by the results of the experiment.
Source: Compiled by the author.

The indicators of the levels of preparation and education of labour law specialists

among students in the experimental and control groups (according to the Student's t-criterion) are compared (**Table 7**).

Table 7. Comparison of the indicators of training and education of specialists in labour law among students of the experimental and control groups (by student's *t*-test).

No.	Samples		Deviation from the average		Deviation squares	
	B.1	B.2	B.1	B.2	B.1	B.2
1	61.3	82.5	−0.42	1.28	0.1764	1.6384
2	62.1	81.7	0.38	0.48	0.1444	0.2304
3	60.4	77.8	−1.32	−3.42	1.7424	11.6964
4	61.3	79.3	−0.42	−1.92	0.1764	3.6864
5	63.4	83.4	1.68	2.18	2.8224	4.7524
6	61.8	82.6	0.079	1.38	0.0064	1.9044
Amounts:	370.3	487.3	−0.02	−0.02	5.0684	23.9084
Average:	61.72	81.22	-	-	-	-

Source: Compiled by the author.

The critical values for the Student's t-criterion are $p \leq 0.05$ (2.23) and $p \leq 0.01$ (3.17).

The calculation results by the Student's t-criterion is $t_{\text{эмп}} = 19.9$. The empirical value of t (19.9) is within the significance zone, indicating the proposed technology's effectiveness. The control stage allows for assessing the effectiveness of the implemented measures and drawing conclusions regarding their future application and the necessity for further research and improvements.

5. Discussion

The preparation and training of specialists in the field of labour law face several challenges, including changes in legislation, the diversity of labour market needs, rapid technological development, and changes in the socio-economic environment (Espina-Romero et al., 2023). Labour law is constantly changing and being supplemented, creating difficulties for professionals in maintaining up-to-date knowledge. To ensure that students receive the most up-to-date training, it is essential to provide regular updates to curricula and materials, considering the latest changes in legislation. It is similarly essential to provide students with access to reliable sources of information regarding the current state of labour legislation (Jiang et al., 2023). We agree with such conclusions, because our research suggests that it is important to update educational programs and provide access to up-to-date information about labour laws in order to train specialists.

The differing needs of different industries and enterprises in the field of labour law further complicate the development of universal training programmes. It is, therefore, essential to provide students with opportunities to specialise in certain areas of labour law, such as health, financial, or technological aspects. Furthermore, collaboration with employers to adapt educational programmes to their needs is crucial.

Technological innovations, such as automation and digitisation, are transforming the ways of working and interacting in the workplace, introducing new aspects into

labour law (Delima and Dachyar, 2020; Landberg and Partsch, 2023). Therefore, we consider it is essential to integrate the study of technologies and their impact on labour legislation into educational programs. For applications to remain relevant, our research shows that the programs remain relevant, it is necessary to regularly update them to reflect changes in the technological environment and their impact on legal norms.

Economic crises, demographic shifts, and other social factors can influence worker requirements and, consequently, specialists in labour law (Li et al., 2021; Maaß et al., 2024). Therefore, it is necessary to adapt educational programmes to changing socio-economic conditions. Incorporating elements into the programmes that promote the development of skills to adapt to change and to solve new challenges is vital (Mebert et al., 2020). In conclusion, as a result of the research, effectively overcoming challenges in the training and education of labour law professionals necessitates flexibility, relevance, and close cooperation between educational institutions, employers, and legislators.

6. Conclusion

Preparing specialists in labour law is paramount for ensuring fair and efficient labour relations in society. The initial level of preparation of specialists in labour law indicates the necessity for developing new approaches to the education of these professionals. To ascertain the state of preparation and training of specialists in labour law for higher education students with a "Master's" degree during the first two semesters, an analysis of educational outcomes and self-assessment was carried out. The article proposed the implementation of a pedagogical technology for training specialists in labour law, which includes the use of online platforms and educational resources, virtual classes and simulations, the use of multimedia materials, adaptive learning technology, project and problem-oriented teaching methods, interactive methods, the use of cloud technologies and mobile applications, and assessment and feedback. The mean values of the learning coefficient for the experimental and control groups of specialists in the field of labour law prior to the commencement of the experiment demonstrated no statistically significant difference, thereby necessitating the experimental verification of the implementation of the proposed technology.

To assess the efficacy of the proposed technology, a set of criteria was established for the training and education of specialists in the field of labour law. These criteria encompassed a range of skills, including knowledge of labour legislation, consulting and support abilities, analytical abilities, communication skills, and continuous learning. Based on these criteria, three levels of preparation for specialists in the field of labour law were identified: Basic, intermediate, and high. The mean values of the indicators of the levels of preparation and education of specialists in the field of labour law among the students of the experimental and control groups were identified. The data obtained indicated that, following the experiment, there were significant changes in the subgroups of students studied. In the experimental groups, the indicators of the basic level increased by 18%, the intermediate rose by 21.3%, and the high by 22.2%. In the control groups, the indicators of the basic level increased by 21.2%, the intermediate by 18.3%, and the high by 16%.

A comparison of the indicators of preparation and education of specialists in the

field of labour law among students of the experimental and control groups, conducted according to the Student's t-criterion, yielded an empirical value of t (19.9), which fell within the zone of significance. It indicates the effectiveness of the implementation of the proposed technology. The results demonstrated the efficacy of training higher education applicants in the field of labour law who participated in the experiment, thereby corroborating the effectiveness of the proposed pedagogical technology for the training and education of specialists in the field of labour law.

The research has practical and theoretical implications both for teachers and for specialists in the field of labour law. On a practical level, it provides important conclusions about the need to continuously update educational programs and ensure students' access to current information on labour legislation. It has the potential to enhance the standard of education and training for future professionals in the field of labour law. The theoretical component of the investigation aids in comprehending the impact of modifications in legislation and the economic context on the process of educating and training specialists in this field.

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Appendix

Self-assessment questionnaire for checking the status of training and education of specialists in labour law

1) Knowledge of labour legislation

   Please rate your knowledge of the main provisions of labour law from 1 to 10.
   1   2   3   4   5   6   7   8   9   10

   Rate the importance of aspects of labour law for your professional activity. Please rate from 1 to 10.
   1   2   3   4   5   6   7   8   9   10

2) Counselling and support skills

   On a scale from 1 to 10, how would you rate your ability to provide advice on employment law matters?
   1   2   3   4   5   6   7   8   9   10

   On a scale of 1 to 10, please rate the various methods you use to support clients or colleagues in employment law effectively.
   1   2   3   4   5   6   7   8   9   10

3) Analytical skills

   Please rate from 1 to 10 how effectively you can resolve complex situations related to labour law.
   1   2   3   4   5   6   7   8   9   10

   To what extent do you use various methods to analyse labour law issues and develop strategies to address them?
   1   2   3   4   5   6   7   8   9   10

4) Communication skills

   Please rate your experience communicating with clients, colleagues, and other stakeholders on labour law issues from 1 to 10.
   1   2   3   4   5   6   7   8   9   10

   How effectively are you able to resolve conflicts in the course of communication with clients or colleagues? Please rate from 1 to 10.
   1   2   3   4   5   6   7   8   9   10

5) Continuous training

   How large a selection of sources of information about new legislative changes in labour law do you use? Please rate from 1 to 10.
   1   2   3   4   5   6   7   8   9   10

6) What professional development events have you attended in the last two years?
   Please rate the effectiveness of your participation in these professional development events from 1 to 10.
   1   2   3   4   5   6   7   8   9   10

7) Additional comments.

   If you have anything else you would like to add or emphasise about your training and education in labour law, please do so here.