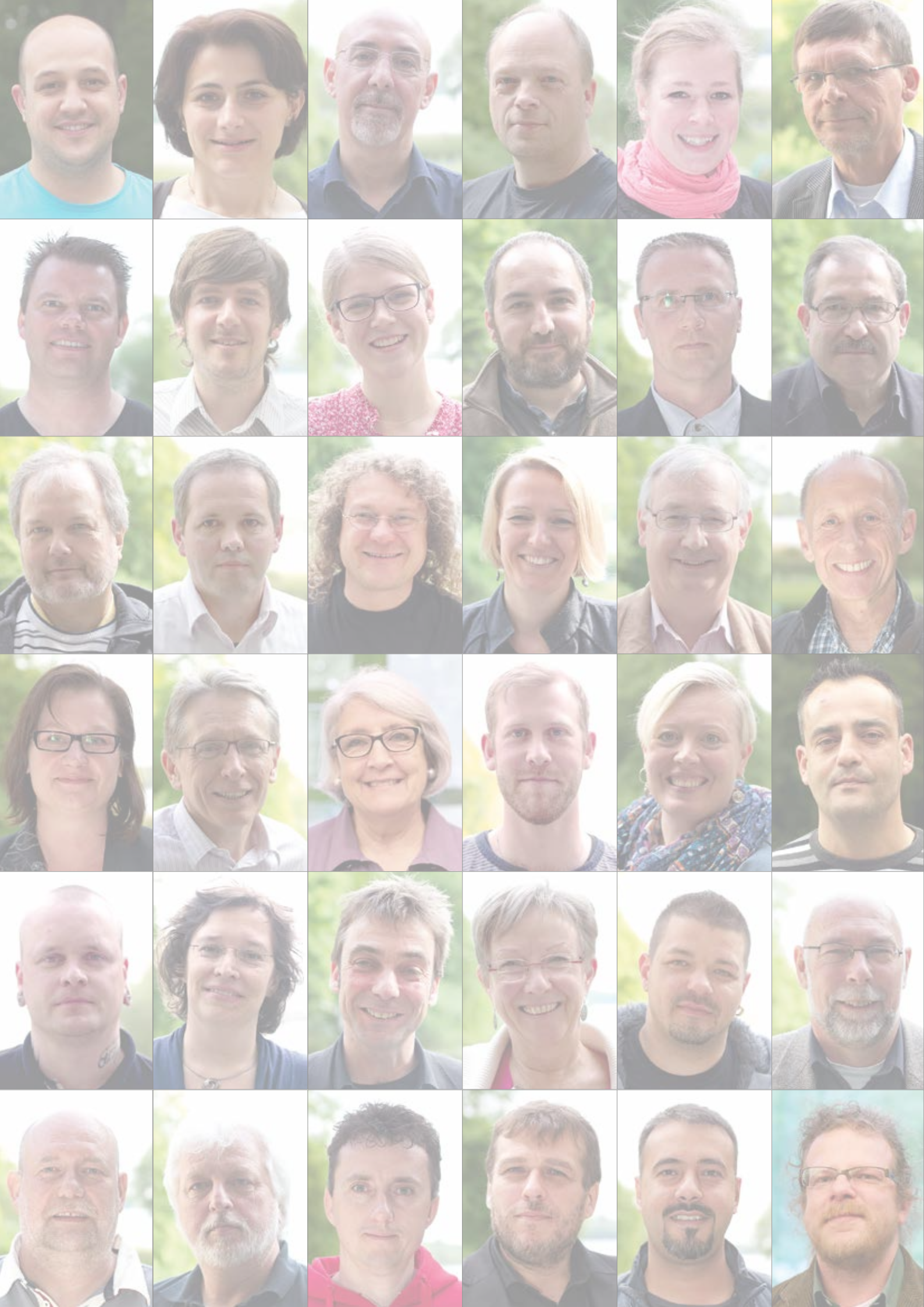
Trade Union
Educational Work | **Executive Board**

Results of the Net2Quali-EWC Project

Innovation in Transnational Processes

Education and Participation in Multinational Enterprises

IG Metall Executive Board, Department for Trade Union Educational Work



Trade Union
Educational Work | **Executive Board**

Results of the Net2Quali-EWC Project

Innovation in Transnational Processes

Education and Participation in Multinational Enterprises

IG Metall Executive Board, Department for Trade Union Educational Work

Net2Quali-EWC

Imprint

Editorial Desk
IG Metall Executive Board, Department for Trade Union Educational Work
Wilhelm-Leuschner-Straße 79, 60329 Frankfurt am Main
Bertin Eichler, Ulrike Obermayr, Tom Kehrbaum

Editors
Christopher Dreßen, Claudia Kaczmarek, Tom Kehrbaum, Martin Roggenkamp

Authors
Chaja Boebel, Michael Braungart, Christopher Dreßen, Sophie Jänicke, Tom Kehrbaum, Georg Leutert, Martin Roggenkamp, Ferdije Rrecaj, Karin Pries, Ludger Pries

Chapter 8 has been produced in cooperation with Hans-Erik Andersson, Chaja Boebel, Nadja Christy, Bruno Demaitre, Jean-Claude le Douaron, Sophie Jänicke, Undine Memmler, Holger Rößer, Ferdije Rrecaj, Martin Roggenkamp, Rosi Schneider, Concha de Sena, Marika Varga erstellt.

Setting and design
Visualisierung & Konzepte, Braunschweig

The project „Net2Quali-EWC“ is funded by the European Commission Directorate General for Employment, Social Affairs and Inclusion within the framework of Information, Consultation and Participation of representatives of undertakings (heading 04.03.03.03).

The sole responsibility lies with the author.

The Commission is not responsible for any use that may be made of the information contained herein.

Frankfurt/Main, September 2012

Table of Contents

Net2Quali-EWC

Foreword

Dear colleagues, European Works Council members and moderators from Europe,

Cooperation instead of competition was the founding ideal more than 150 years ago when the first trade unions were established in Europe. At that time cooperation also always meant learning together: with each other, from each other and for each other! This process of practical learning and work kindled a solidarity that had to be experienced individually before it could become a fundamental value in the global trade union movement. Today it is more important than ever to nurture and develop this solidarity in the global context.

The crisis in Europe has not yet been surmounted. It has developed into a multifaceted, complex crisis, whose outcome and further development is uncertain. What has been certain ever since its historical beginnings, however, is what trade unions everywhere in Europe and all over the world want: social, just and economically stable conditions based upon the foundations of decent work and always accompanied by an educational and training system which ensures equal opportunity and offers young people a broad array of alternatives and opportunities in the future. Many people in Europe have been working together with their trade unions to this end for decades. In practical terms they are the architects of a peaceful Europe, tackling this task every day of their lives.

By the same token, trade unions face ever newer tasks. Pressing ecological issues call for responses. Even before Fukushima we knew that energy production requires a fundamentally new, sustainable approach. Green technologies are becoming a central source of future economic growth. Innovations must be promoted in this field. People in Europe and beyond know that changes are necessary, but only those who are involved can help banish the uncertainties accompanying this development.

Comprehensive technological development while at the same time placing equal weight on ecological and social issues can become a magnificent project for pan-European cooperation and help surmount the crisis. Engineers have ideas which they would like to implement together with employees. Economic competition between business enterprises must not be allowed to impede cooperation between these actors seeking to produce answers for the future.

We urgently require transnational education and strategies for action to foster and shape innovation at multinational Enterprises if we are to initiate this „change in course in Europe“. The Net2Quali-EWC project addresses this task and has set demanding goals. Innovative educational strategies are to be developed to promote technological and social innovation in transnational work processes.

Project organizers of European codetermination at multinational Enterprises play a key role at the same time, placing European Works Councils at the heart of the initiation and design of these processes. The educational strategies have been developed for them.

Trade unions and their funding organizations for training from six European countries are involved in the Net2Quali-EWC project – a follow up project of Trans-Quali-EWC (2009–2010). EWC members from six enterprises and nine European countries took part in testing the strategy, contributing their wide-ranging knowledge and practical experience.

This manual presents the comprehensive results produced by the project, theoretical and practical backgrounds and foundations, scholarly contributions and literature and especially jointly developed educational concepts and strategies. We would like to warmly thank all of the European Works Councils which took part, the educationalists, those persons in the trade unions in charge of EWCs and not least with the project

partners and the European Commission.

This project is another successful example of effective European cooperation and the efficacious power of European solidarity, which has common roots in history and a future based on collegiality. This can help surmount many crises.

Bertin Eichler
Treasurer and Member of the
Executive Committee
of IG Metall Headquarters

Ulrike Obermayr
Department Chief
of Union Education
of the IG Metall Headquarters

Introduction

The current crisis in Europe once again underscores the deficits involved in a one-sided focus of European integration on the economic sphere. Whereas the borders of national states are scarcely of any importance to business enterprise structures, production chains and commerce in Europe, opportunities for social and political participation by citizens and employees continue to be constrained by regional and national borders. The European Economic Space thus lacks societal and democratic underpinning.

Educating Europe – including in the midst of the crisis

Bearing special relevance in this context is the fact that they are is no common educational space to serve as a necessary counterpart to the European Economic Space in Europe. In his polemic, *Gesellschaftsentwurf Europa* (Negt 2012)), Oskar Negt draws attention to the need for collective learning processes: the inclusion of people's everyday experience is of eminent importance to political participation by citizens and the formation of a European identity. But it is not only political participation which requires a common educational background – everyday societal participation and cooperation above and beyond borders also dictates shared educational resources. In short: a common understanding of education by the people involved. A common Europe moreover needs expanded skills and capabilities allowing and facilitating exchange across Europe's cultural borders.

Promotion of a common understanding of education in Europe

The variety and deep historical background of educational cultures in Europe at the same time constitutes a major challenge to the development of a European Educational Space. By the same token, however, these cultures also offer an enormous potential for the development of a dynamic educational landscape which can draw on the experience and strengths of these numerous educational cultures and resources. On the one hand, the task is to integrate these cultures step by step in such a manner as to allow their respective uniqueness to make a productive contribution. This can only be successful through a bottom-up approach in a large number of exchange and cooperation projects. This exchange on the other hand offers an opportunity through interaction between wide-ranging educational cultures leading to the dynamic development of ideas and educational concepts and strategies that can base themselves on historical experience with education in numerous European countries.

Against this background, IG Metall has initiated a host of transnational projects with the support of the European Commission in which educational funding institutions in various European countries are developing joint educational concepts and strategies for various areas of education. In the Quali2move Project, funding institutions for trade union training from seven European countries, Turkey and the European level are designing a common training strategy for political education that begins at the European level.

Codetermination at multinational Enterprises

A special challenge is posed by the training of European Works Councils (EWCs). Codetermination at European multinational corporations requires a high degree of training and skills on the part of members of EWCs. In addition to technical skills relating to economic sectors, enterprises and company production sites, social skills for promoting intercultural cooperation within EWCs especially stand at the forefront.

For EWCs it is by the same token of special importance that they form a European identity based on common, practical solidarity and develop a common social consciousness and awareness. Important foundations for this are common learning processes in intercultural institutions on the basis of ed-

ucational strategies which integrate the different educational cultures of the various countries which the EWC members are from. Educational training programs for EWCs are primarily carried out by national training institutions, however. For this reason, there is a special need for transnational-based training strategies for EWCs

Education and training so that trade unions are capable of acting effectively at the international level

In the Trans Quali EWC Project, IG Metall began in 2009 to develop and establish a common training strategy for EWCs together with trade union educational training institutions from Great Britain, Poland and at the European level (ETUI). The partners developed a provisional workshop concept, tested it with the involvement of EWCs from various enterprises and revised it on the basis of a systematic evaluation (IG Metall Executive Board 2010).

This initial result in transnational educational cooperation, aimed at Europeanising EWC training, served as the foundation for the Net2Quali EWC Project, through which the common training strategy was placed on a broader European basis. Trade union training institutions from Spain, Sweden, the Czech Republic, Denmark, Finland, Germany and the European level (ETUI) took part in the further development of this strategy. After a comprehensive process of exchange and development, the concept was tested, evaluated and is now being presented in a revised version in this manual involving 19 EWC members from six enterprises and nine European countries.

In order to create reliable European foundations for the execution of training programs for EWCs, the project partners have agreed on common quality standards for EWC training on the basis of experience in the joint execution of the EWC workshop, the evaluation results and a survey of training needs of EWCs.

Development of social, economic and ecological innovations

As for the focus of the training concept, the partners involved decided to concentrate on the topic of innovation, thereby establishing a new field of training for EWCs. Technological, process-related, product-related and organisational innovations are becoming ever more important in global competition as well as for the quality of work.

Innovation at business enterprises, as it were, is not generally speaking limited to technological and/or organisational aspects, as they are always based on the respective work and life contexts of employees and also have an impact on these in turn. Innovation always takes place within the framework of social processes in which people interact with one another. It is therefore an important field of codetermination. Sustainable development and implementation of innovations at business enterprises requires the support of employees and the harnessing of their expert know-how and knowledge. Employees and their interest representatives are moreover an especially important force in the development of sustainable innovation prospects. The factors of „time“ and “interests”and their human impact in the social world of employees are fundamentally different than “time” and “interests” from a business administration perspective. Given the growing fluctuation of staff at the management level and ever more short-term profit expectations as a result of changing ownership structures of business enterprises, employees are more in a position to assume a long-term company perspective going beyond short-term cost competition.[1]

1 In order to strengthen this innovation-oriented perspective vis-à-vis short-term, cost-based competition, IG Metall initiated the campaign “Better instead of Cheaper” back in 2004.

Herein lies the key to the innovative power of a business enterprise. The long-term interest in the prosperity of an enterprise, which is based on comprehensive social needs, constitutes a central precondition for innovative capacity. The more security and long-term the perspective of common interests, the greater the creativity and willingness of people to engage in cooperation (cf. Kehrbaum 2009).

Trade union education: a laboratory in an ecological and social economy

„Soft skills" – so frequently cited and incessantly called for by business enterprises in connection with innovation – cannot develop where business administration theory dictates. Competition is viewed as the main engine for dynamic development from this perspective. Trade union educational work, in contrast, is a classic example of learning which promotes innovation because in addition to conveying technical know-how it also develops social skills. At the same time, the notion of competition recedes into the background as a result of perception and understanding of common interests. Trade union education thus opens space for learning to cooperate, learning from each other and for each other. It is only in this manner that empathy and trust and confidence can come about between people and colleagues. Especially as a result of the practical process of understanding common interests and options for action based on these, trade union education is becoming a model for European learning – and hence a library for ecological and social economics.

Sustainable technology development: a common interest and topic

In the wake of the nuclear disaster in Fukushima, the project partners decided to place the topic of sustainable innovation at the heart of the transnational educational concept. The response by the EWCs involved has confirmed that the project has thus opened up an important field of training for the future. Against this background, additional training modules are being developed to convey fundamental innovation skills within the framework of the project.

Objective of the manual

Das vorliegende Handbuch stellt die Ergebnisse und Erfahrungen des Entwicklungsprojekts *Net2Quali-EWC* vor und leistet so einen Beitrag dazu, transnationale Grundlagen für die internationale Bildung zu schaffen. Das Handbuch ist dabei auf drei Ziele ausgerichtet:

1. The presentation of the seminar concept, the additional training modules, common quality standards and a compendium of methods are intended to provide other training institutions orientation and stimulus for the execution of their own training programs.
2. The presentation of theoretical backgrounds and practical experience with regard to the development and acceptance of innovations at business enterprises through interest representatives is intended to help establish this training field for EWCs.
3. The presentation of the project itself is hoped to help other actors by offering an orientation in executing additional transnational projects aimed at developing a European Educational Space.

Results and experience

This manual has three sections. Section One presents theoretical backgrounds, examples of best practice and possible topical fields for designing innovation as an area of training in EWC training. . *Tom Kehrbaum* examines the basic relationships between promotion of innovation through international interest-representation institutions and transnational educational work in Chapter 1. In Chapter 2, *Ludger Pries*explores the importance of interest representation at multinational enterprises in the implementation of company innovations from a theoretical and practical standpoint. In Cradle to Cradle® *Michael Braungart* presents a possible field of ac-

tion for innovation in the area of production processes which save resources (Chapter 3). Finally, *Georg Leutert* presents an example for the initiation of innovation by an EWC with a project carried out by the Ford EWC.

The second section of the manual describes the course of the project and its results. *Martin Roggenkamp* first of all describes the approach and process of the project in Chapter 5. The article also explains the provisional workshop program which was tested within the framework of the project. The results of the evaluation of the testing phase and the survey of needs are presented by *Karin Pries* in Chapter 6. Based on this, the seminar program revised by the partners is presented by *Chaja Boebel, Martin Roggenkamp, Ferdije Rrecaj* and *Sophie Jänicke*. The additional training modules developed in the course of the project are summarised by *Christopher Dreßen* in Chapter 8. Section Two closes with a discussion of the quality standards developed together with the project partners in Chapter 9.

Section Three of the Manual closes with practical guidelines for the execution of training programmes. Methods are presented for the execution of intercultural workshops used within the framework of the project and/or which are compiled through the international partners (Chapter 9). The Manual closes with a checklist for the organisation and staging of transnational EWC projects (Chapter 10).

Literature

Negt, Oskar (2012): Gesellschaftsentwurf Europa. Plädoyer für ein gerechtes Gemeinwesen. Steidl/ifa, Göttingen.

Kehrbaum, Tom (2009): Innovation als sozialer Prozess. VS-Verlag, Wiesbaden.

Kehrbaum, Tom/Memmler, Undine/Neiß, Alexander/ Rößer, Holger/Roggenkamp, Martin/Varga, Marika/Zitzelsberger, Olga (2010): Grundlagen transnationaler Solidarität: Bildung für Europäische Betriebsräte – Bedarf, Ziele und Methoden. Hrsg.: IG Metall Vorstand/FB Gewerkschaftliche Bildungsarbeit. (http://netkey40.igmetall.de/homepages/bildunginternational/projekte/trans-qualiewc/publikationen.html)

Chapter 1

Innovation through Transnational Education

Tom Kehrbaum

Tom Kehrbaum

The development of transnational educational concepts and strategies with which to foster technological and social innovation

The European project *Net2Quali-EWC* has set an ambitious objective: innovative educational concepts and strategies are to be developed within the framework of transnational processes in order to foster technological and social innovations in work processes.

Technological innovations always have a social dimension, as sustainable innovations are founded upon an interplay between education, company and employees (cf. the article by Ludger Pries in this Manual). Researchers, engineers, skilled workers and executive staff develop innovations and implement them in a joint process. This interplay is increasingly taking place within a global or European framework. This requires European cooperation between educationalists, European Works Councils, representatives of business enterprises and employees.

Given all this, the project is based on a complex interplay between the following groups of persons and the respective innovations they bring about:

European Works Councils

European Works Councils operate at the interface between social, economic and ecological aspects of innovations and are hence key actors in the promotion of sustainable innovations. That is why the project focuses on European Works Councils as a transnational "learning group" which as participants in an international workshop test these new concepts, strategies, methods and working resources in a pedagogical "real-life situation". The workshops elevate innovation in the energy sector and green technologies to a topic for the European Works Council. The contents are first of all exa-

mined from a technical perspective; secondly, the role of the EWC is addressed as a political-strategic, initiating and shaping actor in transnational processes of innovation. EWCs are predestined for this, as they operate and solve problems at the transnational level by virtue of their function, allowing them to also initiate innovative developments based on codetermination.

Educationalists

The initiation and implementation of innovations in complex multinational value-creation chains requires a high degree of knowledge and skills. A new type of education and training needs is arising in a transnational context with the growing importance of European Works Councils as promoters of sustainable innovation. This requires educationalists to develop innovative training strategies and approaches. That is why the project also addresses non-school and trade union educationalists and moderators in Europe, who carry out specific educational measures in the international and intercultural context. As a European – transnational[1] – project group, they are developing innovative educational concepts and strategies through new forms of joint educational-scholarly work (planning, conception, execution and evaluation of pedagogical measures). The result: educational innovations which can be used transnationally such as didactic concepts, methods, work resources, media, evaluation methods and quality standards.

Trade unionists in charge of EWCs

The persons in charge of EWCs in the respective trade unions are both members of the project group and participants in the international workshop. They are responsible at the trade unions for the legal, plant and company advice of EWCs. As a result of this practical experience, they are able to determine the needs for innovative transnational forms of learning and help develop concepts and strategies along these lines. From a company and plant-policy perspective, all of the areas of innovation stated above (educational, technological, social and work-organisation) are relevant. The persons in charge of EWCs play an important role in bringing together new practical and action-oriented technical contents and new didactical methods.

Employees

The results of the project also relate to employees, respectively engineers working in the research and development departments of business enterprises, as the EWC is only able to shape technological or social processes of innovation jointly with them.

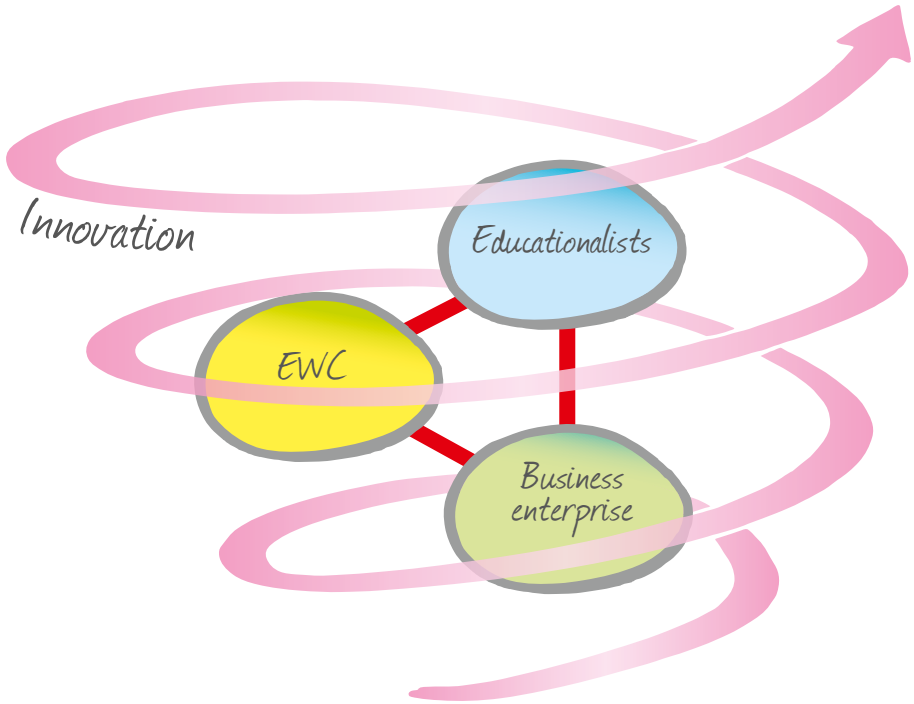
The different groups of persons who work in the three fields of education, company policy and business (educationalists, EWCs and employees) are brought together in an interactive manner through the joint focus on innovation within the framework of systematically initiated processes. The topic of *innovation* can in this manner be examined from different perspectives and addressed in a practical manner with three aims and objectives:

- European educationalists develop innovative educational strategies and concepts in order to
- develop innovative transnational educational processes for European Works Councils, which for their part have the objective of
- initiating multi-company, transnational and sustainable innovation projects proactively and oriented towards participation together with employees and management.

1 For the theory of trans-nationality and definition of the term "transnational" see: Ludger Pries (2008): Die Transnationalisierung der sozialen Welt. For the theoretical concept and its empirical foundations applied to the context of trade union interest representation, see: Tom Kehrbaum (2010): Entwicklung transnationaler Kompetenzen in Europäischen Betriebsräten – Theoretische, politische und inhaltliche Grundlagen. In: Grundlagen transnationaler Solidarität: Bildung für Europäische Betriebsräte – Bedarf, Ziele und Methoden, Ergebnisse des Projekts Trans-Quali-EWC, issued by: IG Metall Executive Board / Department for Trade Union Educational Work.

Net2Quali-EWC

Permanent networking of European actors in innovation processes



Designing transnational innovation projects to surmount crises – common topic, cooperative mode of work, innovative results

No European project has been carried out since 2009 without the "crisis" playing a direct or indirect role. The "European crisis" has become very multi-dimensional over the last few years and more than just a few changes are needed in order to emerge from it and make Europe resilient in the future in the face of similar developments. Can innovation offer a way out of the crisis?

> *"Of course I cannot say whether it would be better if it was different; but I can at least say: it has to be different if it is to get better!"*

That is what Georg Christoph Lichtenberg[2] (1742–1799) said about a previous crisis "interlude" at the end of the 18th century. There is a broad awareness that we have to do a lot of things differently. Be it the global containment of financial transactions which can threaten entire national economies; be it a new philosophical foundation for Europe, whose economic success is viewed as a means to achieving a peaceful and just Europe and not merely as a goal in and of itself; or be it a change-about in environmental thinking and projects which help ensure the survival of following generations – and not only in Europe, but worldwide.

The *Net2Quali-EWC* project takes environmental issues as the point of departure. *Net2Quali-EWC*[3] is a follow-up project to *Trans-Quali-EWC*[4]. Foundations, objectives and methods for the development of transnational skills in European Works Councils were analysed and developed in 2010 and 2011

2 Lichtenbergs Sudelbücher, K 293; G. C. Lichtenberg (2005): Sudelbücher 1 und 2, ed.: Wolfgang Promies, dtv, München.

3 The title: The Establishment of a Permanent Exchange between Trade Union Training Institutions on programs for European Works Councils at the European Level.

4 Title: Transnational Development of Training of European Works Councils to Improve Interest Representation of Employees at the European Level.

within the framework of this project.[5] These were then to be tested by educationalists from seven European countries and in particular topics developed on this basis. Thus, the first task was to identify suitable common topics.

Selection of the topic *sustainable innovation* was not only a result of the pressing environmental problems mentioned in the foregoing, but was in particular influenced by a tragic event which kept the world on tenterhooks. The natural disaster which took place in Japan in March 2011, which in fateful connection with nuclear technology created by humans turned into a tragedy for mankind, has shown how important the development of alternative energy technologies is.

Just like the global "meltdown" of the financial market, many people realised in the real-life meltdown in Fukushima that joint learning processes and efforts are needed. These tasks can no longer be tackled at the nation-state level today – they require transnational thinking and cooperative action.

Many people throughout the world have been thinking aloud about alternative energies since the disaster. Policy-makers and business enterprises know that they have to take action. The former from the perspective of societal sustainability, the latter also from an economic perspective. How can this enormous change specifically be shaped and structured?

Looking at actual practice in the development of technology, what is needed is a common approach within the framework of multi-sectorial innovation processes. Renewable-energy technologies depend on the interplay between power plant operators, solar and wind energy enterprises and their suppliers, grid-builders, storage technologies, mobility and building technologies. Production which saves resources in globalised value-creation chains requires cooperation between countries and business enterprises. The joint shaping of these innovations harbours opportunities for new jobs as well as fundamental, sustainable improvement in living and environmental conditions.

But how can such needed innovations be brought about? Many actors are involved in this process. Economic and political "systems" have to work well together in order to prepare foundations conducive to innovation so that innovation and inventions can be "made" by people in the first place. Specific systemic structural conditions encouraging innovation are present in all fields of policy and work, but also conditions which can impede it. In the business arena, the following can be cited as examples.

One objective of economic activity is to create international competitiveness in order to "control" markets, i.e. competitiveness ensures profits. An economy purely focused on economic competition is hostile towards innovation, however. The competitive behaviour of business enterprises impedes the required process of technological cooperation. And technological cooperation in our case means that all kinds of people cooperate with a common goal. Europe and its business enterprises must learn the lessons from the disaster in Japan along a broad front.

This learning process relates not only to energy production. The overall economic mode of production must not jeopardise the survival of society. As an integrative aspect, a significant part of economic activity must become cooperative, humane and sustainable. That is why the people of Europe must – and want to – rethink things and act to achieve the "good life".

Where fundamental innovations – i.e. radical ones – in business and society are concerned, this change should and can only be rationally thought through and designed in actual practice by working together. The economic side in the goal of innovative processes is thus being expanded to include a socially desirable or needed component. Innovation must

5 Kehrbaum/Memmler/Neiß u. a. (2010): Grundlagen transnationaler Solidarität: Bildung für Europäische Betriebsräte – Bedarf, Ziele und Methoden, ed.: IG Metall Executive Board/Department for Trade Union Educational Work.

therefore be the product of deliberative (consultative) co-determination processes.

Experienced actors and trade union interest representations – i.e. people actually practicing company and plant policy work – should think through these ideas in terms of their practical consequences and ask:

- What does this mean for individual business enterprises?
- How do companies structure and design multi-company and cross-border innovation processes?
- How do they structure and design exchange both with science and research as well as policy-makers?
- How can technological development be coupled in a forward-looking manner with changing qualification requirements and human resource development?
- How are both interest representatives as well as the experience and needs of employees integrated in a cooperative innovation process?
- What influence do customers and consumers have?

These are questions which a considerable share of directly and indirectly involved actors (stakeholders) take seriously and involve.

The topic has been staked out. In the *Net2Quali–EWC* project, the task at hand was then to examine this topic from the perspective of the aforementioned actors and take the first wide-ranging steps in the field of practice. Educationalists from seven European countries left their national "educational spaces" and developed transnational educational strategies and concepts by conceiving of intercultural diversity as a source of creativity and innovation. European Works Councils from nine countries discussed possible actions in the area of company policy so that they could jointly initiate and design transnational innovation processes together with engineers and other employees. The key questions in the project were and are: what innovations do we need and want? How can we initiate these innovation projects? What type of education promotes the design and structuring of innovations?

Conditions underlying transnational cooperation such as cultural sensitivity and intercultural understanding have been explicitly and systematically addressed in this group of actors. The respective evaluation and analysis of project activities constitutes a wealth of data, aspects and practical requirements, offering the foundations for the conceptual development of wide-ranging transnational innovation processes of a pedagogical, technological and social nature.

The results can make a valuable contribution to surmounting the crisis in Europe. The notion of a European investment fund to overcome the crisis has been voiced many times over and become a topic in the political discussion (see, for example, Berthold Huber, Handelsblatt 2011). What is necessary is for the capital available to be used by business enterprises wisely. This will only be possible through comprehensive co-determination processes and an "innovation democracy", which is to be established jointly on a European scale.

The first important strategies, methods and tools to this end were developed within the framework of the *Net2Quali-EWC* project, and these are now available for targeted use. They are published in this Manual. European trade unions can now take the first step and form a multi-sector innovation fund for sustainable green technologies in a concerted campaign based on co-determination and carried out together with business enterprises and policy-makers. What are we waiting for?

Literature

Huber, Berthold/Handelsblatt (10.08.2011): Euro-Krise: IG Metall-Chef Huber plädiert für europäische Wirtschaftsregierung. (http://www.handelsblatt.com/politik/deutschland/euro-krise-ig-metallchef-huber-plaediert-fuer-europaeische-wirtschafts-regierung/4486490.html)

Net2Quali-EWC

Kehrbaum, Tom (2009): Innovation als sozialer Prozess. Die Grounded Theory als Methodologie und Praxis der Innovationsforschung. VS Verlag Research, Wiesbaden.

Kehrbaum, Tom (2010): Entwicklung transnationaler Kompetenzen in Europäischen Betriebsräten – Theoretische, politische und inhaltliche Grundlagen. In: Grundlagen transnationaler Solidarität: Bildung für Europäische Betriebsräte – Bedarf, Ziele und Methoden, Ergebnisse des Projekts Trans-Quali-EWC. Hrsg.: IG Metall Vorstand / FB Gewerkschaftliche Bildungsarbeit. (http://www.praxinno.de/mediapool/58/584093/data/Kap3_Entwicklung_transnationaler_Komp_Tom.pdf)

Kehrbaum, Tom/Memmler, Undine/Neiß, Alexander/ Rößer, Holger/Roggenkamp, Martin/Varga, Marika/Zitzelsberger, Olga (2010): Grundlagen transnationaler Solidarität: Bildung für Europäische Betriebsräte – Bedarf, Ziele und Methoden. Hrsg.: IG Metall Vorstand/FB Gewerkschaftliche Bildungsarbeit. (http://netkey40.igmetall.de/homepages/bildunginternational/projekte/trans-qualiewc/publikationen.html)

Lichtenberg, G. C. (2005): Lichtenbergs Sudelbücher 1 und 2. Hrsg.: Wolfgang Promies, dtv, München.

Parpan-Blaser, Anne (2011): Innovation in der Sozialen Arbeit – Zur theoretischen und empirischen Grundlegung eines Konzepts. VS Verlag Research, Wiesbaden.

Pries, Ludger (2008): Die Transnationalisierung der sozialen Welt. Suhrkamp, Frankfurt/Main.

Sennett, Richard (2012): Zusammenarbeit – Was unsere Gesellschaft zusammenhält. Hanser, Berlin.

Ipsos (2012): Die Deutschen definieren Wohlstand neu. Ipsos und Zukunftsforscher Opaschowski entwickeln den Nationalen Wohlstands-Index.(http://knowledgecenter.ipsos.de/downloads/KnowledgeCenter/67F6B1C4-CC4A-4636-A948-1860CB7A00B1/NAWI-D_Presseinformation.pdf)

Chapter 2

Codetermination in Europe: a Driving Force in Innovation Processes

Ludger Pries

Transnational social innovation processes: an opportunity for the European Union and EWCs

Ludger Pries

Even though the EU has set the objective of becoming the most innovative region in the world in its Lisbon strategy, we are still far off from this lofty goal. Such an ambitious aim of developing into an innovation and knowledge-based European society can scarcely be achieved through large new organisations, European institutes of technology or bureaucratic agencies. Above all it has to be established on the basis of already-existing stocks of knowledge, organisations and civil society. Here the involvement of employees and their interest representations at the European level, and this especially means the involvement of European Works Councils as well, can play a significant role in initiating *transnational social innovation processes*. There are already several examples of how such transnational social innovation processes can be fostered through the involvement of employees. In spite of such positive examples and the basic possibilities, there is nevertheless considerable opposition and difficulties. Transnational cooperative structures, transnational and intercultural skills as well as cooperative networks which take advantage both of Internet-based communication technologies and direct encounters can help cope with existing challenges.

We are still a long way off from a European region of innovation and knowledge-based society

An examination of the international scholarly literature on the issue of innovation processes shows that traditional notions of national innovation systems, in which stimulation is provided by government agencies and generated through promotional programs, no longer suffice in the age of Internet technologies and globalisation. Nowadays important innovations come about in transnational clusters of science and production pools that may extend throughout the world. In many aspects, however, the European innovation strategy – to the extent that such a thing really exists and is being developed as a specific program – is still based on sectoral, reactive and regionally limited systems of innovation. One example of a more reactive effort is the EGF Program (European Globalisation Adjustment Fund). It was adopted by the EU at the end of 2006 with the aim of supporting employees who had lost their jobs or were threatened with the loss of their jobs as a result of trade liberalisation. It was intended to help them either remain in their employment relationship or to find new work. The mechanism made it possible for member states of the EU to file for financial support from a joint EU and the European Economic Community fund. The 19 member states filed for such funds 77 times over the period January 2007 to May 2011. A sum total of € 350 million was disbursed in order to support approximately 77,000 persons to keep their jobs or find new employment opportunities.

Such adjustment programs are without a doubt of considerable benefit to the persons involved. Nevertheless, they reflect an old-school way of thinking in manifold respects: applications are filed through national governments at the EU level, which is far removed from any real European or transnational procedure or way of thinking. Ultimately the fund remains a reactive strategy focusing on employees who are already at risk of losing their jobs. Action is hence taken when it is already (almost) too late. This does not have much in common with a forward-looking, offensive innovation strategy. Examining total expenditures by this program from 2007 until 2011, the average expenditures on persons affected was less than € 5,000. The expense of such a European program, in which applications are filed at the respective regional and federal levels, which then forward the applications to Brussels, with the aid then being channelled along the same route back, does not stand in any reasonable proportion to the scope of actual aid. The whole procedure is only set in motion, as noted above, when innovation processes have not been initiated early enough.

Net2Quali-EWC

Transnational social innovation processes are needed

Directing our attention at international experience, at least three conditions, none of which are unfortunately met by the foregoing example, apply to innovation processes in the 21st century. First of all, innovation processes must no longer be conceived of as linear, but rather as organised in circular, network-shaped procedures. The typical sequence of innovation processes used to be that new ideas were first developed in research and development departments and then refined and further developed until ready for production. These were then turned into products that could be marketed and implemented in respective production processes in development departments, with products finally being manufactured and distributed. Such a linear way of thinking no longer suffices in the 21st century. Innovation processes can be instituted through intensive cooperation, for example with producers, amalgamations of customers and consumer associations, with universities or other research and development-intensive facilities. They can be induced by government requirements, programs and initiatives. All these groups of actors are part of complex web of relationships in which production, customers, technical development possibilities, social projects and basic scientific know-how flow together not in linear, but rather circular and network-shaped relationships.

A second feature of innovation processes in the 21st century is that they are not directly tied to any certain organisation (business enterprise, university, private research facility, etc.) or any particular territorial entity (region, national state or the EU). Innovation processes, rather, take place through complex learning processes at the transnational level. The development of knowledge, products and production has in the meantime become so differentiated and complex that actual progress is only conceivable in highly specialised groups working at different places around the globe which are either networked together or which monitor each others' developments. Any spatial or organisational limits on inventive processes hamper and slow down innovation in the 21st century.

A third novelty with respect to innovation in the 21st century, finally, is the increasing haziness of borders between production and consumption. In the traditional industrialised capitalist economy, the production process (e.g. coal, steel, automobiles, computers, etc.) was strictly separated from the distribution process and the use or the consumption of the manufactured goods. Buzzwords such as prosumer (a new word coined from producer and consumer) show that consumers are nowadays increasingly involved in production processes, while borders are losing their contours. In the case of complex, Internet-based computer games, for example, consumers help develop the games themselves; they are often the most effective distribution channel. Production of T-shirts designed by consumers organised via the Internet is one example of the increasing blurring of borders between production and consumption, the reason being that the exact design of the T-shirt is organised by consumers themselves all the way to shipment – in extreme cases without any additional involvement of traditional producers. The distribution strategy of successful chains such as Ikea underscores this development. A producer manufactures certain modular elements, which are then assembled by end consumers themselves in a manner adapted to meet their own needs. One can learn from these fundamental changes in the nature of innovation processes in the 21st century by adopting a work and participation-oriented perspective: innovative processes are being conceived of more and more as *social innovations,* especially because their inception is networked, circular and transnational, while their production and consumption are of a transnational nature.

In a recent study on concepts of social innovation[1], three criteria are identified which must be met by innovative processes in order to be designated as social innovations. Innovations should first of all actually be able to satisfy human needs that are considered to be important from an overall societal perspective, but are no longer or not taken into account in "discovery processes" focusing purely on the market. Innovations should secondly expand opportunities for participation of people, especially for more marginalised groups, and not be excluding. Finally, social innovations are only deemed to be those innovations that expand socio-political opportunities for sustainable use and access to resources along the lines of participation processes and satisfaction of human needs.

When one examines what concepts have been available for the development of strategies of social innovation to date, it is evident that the basic ideas of network-shaped, integrated perspectives including many groups of actors are already widespread. Thus, for example, Christian Ketels from the Harvard Business School expressly mentions the wide variety of actors involved in open processes of innovation[2]. With specific reference to the European Union, however – and this was the context of his argument – trade unions and European Works Councils are completely absent as groups of actors. One may forgive this author for not taking these into account because the institution of European Works Councils are not that well known everywhere in the world and because in the USA trade unions have a different attitude towards innovative processes than most trade unions in Europe. Nevertheless, transnational social innovation processes are scarcely conceivable without the involvement of trade unions and European Works Councils.

Transnational social innovation processes: the example of Bosch in Europe

A good example of transnational innovation taking social needs and especially the interests of employees into account is the work of the European Works Council of the Bosch Group. The European Works Council of Bosch has a total of 36 members from 21 different countries (including Switzerland and Turkey as guest countries, status 2010). This reflects the extremely complex, division-based structure of the Bosch Group in Europe. It is split up into three divisions: Consumer Goods/Building Infrastructure, Industrial Technology and Automotive Technology, and there were a total of 177 production sites in 2010. For our purposes it is interesting that Bosch had been producing generators at a Bosch production site in Cardiff/Great Britain since 1991, and that this site was supposed to be closed in the middle of 2011 in a complex negotiating process as a result of massive economic problems. The respective trade union (UNITE) as well as 87 % of all the employees described the severance solution as "an excellent solution". Similar to the example of the employment fund EGF at the European level cited above, this was only a defensive socially compatible strategy, however, which, although it took social cushioning into account, did not meet the criteria to be considered a social innovation.

Against the background of the experience gained in the closure of the Cardiff plant, a reorientation took place in the European Works Council. When almost at the same time the possible closure of a plant producing diesel injection pumps at a French site (Vénissieux), in which 620 employees stood to lose their jobs, came up for discussion, the European Works Council completely altered its focus towards a strategy which was not a reactive-defensive one. First of all,

1 cf. Moulaert et al. (2005), S. 1976, cited in: Howaldt, Jürgen / Schwarz, Michael (2010): Social Innovation: Concepts, research fields and international trends. Dortmund: sfs, p. 24, download: http://www.sfs-dortmund.de/v2/rubriken/publikationen/datenbanksuche/index.php?Id=1289t.

2 cf. Christian Ketels (Harvard Business School): Innovation Infrastructure, Competitiveness, and Clusters: How to Translate Knowledge into Prosperity? http://www.wire2011.eu/presentation/list.

alternative production possibilities were sought within the Diesel Engines Division, then within the Bosch Automotive Technology Division, and finally in the two other Bosch divisions as well. The chairman of the European Works Council, Alfred Löckle, who works and resides in Germany, put it in no unmistakable terms: "the closure of Vénissieux is something which we cannot and will not accept: *"the closure of Vénissieux is something which we cannot and will not accept." Following intensive transnational activities on the part of the EWC, many meetings with the management and groups of employees, a solution was found before the end of 2010: employees who otherwise would have been made redundant were to produce photovoltaic panels at the same site for the Industrial Technology Division. In the view of everyone involved, this would not have been conceivable without the EWC. Transnational processes of social innovation would not have been set in motion without the direct involvement of the EWC: „if we hadn't had the EWC, the Vénissieux site would already be closed. (...) Vénissieux is the greatest success achieved by the Bosch European Works Council to date."* That is how a French member of this institution summed up the development.

Works councils as strategic drivers of innovation at Volkswagen

Another example is the Works Council and co-determination system at Volkswagen in Germany and Europe. In a representative survey conducted at Volkswagen, all employees were asked what fundamental function the Works Council should assume. Statements such as, for example, "interest representation of employees", "safeguarding jobs", "interest representation for the entire enterprise", "mediator between company management and employees", "representative of the trade union", "watchdog to make sure laws and regulations are respected" were offered as possible answers. The option was also provided – in reaction to previous surveys – for the Works Council to be an "innovator for products and business processes". More than half of the 32,000 Volkswagen employees who filled out the survey form responded that the Works Council at Volkswagen was already performing this role as a "driver of innovation" at the point in time of the 2011 survey. Almost two-thirds of valid answers stated that this innovative function should be further strengthened in the future. Thus the entire staff used the organised involvement of employees by works councils members to constitute an important procedure in order to set sustainable, social processes of innovation in motion.

One good example of this is the so-called "Future Collective Agreement", concluded by IG Metall and Volkswagen AG. Under this Agreement, financial resources are placed in an innovation fund by the company for innovative projects which are developed and proposed by the employees themselves. These projects are supposed to relate to the strategic development of sites and the strengthening of already existing skills. This Collective Agreement, which was concluded in 2006 and earmarked € 20 million per year, was very successful in the view of the employees and the company because a large number of viable projects were proposed. That is why Innovation Fund 2 was instituted in 2011, also earmarking €20 million per year with the aim of helping develop new fields of employment and business ideas for Volkswagen, especially in the area of the environment and energy, thereby promoting diversification of the company. In comparison to the first Innovation Fund, projects were thus to the promoted lying outside the company's existing areas of core competence.

One of the innovative projects developed out of this Innovation Fund relates to the promotion or development of decentralised integrated combined heat and power plants. A Volkswagen two-litre engine is used for this; it is fuelled by natural gas to operate a power generator, with the heat it gives off being harnessed for a heating system. This solution

has already proved effective for schools, restaurants or small to medium-sized housing units. The project was announced in August 2009; pilot testing took place in Salzgitter before the end of 2010. The combined heat and power plant was launched in the market in 2011, with 450 combined heat and power plants being sold in northern Germany already in the spring of 2012. The example of the Innovation Process has been limited to Germany thus far – and thus does not serve an example for transnational social innovation processes – but it has clearly shown how employees themselves can be involved in sustainable innovation processes which truly merit the label of social innovation processes.

A long and difficult path to transnational innovation processes

Even if there have already been several positive examples and there are fundamental opportunities for transnational processes of social innovation, current difficulties must not be underestimated. The societal distribution of productive resources is strongly focused on flows of financial capital, while only an extremely smaller portion of company and social profit flows into social innovation processes – if anything at all. In organising transnational processes of social innovation, institutional preconditions also need to be taken into account; these vary greatly from country to country. Thus, for example, the number of trade unions and trade union associations, their political orientation, the degree of their centralisation and the density of representation offered by trade unions and employer organisations varies greatly in the different European countries (and even more so throughout the entire world). Formal and informal rights and possibilities to engage in collective bargaining and other forms of participation by employees also differ considerably among individual countries. In some countries representation of employee interests concentrates on the production site, in other countries on the company, in others once again on regional units.

Governments' promotional structures differ within the EU, as do welfare-state regulations. On top of this, there are wide variations among local, regional, national, vocational and corporate cultures impeding transnational cooperation along the lines of social innovation processes. Not least, objective living situations and interests of social groups and respective local units differ: a Greek or Spanish employee may have different priorities in interest-representation work in 2012 than a German employee. Finally, language skills and intercultural competencies constitute an indispensable base in organising transnational social innovation processes. There are frequently misunderstandings in direct and indirect communication because information has to be exchanged with the help of translators, or the persons involved do not take sufficiently into account the specific cultural context of their partners.

By the same token, there is no alternative to strengthening transnational structures of cooperation and intercultural skills and developing cooperative networks. European Works Councils, World Group Works Councils, regional, sectoral and other forms of innovation meetings can help strengthen social innovation processes among employees. Here trust and predictability play a key role. These can only be established through direct personal meetings. Even if employee representatives frequently have a full time schedule, there are no two ways about it: the development of language skills, especially English as a lingua franca, is an absolute must.

Intercultural skills are nowadays as important as all other forms of skills. Functional-technical skills and stocks of knowledge as well as policy skills do not help much if the actors involved lack intercultural skills. After all, cooperation networks are to be developed in tandem with regular direct personal meetings on the one hand and Internet-based communication in the intervening period between so-called face-to-face meetings. Modern information and communications technologies cannot replace direct encounters and exchange, but rather

Net2Quali-EWC

only supplement these. Nor do personal meetings alone suffice to establish transnational social innovation processes. It is a long, difficult path until transnational processes of social innovation actually attain critical social mass. But is there any other way, or even a shorter way to a sustainable future that is oriented towards the well-being and prosperity of human beings and their active involvement in shaping their future?

Chapter 3

Cradle to Cradle®-Design for Quality and Safety of Products

Michael Braungart

Michael Braungart

The idea behind *Cradle to Cradle*® design

Cradle to Cradle®-design makes possible recyclable products which are successful in economic terms, help save the environment and are healthy for consumers. Their innovative design goes beyond shape and functionality: Cradle to Cradle® products are developed with special focus on their ingredients and contents, thus offering a new dimension of product quality and safety. As a result, they are superior to conventional products in economic, environmental and social terms.

There are two categories of *Cradle to Cradle*® products: they can either be sold as consumer goods in biological cycles or can be recycled as durable goods in technical cycles.

Consumer goods include natural fibres, cosmetic products, detergents and similar. They are designed so that they can be used and reused in a biological cycle. They decompose into biological nutrients, promoting biological systems – for example to grow plants. New products can be manufactured out of renewable raw materials.

Durable goods such as televisions, automobiles, synthetic fibres, etc., can be broken down into so-called technical nutrients after they perform their function. This makes the production of new durable goods possible. Users are ultimately only provided the respective service – e.g. television reception. The materials remain the property of the manufacturer, who keeps them in the technical cycle by accepting returns and channelling them into recycling systems.

EPEA[1] Internationale Umweltforschung GmbH is an independent, profit-based institute which develops *Cradle to Cradle*® solutions under the direction of Prof. Michael Braungart. EPEA's interdisciplinary team of scientists equip products with a *Cradle to Cradle*® design using tools they have designed specifically for this purpose, thereby attaining positive effects for

- users through healthy products,
- the environment, as the products are channelled into biological or technical cycles,
- future generations, as the resources used for *Cradle to Cradle*® products are preserved or used effectively.

Cradle to Cradle® design renders the present definition of waste meaningless: all objects which we deal with on a daily basis can serve as nutrients for biological or technical cycles. This design concept is intended to prepare the path towards a new economic system in which products and processes do not have to be regulated in order to avoid damage to the environment. On the contrary: with their positive impact on people and the environment, Cradle to Cradle® products are even supposed to leave behind an "environmental footprint" which is as large as possible.

The implementation of *Cradle to Cradle*® design:

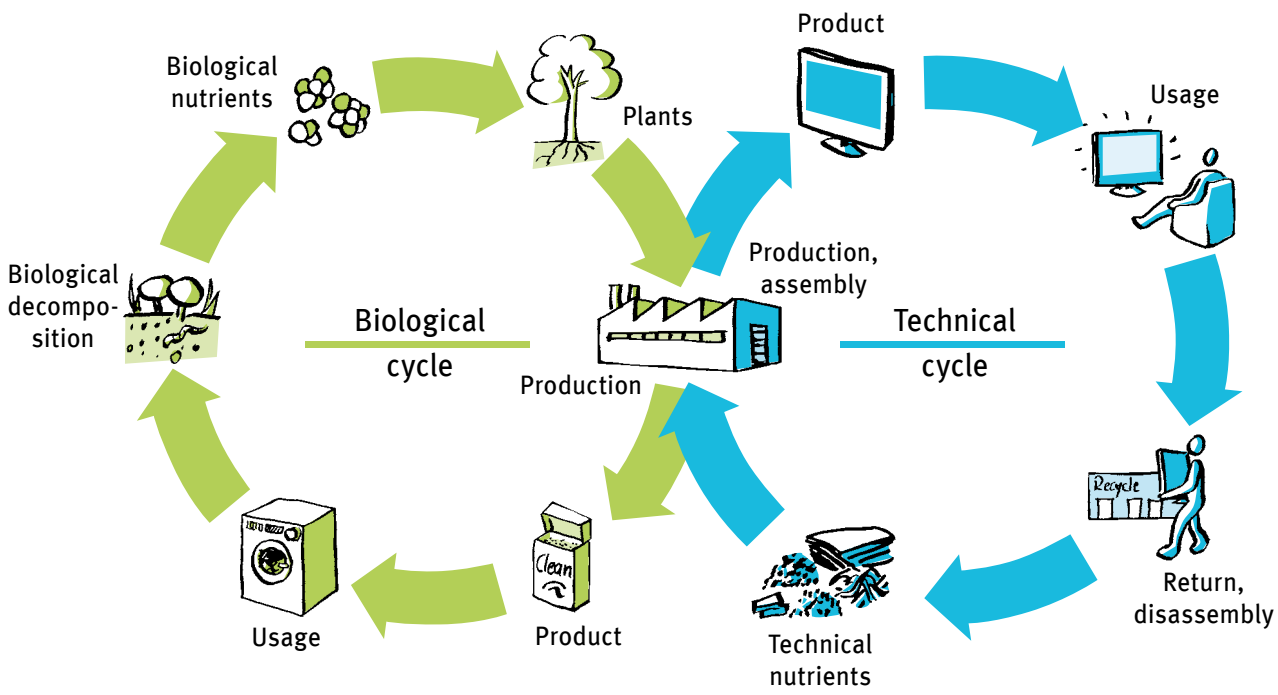
EPEA has developed various tools and strategies to realise *Cradle to Cradle*® design in products and apply them successfully in economic terms::

- large databases with information on chemicals in their impact on the environment, health and abundance of resources
- development of preference lists: chemicals, raw materials and auxiliary substances are categorised as recommended, tolerable or no longer acceptable for use.
- analysis and design of substance and material
- company database of suppliers for effective network management.
- "Waste becomes food": In the following processes the products are channelled into biological or technological cycles: waste material is thus turned into premium-value food for other cycles ("up-cycling").

1 EPEA = Environmental Protection Encouragement Agency.

Net2Quali-EWC

The implementation of *Cradle to Cradle*® design:



Based on a graph from Michael Braungart

- Definition and development of *Cradle to Cradle*® marketing messages for new products.

Cradle to Cradle® design is not only limited to the product itself - it also scrutinises the entire value-creation chain from the raw material down to use of the product. EPEA by the same token analyses all input materials, developing recommendations regarding suitability for biological or technological recyclability. Manufacturing processes can be optimised economically by communicating with all the actors along the chain of goods. At the end of it all is the quality and safety of the product. EPEA supports enterprises in communicating these advantages to end customers with marketing messages.

The use of *Cradle to Cradle*® design also offers the management at a company major advantages. The concept makes risk, purchase and process management more transparent, optimises environmental and "waste" costs while also making it possible to assess social aspects along the production chain. Cradle to Cradle® design as a result improves efficiency throughout the entire value-creation cycle.

Cradle to Cradle® design makes possible an industrial society which designs its production procedures based on the model of nature. It does not produce any waste, nor must people renounce things or accept limitations. It uses the right materials, rather, at the right time and at the right place.

Nature always works according to this process: trees flowering in the spring seem to be wasteful, as new trees are only produced by a few seeds from their blooms. But all the blooms which do not ultimately serve the process of procreation fall to the ground to serve as nutrients for other organisms - an especially useful sort of waste.

Kapitel 4

Automobile 2.0 – employment · e-mobility · environment

A joint measure taken by the Ford European Works Council and Ford of Europe with the support of the European Union

Georg Leutert

Georg Leutert

Cooperation between the Ford European Works Council (FEWC) and the company management of Ford of Europe (FoE) has for many years served as an example of far-reaching employee participation in a company at the European level. This cooperation is marked not only by regular, intensive information and consultation procedures, but also by a large number of model transnational agreements within the framework of restructurings at the company. The company's own analyses, numerous external scholarly studies and studies conducted by DG Employment, Social Affairs and Equal Opportunities at the European Commission come to the conclusion that the success of transnational cooperation at Ford is above all based on the fact that the partners have opted for a very pragmatic working approach orientated towards facts and focusing on solutions to concrete problems, precisely defining the European dimension of the issue being addressed and placing it at the centre of attention.

A special focus in the work of the FEWC for many years has been on anticipating change in the automotive industry. This change, which is driven by factors such as climate change, globalisation, finite natural resources, technological and economic change caused by these, has a direct impact on, for example, production structures, employment and qualification requirements, leading the company to repeatedly institute minor and major restructuring measures. In order to avoid a passive stance towards these developments or only to become active when decisions can scarcely be taken back or be changed, the FEWC has decided to adopt a proactive mode of procedure. This was also the reason why the FEWC also decided in favour of a measure entitled "Anticipation of Change in the Automotive Industry as the Foundation for Future Strategies for Action in European Works Councils". Since then the FEWC - not least as a result of deliberations within the framework of the measure - has negotiated and signed three trail-blazing transnational company agreements with the company management of FoE addressing in a forward-looking manner restructuring measures at European product-development centres of Ford in Europe by virtue of which the long-term future viability of these company units can be mutually agreed upon and safeguarded.

Whereas no expert could say precisely in 2005 what the consequences of introducing alternative drive-train concepts would be for manufacturing structures and jobs in this area and when exactly a large-volume use of such new technologies could be expected, it is by now clear that the age of electromobility has begun. This will drastically change manufacturing structures in the automotive industry in the next ten to twenty years and lead to comprehensive restructuring measures. Experts even believe that the automobile will be virtually re-invented in the course of this development, which is why we also make reference to Automomobile 2.0 in the title to this measure. Against the background of growing global competitive pressure at the same time, triggered above all by new Asian providers and overcapacities in the industry, this process of change constitutes a supreme challenge to production sites in Europe. If the European automotive industry misses this development, reacts too late or does not make the investments required outside of Europe, there is a threat of massive job losses and loss in importance of the central European industrial sector.

The FEWC and company management of FoE therefore consider it to be absolutely essential to enter into talks early on in order to address the expected change in order to shape it in a socially compatible manner. Both sides are moreover in agreement that this change must be coped with in order to further improve transnational employee participation and promote deeper cooperation at the level of the enterpri-

Net2Quali-EWC

se. In order for these discussions to be successful, it was furthermore important to obtain intensive further training on the topic of electromobilitiy and all topics subsumed under this in a seminar event. This applied particularly to the members of the FEWC and the managers in charge of human resources. Only on the basis of such further training was it possible to make tentative assessments of the consequences of these developments for the European sites of the company. And it was only in this manner that agreement could be reached on what future cooperation needs to look like in order to be able to continue pursuing the aim of safeguarding sites and jobs over the long term.

Specific goals

To achieve the aforementioned objective of improving information, consultation and participation processes in order to jointly cope with change in a forward-looking manner, three sub-goals have been pursued:

Employee participation and forms of cooperation between European works councils and company managements with respect to comprehensive strategic restructuring processes

It was first of all the goal to improve the efficiency of information, consultation and cooperation between the company management and FEWC based on their own experience and with respect to the mode of work to date and develop key points for future action strategies (and hence model processes with regard to expected restructuring at certain companies and in the European automotive industry as a whole) on the basis of experience gained by other European works councils and including assessments of strategic actions by European social partners.

Continuing training of participants with regard to the expected change

It was secondly necessary to provide all those involved a well-founded overview of why, when and on what scale electrical motor vehicles and what types of these will probably be launched in the market and what changes in infrastructure are necessary and possible. It was for this reason a sub-goal of the measures to provide participants further training with the aid of external and the companies' own internal experts. Analysis of these complex topics with all their sub-issues was not an exercise for its own purpose, but rather had a clear focus on the analysis of possible effects on existing production structures and jobs and drawing appropriate conclusions regarding the participation of employees and joint strategies for shaping change in a socially compatible manner.

Development of a common transnational understanding

To attain the main objective of the measures, it was necessary to make binding agreements between the FEWC and the company management on how to shape change. That is why the aim was at the end of the measure to enter into concrete discussions on a common understanding, which was intended to help safeguard the future of Ford production sites in Europe.

Implementation of the measures

Joint measures

The crucial factor with regard to the approach and the attainment of the objective was the conception of the overall project as a joint measure by the company management of FoE and the FEWC. This related to all areas of the measures, i.e. including the conception of the project, filing the application, preparation, execution, preliminary evaluations, the development of a common vision/declaration of intent, debriefing and evaluation and the dissemination of results and conclusions.

The company management involved all the internal experts needed in the preparation and execution of the project, thus ensuring that both all the required data was available and that the participants were able to look at the company planning as well.

One special focal point was the involvement of the team of European and national human resource managers. Because these are the main contacts and negotiating partners for the FEWC and national employee representation bodies – and this particularly in the case of restructuring – it was very advantageous and helpful for them to be personally present when the main measure was carried out and – just like the members of the FEWC – directly involved in the measure.

Finally, the FEWC and the company management got together in a joint meeting in the third part of the main measure. This meeting focused on arriving at a common understanding regarding future employee participation and the development of Ford in Europe on the basis of the results produced in the first two parts of the main event while avoiding labour conflicts in the Group over future development and competitive strategies and the closure and relocation of plants and preventing the shedding of jobs.

Innovative measures

From the perspective of the participants, the measures contained a host of elements which can be considered new and innovative, at least at the company level.

These include first of all the fact that the FEWC and FoE agreed to address the topic of the measures early on – and this at a point in time at which no concrete decisions or restructuring measures were pending yet.

Secondly, it was innovative to select the core team of participants in a balanced way from the FEWC and FoE management representatives from the Human Resources department and offer them the possibility of expanding their knowledge on the topic of the measures, drawing common conclusions and forging a joint final agreement including with respect to the ensuing process.

The final Memorandum of Understanding, in which both sides agreed upon a process to stake out a key topic for the future, must be considered especially innovative.

Net2Quali-EWC

Pragmatic approach

The list of studies on capability for transnational cooperation between European Works Councils and company managements is a long one. In the recent past especially the activities of the European Employee Forum of Opel has aroused much attention. Experience gained in cooperation between the FEWC and the company management of FoE are also multifaceted and far-reaching – and this not least due to the fact that the tool of transnational agreements was already used at Ford of Europe early on in order to resolve issues/restructuring needs affecting several countries by mutual agreement and in a socially compatible manner. Analyses of this cooperation show that it was always successful when the following conditions were met:

- mutual respect, a high degree of mutual recognition and a will to cooperate;
- basically a common understanding aimed at promoting cooperation equally for the benefit of the enterprise and the employees and social peace at the company as a very precious good;
- willingness on both sides to engage in open, intensive information and consultation;
- a clearly defined, delineated subject for negotiations;
- a clearly defined, delineated group of participants;
- a clear identification of the European dimension of the subject of negotiations and hence
- for the most part exclusion of national and local subtopics;
- avoidance of interference in national/local collective bargaining autonomy;
- creation of a win-win situation between the FEWC and company management
- focus on economic facts and technological trends as the main subject of negotiations with the key objective of safeguarding sites and structures.

Such a pragmatic approach has also been selected for this measure, which is why a clear focus was placed on the discussion of technological and economic topics and their consequences for production structures and jobs particularly in the second part of the main measure. This focal point offered the possibility of a targeted mode of procedure which was understandable and beneficial to both sides. The success of the measure also depended upon both sides being willing to learn within the framework of the measure and reflect upon their standpoints. Secondly, it depended on the social dimension, which was derived from analysis of economic and technological aspects, being assessed and placed at the forefront.

Working plan

Employee participation and forms of cooperation between European Works Councils and company managements with regard to comprehensive strategic restructuring processes

The first part of the main measure revolved around providing the FEWC the opportunity to critically review experience gained in joint work in the past and elaborating expectations with regard to the current measures and developing modes of procedures to improve the situation. To this end the FEWC was first provided the possibility of benefiting from numerous intensive efforts and projects in the area of transnational steering and the execution of restructuring processes at other enterprises. This was in particular organised during the last two to three years by or with the support of the European Commission's DG Employment, Social Affairs and Equal Opportunities.

Further training of participants with regard to expected change

Research on future trends

In order to be able to make a well-founded assessment of the future of the automotive industry, it does not suffice to solely analyse technological aspects. Of key importance is also expected customer behaviour, which is influenced by issues such as environmental protection, new media and IT technologies, population growth and ongoing urbanisation, the social stance of a company and numerous other factors.

Mobility concepts for the future

The debate over mobility concepts of the future, which have been in circulation for some time, is marked by factors such as global environmental problems, traffic conditions in megacities, features of electrical vehicles, the interface between individual and public traffic, car-sharing, etc., which have been neglected or marginalised by the automotive industry for a long time. The growing relevance of the aforementioned factors particularly to the market launch of electrical vehicles will change this.

The environment and finite natural resources

Global warming and the finiteness of raw materials are the central drivers towards more electrical mobility. A study conducted by McKinsey commissioned by the Federal German Government has estimated that a limitation of global warming to a maximum of 2° C by 2015 will only be possible if, for example, production of CO2/km by vehicles is reduced by 13 to 43 g by the middle of the century. The study furthermore states that this is not possible solely through the optimisation of combustion engines; electrical travel is required, rather, by at least 68 percent of total traffic.

Globalisation and growth markets

Asia

The automotive industry is following the trend of so-called globalisation and has strengthened the global division of labour especially over the last twenty years. The rise of growth markets in Asia, South America and Europe has significantly changed the map of automotive production and regional distribution of investment. The power of the market and profit motives of enterprises have furthermore led to a high level of cost pressure on European production sites which can be characterised as posing a threaten to their long-term existence. On top of this, new manufacturers and suppliers are rising in Asia and their impact is increasing spreading throughout the world. Similar to manufactures in the region that have been established for some time, they have good know-how with respect to new electrical vehicle technologies. This know-how has been developed to the point that – according to studies – it can be assumed that the question of global technological leadership will have to be framed anew with electromobility in mind.

Central and Eastern Europe

Another important aspect in this connection is the prospects for the automotive industry which have arisen in Central and Eastern Europe. Are investments in this region only of a temporary phenomenon (as one can maintain was to a certain extent the case for Portugal and Spain) or have lasting industrial structures been established here? With a view to the topic of electrical mobility, this raises the specific question as to whether this change only means the first serious test for the sustainability of investment in this region. This question is of particular interest to the company management of Ford and the FEWC, as Ford has had a production site in Rumania since 2008 and two Rumanian colleagues have been members of the FEWC since the same year.

Net2Quali-EWC

The automobile of the future

Even if there is scarcely any doubt that electrical vehicles will have a decisive impact on traffic in the future, there are many unresolved questions regarding the broad market launch of such vehicles. The following aspects are held to be especially important in this respect:

Vehicle and drive-train concepts as well as required components

Looking at vehicle concepts, there are considerable differences of opinion between experts regarding the question as to whether present-day vehicle concepts with electrical drive-trains will prevail or so-called purpose-built vehicles (PBV), i.e. vehicle concepts which can only be used for special purposes and in terms of their features and equipage are adapted to the specific conditions of electric drive trains will win out in the end. This is frequently intertwined with the question of whether customers view an electrical vehicle as the first or second vehicle and purchase one. The band-width ranges from completely electrical vehicles to various hybrid forms which are respectively combined with a combustion engine, all the way to different concepts of electrical drive-trains using hydrogen as an energy source. Of particular importance in this connection is above all storage technology (battery systems) and new materials which contribute to a reduction in the weight of the vehicle. The answers and assessments regarding this complex of topics are of tremendous importance to these measures and additional considerations regarding manufacturing structures of tomorrow and their impact on employment.

Manufacturing depth and OEM supplier relationships

From the present-day perspective, the technological skills and know-how of European automotive manufacturers with respect to key components of electrical vehicles – motors, batteries, drive-trains – are limited. If this situation does not change, it can be assumed that the manufacturing depth among end manufacturers will decline significantly and that the share of value-added will shift in favour of suppliers; the current market relationship between end producers and suppliers could be reversed. This would then probably lead to far-reaching changes in large plants of manufacturers (and beyond), not which not least are characterised by the following at present: good pay, high job security, highly developed social dialogue, high level of trade union organisation and stable collective bargaining ties.

New production structures and qualifications

Wage costs in the European automotive industry (particularly in Western Europe) already constitute a negative factor in decisions on sites and investments in international competition already at present. The fact that there have not been any major job losses in the European automotive industry to due to a large number of factors, but above all to high productivity, flexibility and qualifications of manpower. For the European automotive industry to remain a candidate in future investment decisions in the context of the shift towards electrical mobility, new requirements and qualifications profiles need to be developed already at present.

Energy supply and infrastructure

There are two main reasons making electrical vehicles ready for the market: the effort to become more independent from the raw material of oil and the need to reduce environmental pollution. With regard to the second reason, there is no doubt that electrical vehicles will only save the environment and reduce CO2 emissions in a sustainable manner if the required electrical power comes from regenerative sources. To achieve this, an even stronger expansion in alternative power production is required.

With regard to the necessary infrastructure for charging batteries and the control of batteries, there are also a large number of alternatives and challenges. Key aspects in this regard are the establishment of charging stations and accompanying investment, the entire battery technology (including lithium production), exchange of batteries and much more.

Public Private Partnership and the market launch of electromobility

There is considerable doubt as to whether the European automotive industry and energy producers will be successful in coping with technological change and in particular the broad launch of electrical vehicles in the market on their own. In particular against the background of global competition and the current technological lead of Asian manufacturers, close cooperation between the industry and policy-makers would appear to be necessary in order to create and secure long-term prospects for the European automotive industry. Studies show that no time must be lost in this endeavour.

At the close of the main measure, this question was discussed in detail in a panel discussion with representatives from the fields of policy, business and the social partners.

Results

Future of the automotive industry

Growth in trade and traffic, ongoing urbanisation, scarcity of resources and pressing environmental problems are leading to a situation in which it is pure and simple impossible to carry on with present-day mobility concepts unchanged.

Statistics and estimates (not least from the European Commission) moreover illustrate that the transportation sector not only has a key role to play in the reduction of substances damaging to the climate – it will also be especially difficult and costly to achieve substantial reductions in this area.

There is therefore no doubt that a new age has arrived with respect to new drive-train technologies and mobility concepts. At the same time, it is not yet possible to predict with any degree of certainty when and on what scale these new concepts will begin to make their impact felt. Beyond this, it has also become clear that these new concepts may lead to major upheavals and changes in product portfolios of car producers. There will probably moreover be an additional decrease in production depth and changes in production structures. All this will have a significant influence on jobs which, however, nobody can predict with any accuracy.

Finally, there are competing vehicle concepts in connection with the new drive-train technologies. While some experts maintain that the new technology will require a completely new vehicle architecture and compromises in features, others contend that acceptance of new technologies by customers will essentially depend on vehicles of the future only differing in minor details from present-day vehicles. Any compromise in the equipage of vehicles will moreover be unacceptable.

The European automotive industry has dwindling comparative technological advantages over car-makers from other regions of the world. This is especially the case in comparison to Asian manufacturers, which will in the future develop into serious competitors – particularly for Europe's high-volume producers. It has become clear within the framework of the measures that this is not solely due to cost advantages based on lower wages, but rather also strategies – both company and government – aimed at developing and building modern and at the same time simple vehicles. These can be offered at comparatively low prices. The buzzword coined within the framework of this

measure was accordingly the "Model T of the 21st century", i.e. a vehicle which – just like the first mass-produced vehicle from Ford – is designed so that a lot of people can own and use it. The example of China illustrates that industrial-policy measures can play a key role in the development and market launch of new drive-train and mobility concepts. All the participants thus voiced an urgent need for industrial-policy measures in Europe as well in tandem with fair competition.

Beyond this, the torrid pace of globalisation is reflected once again by the automotive industry. As was suggested in the foregoing, it must be assumed that the pace of globalisation will continue unabated. Some experts were therefore of the opinion that the current geographic separation between development activities from production cannot serve as a viable business model over the long term. If this hypothesis is correct, this would translate into another threat to the continued existence of the European automotive industry. The participants moreover concluded that more needs to be done in the way of training (see below). They furthermore held that the main emphasis should also be placed on the social dialogue, just like that which has been in place between the FEWC and company management of FoE for several years now.

Finally, it became quite evident within the framework of the measure that globalisation is also having the effect of consumers being flooded with ever more information on production methods, appropriate social standards, the treatment of employees, environmental issues, etc. This transparency has caused to the respective company culture to come under the increasing scrutiny of customers and has also exerted an influence on consumers' purchasing behaviour. This aspect, which was analysed and debated under the rubric of "ethical consumption", is assigned tremendous importance, with the participants agreeing that cooperation between the FEWC and FoE should be intensified in this respect.

All the participants and experts who took part in the measure agreed that training of staff plays a key role. There was furthermore a consensus that the technical skills of staff and their productivity probably constitute the only remaining competitive advantage of the European automotive industry. This awareness, which became keener as a result of the measure, is hoped to now lead to greater activity than before in the field of initial and further training (in particular of skilled workers and engineers). Among other things, this means the execution of an analysis of needs and revision of existing human resource plans at the company level. At the sectoral level this means that the respective associations have to put pressure on the policy arena and other relevant institutions in order to ensure that underlying conditions and resources relating to this important thrust are available in the future.

For the automotive industry, new mobility concepts mean a repositioning in the market. It must first of all be assumed that their commonly acknowledged dominance vis-à-vis suppliers and service providers will weaken in the future. Secondly, they will very probably face a new competitive situation with new providers rising out of the areas of information technology, the new media and the sector of energy suppliers. It would appear that the future economic success of manufacturers will hinge more on the supply of (new) services. The extent to which manufacturers are successful in expanding into business fields which are in part new to them will not least depend on their financial situation in the coming years as a result of considerable investment requirements. If this is exacerbated as a result of the crisis in Europe, it may well be the case that it will not be possible to take advantage of future opportunities.

Finally, the participants realised that annual sales of motor vehicles in Europe will probably decline in the future for several reasons. This will first of all be due to the expected rise in costs in the area of individual mobility. If it increases significantly, this could lead to a larger group of consumers no longer being able to afford and operate a motor vehicle. Secondly, consumer preferences among young people (if they do not live in rural areas) will change and in this connection the status of owning one's own car will increasingly lose importance. If this and other factors really do lead to a significant drop in sales, it would jeopardise the existing business model and hence also have negative consequences for the employer-employee relationship, whose proper functioning is based on the current business model.

Social dialogue

In spite of this watershed change on the horizon and the fact that it will not be possible for company or employee representatives to influence all the factors underlying this development, the aim of making sure that the expected change is shaped along socially compatible lines was never questioned. On the contrary, a process was agreed upon to ensure that the analysis of change is continued on a regular, continuous basis and a socially compatible mode of procedure is strived for. The safeguarding of jobs will probably constitute a key element in order to be able to jointly shape the process of change in a socially compatible form. This is so if only because it is impossible to predict the dimension of change and the concrete impact of change on production structures and jobs. The experience of the FEWC and the company management of FoE in the cooperation between labour and management over the last 15 years shows, however, that cooperation has always been successful when the subject of consultation was clearly defined. In order to be able to apply such a pragmatic approach in the future as well, the task at hand must first of all become clearer. The will to determine this was bindingly expressed by both sides in the Declaration of Intent, which they both signed.

On top of this, both sides agreed to continue the discussions which took place within the framework of the measure with other parties. Thus the FEWC suggested to the European Metalworkers Federation that it should stage an automotive conference in 2012/2013. The FEWC furthermore proposed that the chairpersons of all European Works Councils from the automotive industry be brought together in order to gear exchange as closely as possible to the field of practice. The FEWC also stated that it was willing to contribute resources of its own in order to be able to help out in the preparation, execution and debriefing of the conference. The members of the FEWC furthermore voiced their willingness to put the topic of the measure on the agenda and discuss it in their national trade unions. The company management of FoE for its part initiated a debate in the European industrial association ACEA, also sending out an appeal for multi-company cooperation there, too. The success of these initiatives by the FEWC and FoE will depend on the extent to which it is possible to carry on such a debate above and beyond the borders of natural competition between companies. It was in this connection that the "precompetitive approach" concept was devised and now needs to be further developed and refined.

With regard to the themes of ethnic consumption, social standards and globalisation, both sides agreed to carry on with the dialogue at the company level. A corresponding international framework agreement was signed in 2012. Additional topics identified, such as the development of new business models, ways of coping with a possible drop in demand, etc., constitute topics which are addressed at FEWC meetings on a regular basis, anyway. These issues

will thus remain a focus of the participants after the completion of the measure as well.

Political conclusions

The FEWC and FoE agree that the expected change and continued viability of large parts of the European automotive industry will depend on more intensive cooperation with political institutions at the European and national levels and this particularly in the fields of industrial and competition policy. Both sides have therefore agreed to devise a joint concept on how such a dialogue with policy-makers can include other stakeholders as well. The initial draft concepts have already been completed.

Chapter 5

Transnational training strategies to promote intercultural action-related skills

Approach, aims and mode of procedure within the framework of the *Net2Quali-EWC* project

Martin Roggenkamp

Martin Roggenkamp

The transnational development and execution of training measures for European and SE works councils has opened up a new field for trade union educational work that is of fundamental importance to the viability of European employee representation bodies and the further development of this transnational interest-representation instrument.

Challenges in the training of EWCs

No less important than the anticipation and the design of the social dimension of change in European multinational enterprises are the functions which the European Commission ascribes to European Works Councils (EWCs) and Works Councils in European Companies (SE WCs) (Direction General for Employment, Social Affairs and Equal Opportunity 2008, European Commission 2005: 12, European Commission 2002: 12). European bodies thus have a demanding task at transnational and intercultural interfaces in company decisions: on the one hand they have to integrate the different interests and perspectives of employees and their interest representatives at various company production sites in Europe in the context of diverse interest-representation structures and cultures (*internal cohesion*) and on the other hand develop common objectives and collective abilities to act with regard to substantive decisions at the company level (Hauser-Ditz u. a. 2010: 11, Pries/Pries/Wannöffel 2011: 36). EWCs can be viewed as multi-dimensional, multi-level platforms composed of representatives who come from different countries with different social environments. They act on the basis of different national-cultural institutional systems and traditions and must at the same time coordinate targeted, joint actions vis-à-vis the outside world (Hauser-Ditz u. a. 2010: 11). They have to secure their work both internally (vis-à-vis individual national representatives) as well as towards the outside world (as an entire organisation) (Pries/Pries/Wannöffel 2011: 37).

These challenges to the viability of EWCs are in addition enhanced by the growing diversity of production sites in multinational enterprises in various European countries as well as in particular through the integration of interest representatives from new member states, which around two-thirds of existing EWCs have to cope with, and the new, expanded requirements brought about by cultural diversity, different interest-representation systems and language barriers (see European Foundation for the Improvement of Living and Working Conditions 2008: 6).

Requirements which apply to the training of EWCs and SE WCs, which have to have wide-ranging technical skills regarding the legal foundations of their work as well as multi-country, internal-company and supra-company contexts and social or individual skills promoting the internal and intercultural cohesion of these bodies (Roggenkamp 2010; European Foundation for the Improvement of Living and Working Conditions 2008: 5; Müller/Hoffmann 2001: 68 ff.; Jagodzinski/Kluge/Waddington (Hrsg.) 2008; Lecher et al. 1999; Biehler/Hahn 2007).

The European social partner associations therefore consider the expansion of qualification and training programs to constitute an important foundation with which to foster the viability of EWCs (cf. ETUC/UNICE/UEAPME/CEEP 2005). This is after all reflected in the new version of the EWC Directive as well, which has now laid down a legal right and claim to funding of training measures on the part of EWC members (see Official Bulletin of the European Union [ed.] 2009), which is significantly increasing the demand for such programs.

One special requirement applying to training and qualification programs is by the same token encouragement of the development of autonomous intercultural action skills of bodies, which is on the one hand deliberately kept separate from communications and the action-related logic of the respective enterprise and on the other hand holds out the capability of developing an independent cultural and international iden-

Net2Quali-EWC

tity (Pries/Pries/Wannöffel 2011: 34, 49; Klemm/Kraetsch/Weyand 2011: 180 ff.). More recent studies show that this autonomous cultural identity has only been developed by few EWCs (Hauser-Ditz et al. 2010: 380; Klemm/Kraetsch/Weyand 2011). The most important causes identified include first of all that EWCs are greatly influenced by the culture of industrial relations and regulation of gainful employment in their respective home countries (Hauser-Ditz inter alia 2010); secondly, individual EWC members tend to cling to national pools of knowledge, classification schemes and assessment practices (Klemm/ Kraetsch/Weyand 2011).

Currently available training programs for EWCs and SE WCs only succeed in overcoming national borders between pools of knowledge and "action maps" to a very limited extent. Training programs on offer for EWCs are at present predominantly nationally oriented. The most important funding organisations are the trade unions, whereby European trade union organisations are assigned a significantly less important role than national trade union organisations as a result of limited resources. Private educational institutions also play a minor role. According to a survey of EWCs, 56.7 percent of the 409 EWCs surveyed had taken part in education and training

measures offered by national trade union organisations as of the middle of the decade, 16.9 percent in programmes offered by private providers and 12.6 percent in training measures offered by European trade union organisations (Waddington 2006). On the whole, a systematic transnational trade union strategy is lacking in the area of EWC education and training – not least as a result of the national format of programs. What is needed is a pedagogy of transnationality (Miller 1999: 356) which takes into account and objectifies the various national patterns of interpretation and builds on the various educational cultures in Europe, in this manner creating a European framework for the conveyance of intercultural action skills and the promotion of a European identity for EWCs.

An initial step in the development of such a *pedagogy of transnationality* was taken by IG Metall 2009/2010 with the project *Transnational Further Development of the Training of European Works Council to Improve Interest Representation at the European Level – TransQuali-EWC*. Together with moderators from the European Trade Union Institute (ETUI), the Polish trade unions *Niezależny Samorządny Związek Zawodowy „Solidarność"* und *Federacja Związków Zawodowych* „Metalowcy" along with the British trade union *Unite the Union* , IG Metall developed and tested a training strategy for EWCs which can be adopted at the transnational level taking into account the various training cultures and patterns of interpretation in the countries involved (Kehrbaum et al, 2010).

But only the training cultures of a small number of countries have influenced this training strategy – with the exception of the higher-level perspective of ETUI. The development of training strategies is moreover a long-term, dynamic process. A European training program for EWCs and SE WCs for this reason requires permanent communication, cooperation and networking between educational moderators in the various countries.

Objectives and mode of procedure

Against the background of these additional needs, IG Metall carried out an additional project together with trade union funding organisations for training and education from five additional European countries and at the European level between October 2011 and October 2012 entitled "Establishment of a Permanent Exchange between Trade Union offering Funding for Training Programs for European Works Councils at the European Level – Net2Quali-EWC, which is being supported by the European Commission within the framework of the program entitled Information, Consultation and Participation of Company Representatives. The overarching objective of the project was to develop, test and disseminate a training strategy for EWCs and SE WCs (based on a systematic exchange on strategies for EWC training and the results produced by predecessor projects) which is based on the patterns of interpretation and educational cultures of as broad a group of trade union educational institutions in Europe as possible. The aim was also to establish a permanent network for the dynamic further development of a training strategy.

The development process should at the same time meet the following requirements:

- *A European dimension of the training strategy and far-reaching suitability for adoption at the transnational level should ensure as broad a participation as possible:*
  As broad a spectrum as possible in terms of knowledge, experience and training approaches by trade union educational institutions from various European countries should flow into the training strategy in order to ensure a European dimension of training and make sure that as much of the strategy can be adopted by other countries as possible. The project has at the same time been able to build on the training strategy which was developed in the *Trans-Quali-EWC* project with trade unions and trade

Net2Quali-EWC

union training institutions from Poland, Germany and Great Britain as well as at the European level (ETUI). The strategy was further developed and tested over the course of the project with the involvement of trade union training institutions from five additional European countries, whereby in particular the perspectives of the Scandinavian countries and the Czech Republic and Spain have been integrated in the strategy.

- *Orientation towards needs*
  In order to ensure that the training strategy meets the needs of the intended parties and can be implemented in actual practice, it was tested and evaluated by 19 EWC members from nine European countries and six business enterprises. In addition a written survey of training needs by the EWCs involved was carried out based on the results of this evaluation.

Trade unions funding institutions participating in the project:

- **bfw (Germany)**
- **CO-Industri (Denmark)**
- **ETUI (European Union)**
- **IFES (Spain)**
- **IF Metall (Sweden)**
- **IG Metall (Deutschland)**
- **Metallilito (Finland)**
- **OS Kovo (The Czech Republic)**

- *Development of framework requirements for training measures for EWCs*
  In addition to the development of the specific training strategy, the partners also agreed on common quality standards for the execution of training measures for EWCs. They thus made a contribution to the Europeanization of EWC training by ensuring reliability of quality in training measures above and beyond national borders, which helps boost the reliability of programs on the whole. Quality standards were developed on the basis of the evaluation results and the results produced by the survey of needs.
- *Transfer between theory and practice*
  In order to ensure a high level of quality for the training model and the possibility of adopting it, its development was supposed to be based on a systematic exchange between scholarly research and the field of practice. The quality of the methodological strategy was supposed to live up to scholarly standards and take into account the latest in scholarly findings and knowledge to satisfy the requirements of sustainability and innovation. The systematic goal in the approach moreover requires theoretical access to the field of action. The development of the training strategy was for this reason provided support by researchers from the Ruhr University of Bochum. They offered input on intercultural skills in international labour contexts and performed the evaluation and survey of needs.
- *Permanent networking*
  In order to ensure that a permanent process of dynamic further development of the training strategy becomes established and European cooperation is encouraged between training institutions, two things have to be created: first of all an instrument for transnational exchange between training institutions, secondly definitions have to be established for multi-language exchange on trai-

ning strategies. It was with this in mind that an Internet platform was created for permanent exchange and the joint collection of methods within the framework of the project. The platform at the same time helps define key educational terms.

The project strategy was broken down into six steps:

1. *Setting up an Internet platform and establishing a permanent exchange on the platform*
2. *Further development of the already existing training strategy on the foundation of*
   - scholarly input on intercultural skills in transnational work contexts and
   - a systematic and structured exchange on training strategies for EWCs between the project partners
3. *Testing and evaluation of the further-developed training strategy within the framework of an EWC workshop which*
   - is carried out jointly by the participating partners and
   - evaluated by the staff of the Ruhr University of Bochum
4. *Survey of training needs of the EWC members involved*
   - through staff from the Ruhr University of Bochum
   - on the basis of the evaluation results
5. *Revision of the further-developed training strategy*
   - on the basis of the evaluation results
   - and the survey of needs
6. *Development, adoption and dissemination of common quality standards*
   - on the basis of the evaluation results
   - and the survey of needs

Project schedule

The project started with a kick-off meeting in Prague in October 2011, at which the project partners agreed upon objectives, the mode of procedure and the planned project results.

1st step:
Establishment of an Internet platform for exchange between trade union educational institutions on the design and execution of training measures for EWCs
In the first step, an Internet platform was first set up for joint, permanent exchange between the training institutions involved, making it possible to collect methods, determine key definitions in the field of education and to exchange information in various forums.

2nd step:
Further development of the training strategy
The second step in the project schedule took place within the framework of a three-day workshop of the project partners held in Valencia in February 2012. The most important aim and result of the workshop was the further development of the training strategy and the development of a workshop program to test the strategy. In addition to the presentation of a strategy which was developed and tested within the framework of Trans-Quali-EWC, a systematic exchange on the various training objectives served as the foundation for further development.. The exchange provided the partners a structured overview of the various training objectives, formats and contents of the programs as well as the pedagogical methods which the various training institutions use in the conception and execution of their programs, and of the identified interfaces and differences. This overview was documented.

To expand the perspective on actual practice, staff at the University of Bochum conveyed the results of a study on requirements applying to intercultural skills in transnational work relationships.

The partners jointly developed a three-day workshop program on this basis which set out aims, format, content and methods. Against the backdrop of the nuclear disaster in Japan, the partners agreed to open up a new field of education for EWCs with the topic of innovation in business enterprises and to test it (on this cf. Chapter 2). The methods used were a combination of inputs from experts on the importance of the topic to EWCs and on specific fields of innovation, trade union positions on the topic, a moderated interview with two EWCs that had fostered innovation in their companies and various forms of group work to reflect on content and devise concrete steps for action at their companies (in particular, see the overview on the right-hand side).

In addition, the partners were given an introduction to use of the Internet platform and coordinated a joint program for use of the platform. To close the development workshop in Valencia, the project partners coordinated the further mode of procedure and laid down criteria for the evaluation together with staff members of the Ruhr University of Bochum.

3rd step:

Testing and evaluation of the workshop program

The workshop program was tested in May 2012 within the framework of a three-day workshop involving a total of 19 EWC members from the companies Alstom, Bosch, Ford, Siemens, TRW and Vestas from nine different European countries. In addition, eight EWC trainers from ETUI, CC.OO and IG Metall were also invited in order to make a well-founded contribution to the assessment of the training strategy. The workshop was jointly prepared, organised, carried out and moderated by the project partners. An evaluation was performed by the staff of Ruhr University of Bochum in cooperation with the project partners based on written and verbal feedback as well as observation through their own participation (on this cf. Chapter 6).

4th step:

4th step: Survey of training needs among participating EWC members

In order to first of all record the impressions and assessments of the EWC members who took part in the workshop after a certain passage of time and deepen the results of the direct evaluation as well as secondly record generalizable training needs of EWC members going above and beyond the specific workshop, the Ruhr University of Bochum performed an online survey of EWC members that was designed on the basis of the evaluation results two months after the workshop (for the design and results of the online survey, see the article by Karin Pries).

5th step:

Revision of the further-developed training strategy

The original training strategy was revised by the team of moderators and documented in detail on the basis of both the results of the evaluation as well as the survey of needs (cf. Chapter 7). The revised strategy was presented to the project partners at a final conference held in Heidelberg in August, discussed with them and adopted.

Additional step:

Development of a further training module on the topic of innovation

As a result of the major interest which the EWC members showed in the topic of innovation within the framework of the workshop and which was also reflected in the evaluation and survey, the EWC trainers involved in the project decided to integrate the topic more firmly in their training program and develop a corresponding training module within the framework of another workshop lasting one and a half days (cf. Chapter 8).

6th step:

Agreement on common quality standards

On the basis of the results from the evaluation and the survey of needs, the project partners developed common mini-

Net2Quali-EWC

Provisional programme for the EWC workshop

Day of arrival		Day 1		Day 2		Day 3	
		08:30 – 09:00	Official welcoming and presentation of the agenda	09:00 – 09:30	*Warm-up*	09:00 – 09:30	*Start in the day*
		09:00 – 11:00	Introduction of the participants through presentations of wall newspapers	09:30 – 11:00	*Moderated interview* **Examples for best practice of EWCs in innovation processes** Georg Leutert (EWC Ford), Marc Soubitez (EWC Bosch)	09:30 – 11:30	Inter-company working groups: Reflection on knowledge conveyed and development of first steps towards and action plan to implement that which has been learned at the companies *Presentation of the results in the plenary group*
		11:00 – 12:30	**European participation as a driving force for innovation** Input by Prof. Dr. Ludger Pries (RUB)	11:00 – 12:30	*Internal company working groups:* Reflection on the interview; derive specific steps for one's own company	11:30 – 11:45	Presentation of the website and additional documentation of the EU project and the workshop within the framework of the project
		12:30 – 14:00	*Lunch*	12:30 – 14:00	*Lunch*	11:45 – 12:30	Evaluation of the workshop
		14:00 – 15:00	*Internal company working groups:* Importance of innovation for the work of the EWC	14:00 – 14:30	Presentation of the results produced by the working groups in the plenary group	12:30	*Lunch and departure*
		15:00 – 15:30	Presentation of results produced by the working groups in the plenary group	14:30 – 16:00	**Input on intercultural competencies** American Field Service		
bis 19:00	*Arrival and dinner*	15:30 – 17:00	**European crisis and impact on competition between locations** Input by Ralf Götz (EMF)	15:30 – 17:00	**The approach of *Cradle to Cradle* as an example for innovative strategies and practice in the field of green technologies** Input by Prof. Dr. Michael Braungart (EPEA)		
20:00 – 22:00	Getting to know each other: - Welcoming address by moderator(s) - Step out in a circle game - Puzzle of Europe - Culture game - Open end	18:00 – 22:00	Open-ended evening event , barbeque together	18:00 – 22:00	City tour and dinner		

mum standards for the design and execution of qualification measures for EWCs within the framework of the final conference and adopted these at the final conference in Heidelberg (cf. Chapter 9).

Conclusion

Thanks to very concentrated work, a host of important results were produced within the framework of the project in the brief period of twelve months. A seminar strategy was developed on the basis of the results from the previous project and tested for EWCs while additional training modules were devised based on the input of experience and educational cultures of training institutions from various European countries. The partners agreed on general quality standards for training offers for EWCs on the basis of a survey of training needs of EWCs and the evaluation of the EWC workshops which were carried out. Important foundations were hence created for a Europeanization of EWC training which – if one also takes the *Trans-Quali-EWC* project into account – are based on cooperation between training institutions from eight European countries and the EU level. A new field of training for EWCs was furthermore established with the topic of *innovation* through interest representatives, for which comprehensive material and training modules were at the same time developed.

Literature

Amtsblatt der Europäischen Union (Hrsg.) (2009): Richtlinie 2009/38/EG des Europäischen Parlaments und des Rates vom 6. Mai 2009 über die Einsetzung eines Europäischen Betriebsrats oder die Schaffung eines Verfahrens zur Unterrichtung und Anhörung der Arbeitnehmer in gemeinschaftsweit operierenden Unternehmen und Unternehmensgruppen (Neufassung). L 122/28 vom 16.05.2009.

Biehler, Herrmann/Hahn, Elke (2007): Ergebnisse einer EBR-Befragung im Finanzdienstleitungssektor der Europäischen Union. München. www.imu-institut.de/muenchen/research/research...03.../Befragung (28.08.2009).

ETUC/UNICE/UEAPME/CEEP (2005): Lessons Learned on European Works Councils. http://www.etuc.org/IMG/pdf/7c-EWCs_lessons_learned_010305-EN.pdf (16.08.2009).

Europäische Kommission (2002): Der europäische soziale Dialog, Determinante für Modernisierung und Wandel. Vorschlag für einen Beschluss des Rates zur Einrichtung eines Tripartiten Sozialgipfels für Wachstum und Beschäftigung. KOM (2002) 341 endgültig.

Europäische Kommission (2005): Umstrukturierung und Beschäftigung. Umstrukturierungen antizipieren und begleiten und die Beschäftigung fördern: die Rolle der Europäischen Union. KOM (2005) 120 endgültig.

European Foundation for the Improvement of Living and Working Conditions (2008): European Works Councils in practice: Key research findings. Background Paper. Dublin. http://www.eurofound.europa.eu/pubdocs/2008/28/en/1/ef0828en.pdf (01.09.2009).

Europäische Kommission/Generaldirektion Beschäftigung, soziale Angelegenheiten und Chancengleichheit (2008): Commission invites social partners to negotiate about European works councils. Pressemitteilung vom 20.02.2008.http://ec.europa.eu/social/main.jsp?catId=329&langId=de&newsId=236&furtherNews=yes (15.10.2010).

Hauser-Ditz, Axel/Hertwig, Markus/Pries, Ludger/Rampeltshammer, Luitpold (2010): Transnationale Mitbestimmung? Zur Praxis Europäischer Betriebsräte in der Automobilindustrie. Frankfurt a. M./ New York.

Jagodzinski, Romuald/Kluge, Norbert/Waddington, Jeremy (Hrsg.) (2008): Memorandum European Works Councils. Recommendations for policy-making based on current experiences. Brussels. http://www.etui.org/content/download/2497/27379/file/ETUI-doc+EWC+memorandum+%28ok-web%29.pdf.

Kehrbaum, Tom/Memmler, Undine/Neiß, Alexander/ Rößer, Holger/Roggenkamp, Martin/Varga, Marika/Zitzelsberger,

Olga (2010): Grundlagen transnationaler Solidarität: Bildung für Europäische Betriebsräte – Bedarf, Ziele und Methoden. Hrsg.: IG Metall Vorstand/FB Gewerkschaftliche Bildungsarbeit. (http://netkey40.igmetall.de/homepages/bildunginternational/projekte/trans-qualiewc/publikationen.html).

Klemm, Matthias/Kraetsch, Clemens/Weyand, Jan (2011): „Das Umfeld ist bei ihnen völlig anders." Kulturelle Grundlagen der europäischen betrieblichen Mitbestimmung. Berlin.

Lecher, W./Platzer, H.-W./Rüb, S./Weiner, K.-P. (1999): Europäische Betriebsräte – Perspektiven ihrer Entwicklung und Vernetzung. Nomos, Baden-Baden.

Miller, D. (1999): Towards a „European" Works Council, Transfer 5(3): 344-365.

Müller, Torsten/Hoffmann, Aline (2001): EWC Research: A Review of the Literature. Warwick Papers in Industrial Relations, No. 65. http://www2.warwick.ac.uk/fac/soc/wbs/research/irru/wpir/wpir65.pdf (26.08.2009).

Pries, Karin/Pries, Ludger/Wannöffel, Manfred (2011): Interkulturelle Kompetenz in grenzüberschreitenden Arbeitszusammenhängen. Eine konzeptionelle Literaturstudie. HBS-Arbeitspapier Nr. 235. http://www.boeckler.de/pdf/p_arbp_235.pdf (23.09.2012).

Roggenkamp, Martin (2010): Integration von Theorie und Praxis der EBR-Qualifizierung. Herausforderungen und Vorgehen im Rahmen des Projektes Trans-Quali-EWC. In: IG Metall Vorstand/ FB Gewerkschaftliche Bildungsarbeit (Hrsg.): Grundlagen transnationaler Solidarität: Bildung für Europäische Betriebsräte. Bedarf, Ziele, Methoden. Frankfurt/Main: 34–45.

Waddington, Jeremy (2006): The views of European Works Council representatives. Data prepared for a conference entitled "Codetermination in a Modern Europe: Democratic Workers' Participation or Convergence at Minimal Standards" organized by the Otto Brenner Stiftung, held at Bratislava, Slovakia, May 30 – June 1, 2006.

Chapter 6

Evaluation of the workshop and survey of training needs for EWCs

Karin Pries

Karin Pries

Introduction

The following report was written by Karin Pries (INCCAS) upon the commission of the RUB-IG Metall Joint Office (GAS) at the Ruhr University of Bochum. It is primarily based on the evaluation of the Workshop on Technological Change and Innovation of Energy and Green Technology as a topic for European Works Councils which was carried out at the IG Metall training centre in Pichelsee, Berlin from 9 to 11 May 2012. This evaluation was conceived and implemented by Karin Pries and Martin Roggenkamp (connecting europe). The results of another survey were also incorporated in the report, as the participants were surveyed on their training needs following the workshop.

The report is broken down into the following parts:

- The report is broken down into the following parts:
- The methodological approach in the evaluation is first presented.
- The results of the evaluation and survey of needs are brought together based on thematic blocks.
- Finally, recommendations are derived for the future execution of workshops and seminars for European Works Councils (EWCs).

Methodological approach in the evaluation

The survey was based on two pillars: first of all, the testing of the workshop strategy developed and practiced within the framework of the EU project was to be evaluated directly afterwards in order to improve the transnational workshop strategy on the basis of the results. Secondly, an additional online survey of training requirements of EWC members was to be performed after a period of three months to allow conclusions to be drawn on the training strategy and also identify generalizable training needs of EWCs.

The evaluation carried out directly afterwards was intended to review the quality of the workshop with respect to the following aspects:

- Were the expectations of the participants met?
- Were the contents of the topics relevant to the work of EWCs?
- Were the methods applied reasonable for their work?
- Did the workshop foster an exchange of experience with other EWC members?
- Was the time framework appropriate?
- Was the organisation appropriate?
- What impact did the workshop have on networking within and between EWCs?

These were the most important criteria in the *design of the evaluation instruments*:

a) Karin Pries and Martin Roggenkamp observed the entire workshop while participating in it.

b) A joint verbal evaluation of the participants in the plenary group took place at the end of the workshop and

c) An individual written evaluation on the basis of a questionnaire which was handed out in three languages and filled in by all the participants on the last day of the workshop. Four trainers were at the same time evaluated separately.

Based on the results of the evaluation, an additional survey of the EWCs involved regarding their needs, but also to provide insight on preferred methods and the length of training time was to take place three months after the workshop. Because this survey was performed within the context of the workshop, it on the one hand allowed more profound conclusions to be drawn on the assessment of the workshop

from the perspective of the participants some time later. Secondly, this survey of needs allowed generalising conclusions to be drawn on the future design of EWC workshops. This survey was solely conducted online with multiple choice questions and open-ended answers to supplement these.

The evaluation in this complexity was intended to allow conclusions to be drawn on whether and how future training programs can be improved so that they can better be tuned to the needs of EWC members.

Results of the evaluation

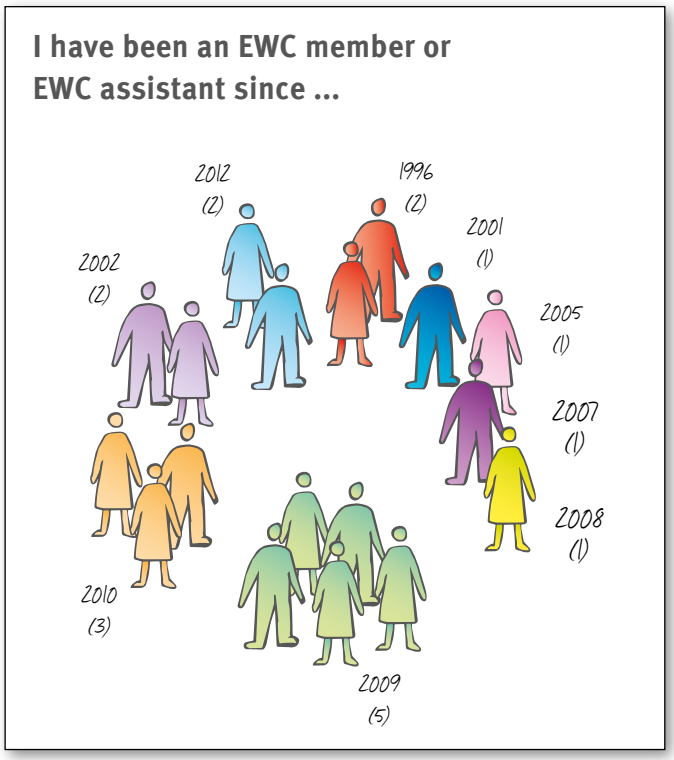
23 participants from the workshop on *Technological Change and Innovation in Energy and Green Technology as a Topic of EWCs* answered the individual questionnaires; they were offered in three languages in order to minimise understanding problems from the outset. The online survey offered following the workshop was answered in complete by 11 participants (out of 26 who were written to), i.e. 40 %, which indicates a high level of willingness to get involved.

Personal information and motivation

The profile of participants in the workshop shows that some of the participants had already had long years of experience as EWC members:

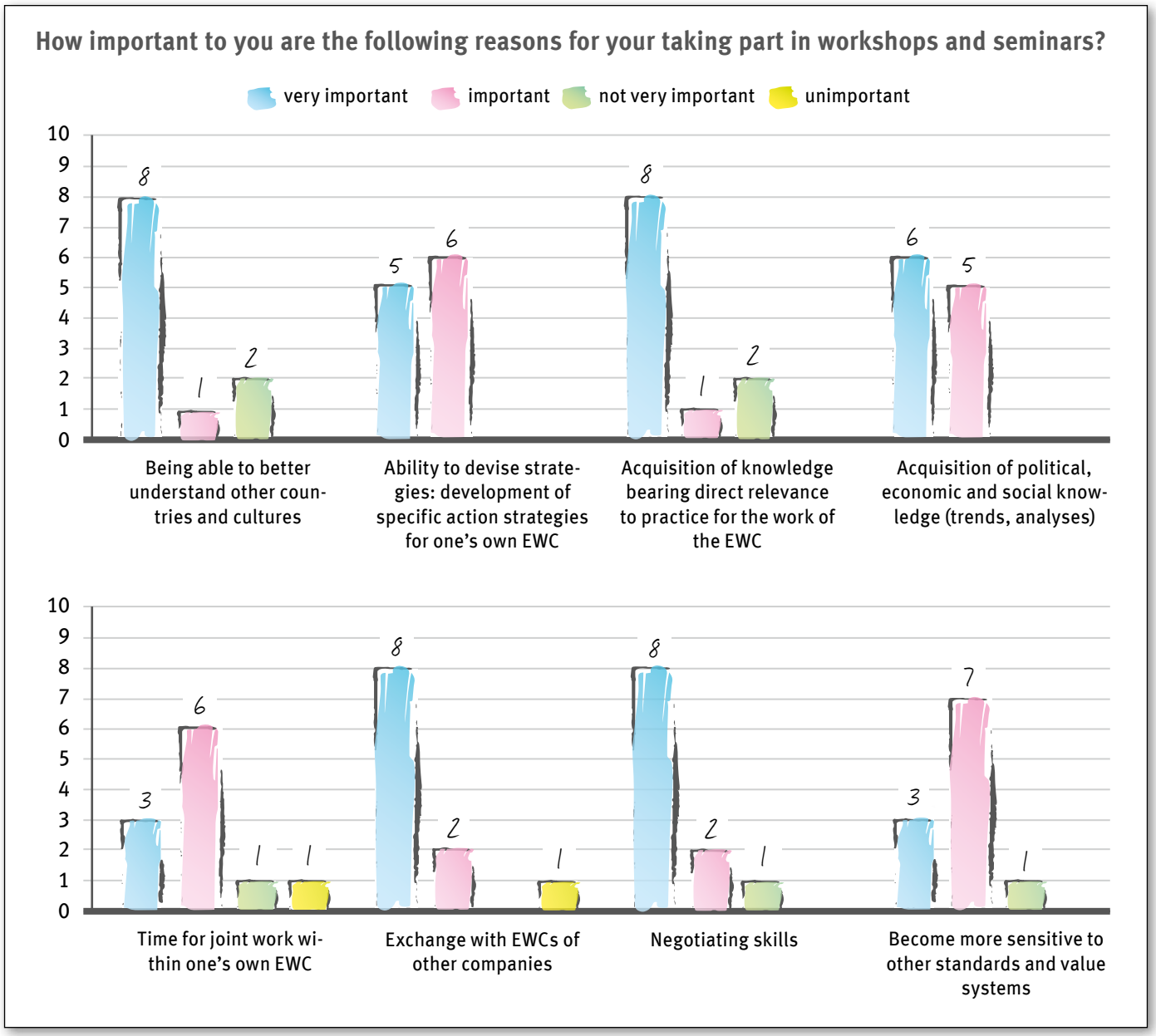
Eleven persons surveyed had taken part in one or two workshops over the last two years, with seven of them even having taken part in four or more workshops. On the other hand, only four persons surveyed had not taken part in any workshop in the last two years. Most of the persons surveyed were thus relatively experienced in such events. The results moreover demonstrated the high level of training needs and willingness of EWC members to engage in training.

This is also reflected in the *expectations* which they had of the event: the workshop was perceived by most of the persons surveyed as a possibility to expand their knowledge



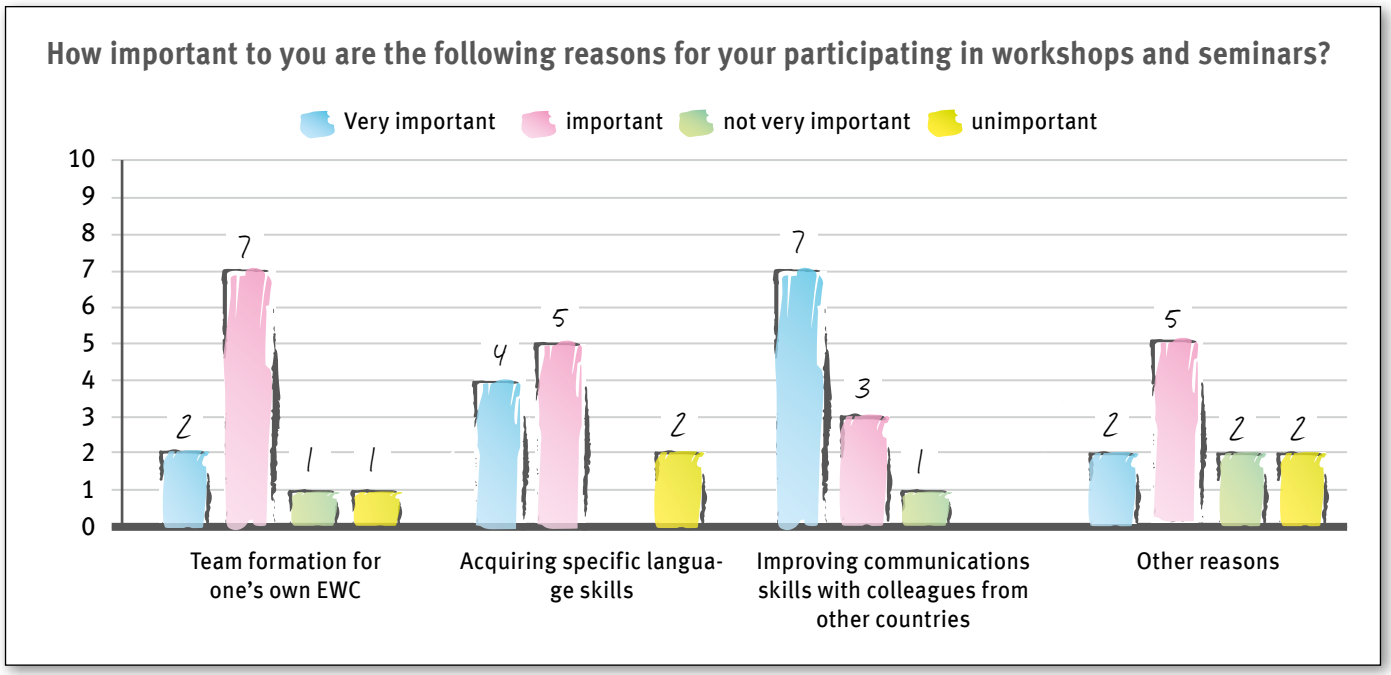
and skills as EWC members; thus there was a clear focus on an expansion of their occupational skills and opportunities. An additional fundamental aspect in their motivation was the exchange of experience with other EWCs. Some of the persons surveyed explained their motivation by stating that they hoped for new impetus and especially solutions from the complex of topics surrounding "social innovation".

A similar picture also characterises the general motivation to take part in seminars and workshops; in the *online survey* understanding for other countries and cultures, knowledge bearing relevance to the field of practice, exchange with other EWCs and negotiating skills were at the top of the list. The persons surveyed were responding to the question (see the following graphs): How important to you are the following reasons for your taking part in workshops and seminars?



Relevance of content and skills

The sought-after skills and contents bearing relevance to EWCs played a major role in both surveys. The *results of the workshop evaluation* are to be presented first here. The workshop topic *Technological Change and Innovation of Energy and Green Technology as a Topic for EWCs* met with very considerable interest on the whole, as the chart below shows: 12 to 13 of the 23 persons surveyed assessed these aspects as positive, four to five gave rather negative feedback, while three to six offered a neutral evaluation.



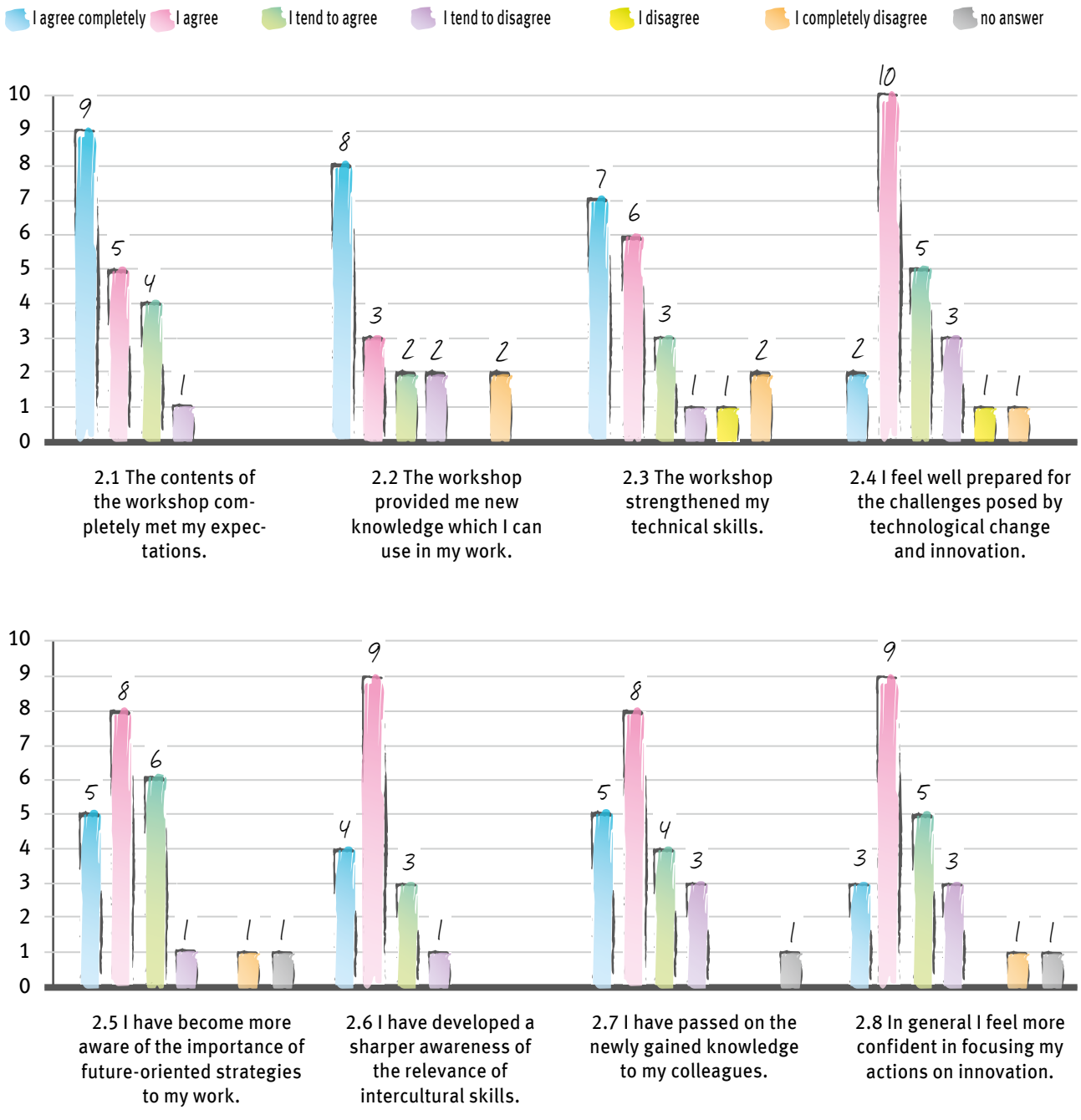
The concluding group evaluation and discussions in the breaks indicated that those participants who were sceptical about the workshop topic at the outset received a valuable impetus to address the topic in a more systematic fashion. This illustrates that a new training topic was successfully identified for EWCs through the tested workshop – a topic which met with major interest and a significant response from the addressees and was also well implemented within the framework of the workshop.

In response to the question as to what topics were not covered by the workshop which would be of importance to the work of EWCs, however, the persons surveyed mentioned *strategies in dealing with management, more detailed information on legal issues relating to work as an EWC member and specific technological innovations*. This shows that sensitisation of EWC members to the topic of innovation needs to be followed by a second step which is based on practice-oriented action skills in order to put this topic in the company context.

The persons surveyed were asked about the specific *applicability* of the new information to their everyday work. In this regard the answers formulated in an openly worded text were quite clear: Most EWC representatives assumed that this it would mean improved communication with the management in order to increase the opportunities of interest representatives to expand and strengthen mutual trust and confidence.

The *evaluation of the individual items* on the program of the workshop was also generally positive. The thematic focal points were held to be adequately selected, while the presentations were assessed by the overwhelming majority of the persons surveyed as being relevant to their work as EWC members. Slightly in front of the positive assessments of

Inhaltsrelevanz und Kompetenzen

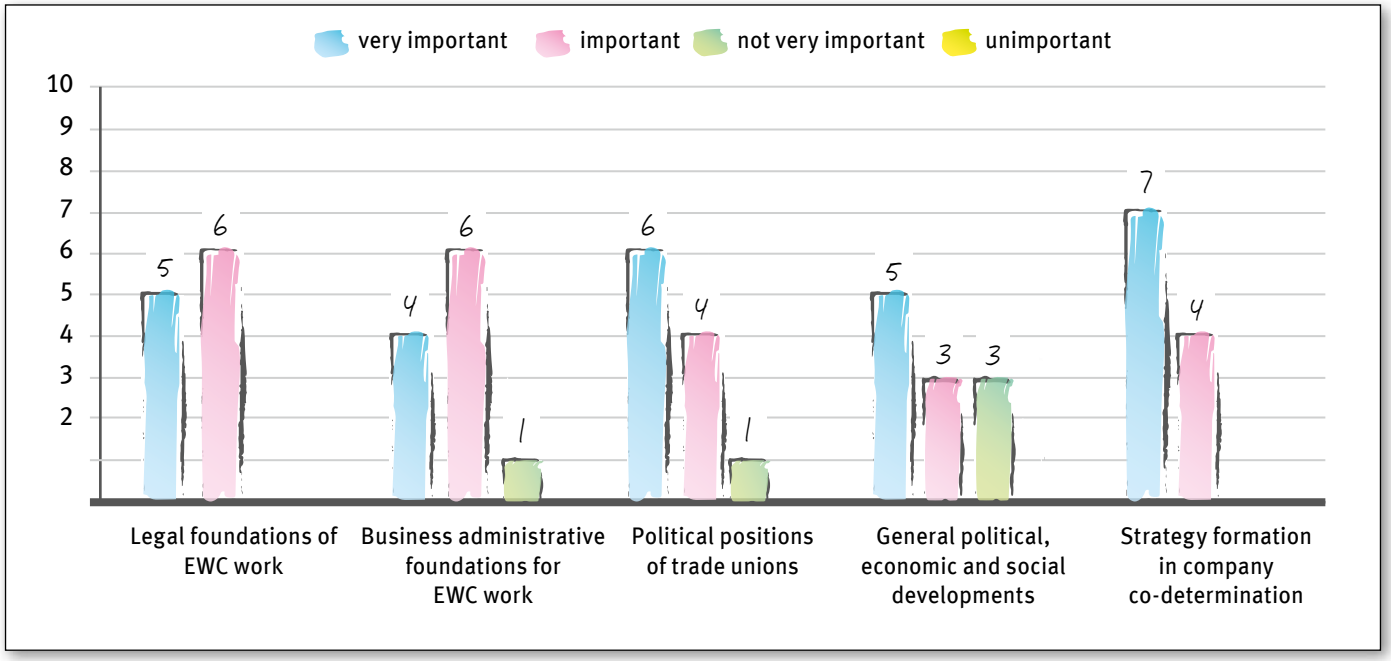


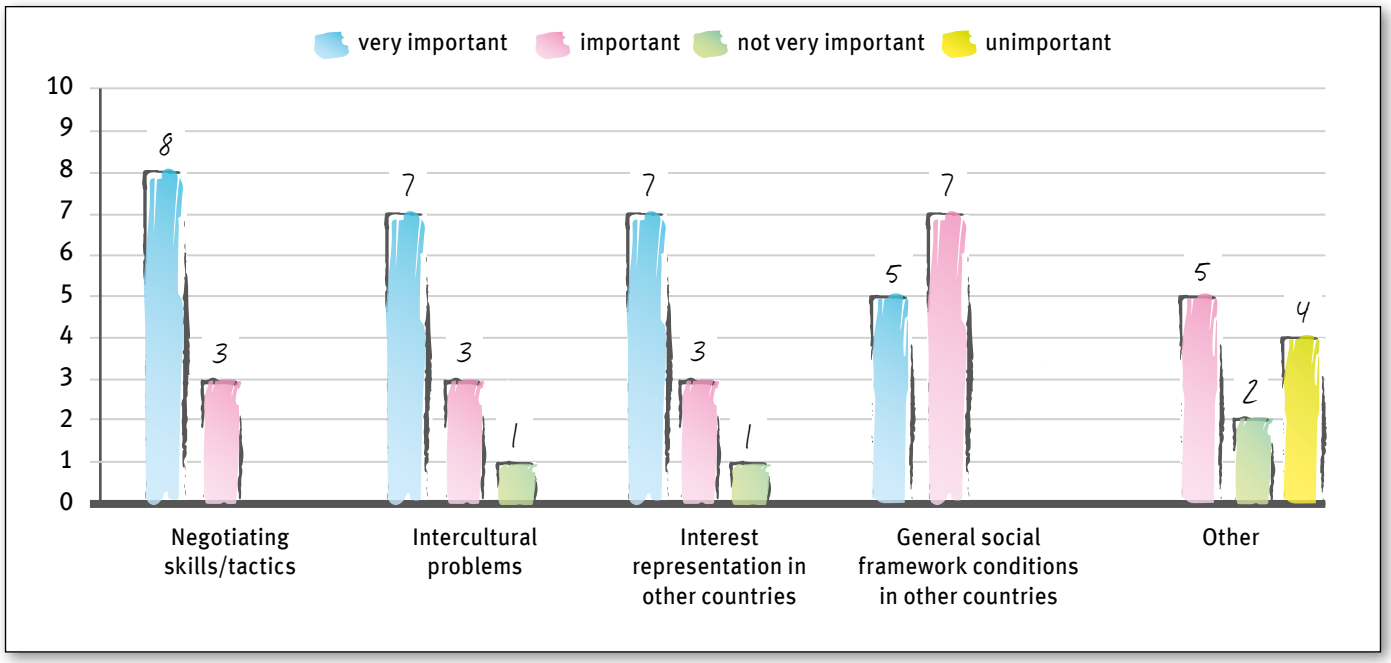
the other presentations, the presentation by Georg Leutert and Marc Soubitez on the topic *Examples for best practice of EWC innovation* received the best review. The presentation abilities of the moderators were assessed as very positive in almost every case. One exception was the program item *intercultural skills*: The participants considered the topic important in and of itself, but its analysis and the type of presentation was not deemed to be appropriate for the group of experienced EWC representatives and did not address their own situation. This was expressly categorised as a methodological problem, but also shows that the intercultural foundations of EWC work need to be conveyed with direct reference to fields of topics bearing relevance to EWCs: The fields of topics offered for selection were all considered to be important and very important, as the following graphs show.

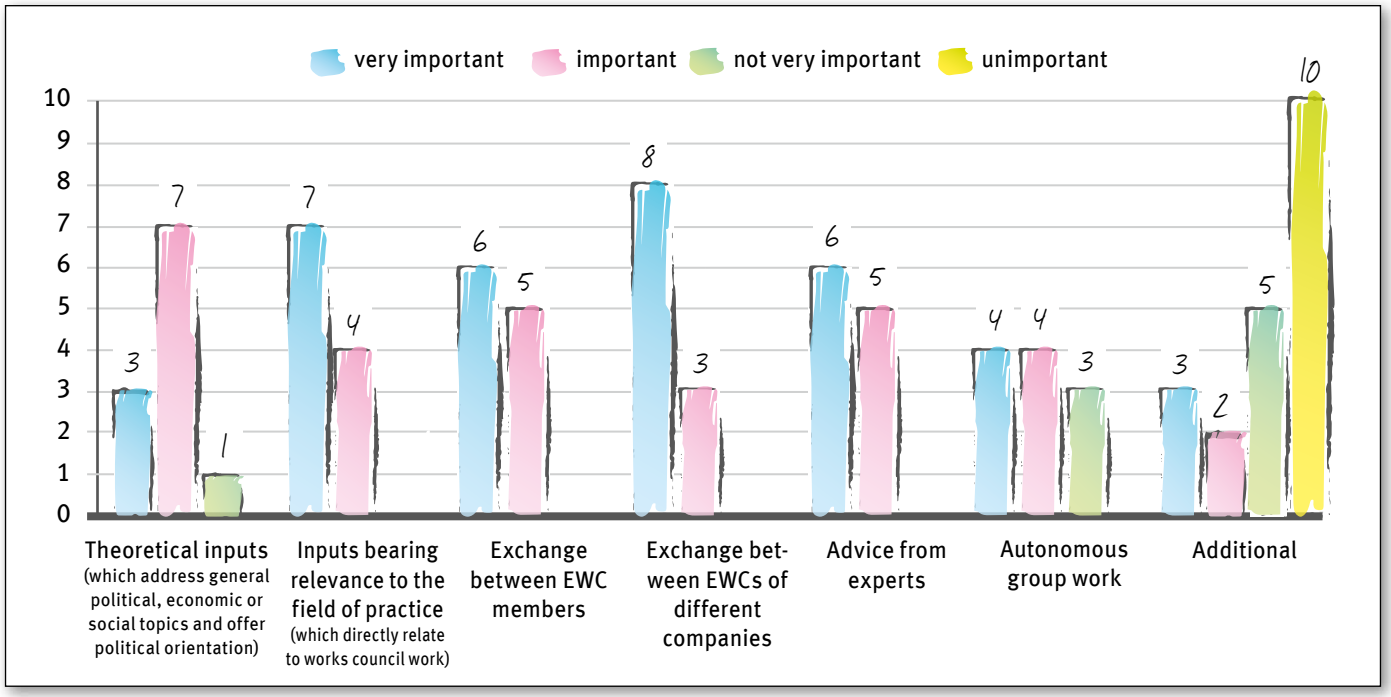
The "other" fields of topics mentioned in addition were:

- Legal possibilities of an EWC and exchange on how these rights can be rendered useful for participation and negotiations
- Exchange between interest-representation bodies on successful practices with a view to developments since the first Directive from 1994.

Another question related to workshop/seminar content following a predetermined categorisation. The question *How important are the following contents in seminars/workshops?* generated the following responses:




very important
important
not very important
unimportant
10
9
8
7
6
5
4
3
2
1
0
8
3
7
3
1
7
3
1
5
7
5
2
4
Negotiating skills/tactics
Intercultural problems
Interest representation in other countries
General social framework conditions in other countries
Other


very important
important
not very important
unimportant
10
9
8
7
6
5
4
3
2
1
0
3
7
1
7
4
6
5
8
3
6
5
4
4
3
3
2
5
10
Theoretical inputs (which address general political, economic or social topics and offer political orientation)
Inputs bearing relevance to the field of practice (which directly relate to works council work)
Exchange between EWC members
Exchange between EWCs of different companies
Advice from experts
Autonomous group work
Additional

The exchange between EWC members and advice by experts were placed at the top of the list by all the persons surveyed, but also exchange between EWCs at different companies was considered by everyone to be important. With regard to the inputs, there was a slight preference for inputs bearing relevance to the field of practice, but theoretical inputs on general political, economic and social topics offering a political orientation were also deemed to be very important or important by the vast majority. Merely the question as to autonomous group work was explicitly evaluated by the persons surveyed as less important.

In response to the question as to how important a *variety* of topics is to them, the EWC representatives offered different answers: five stated that a seminar/workshop should be focused on a topic and address it in detail, four preferred more diverse topics to be addressed. Of these, three participants held two topics per day to be appropriate, and one participant only one topic per day.

Working methods

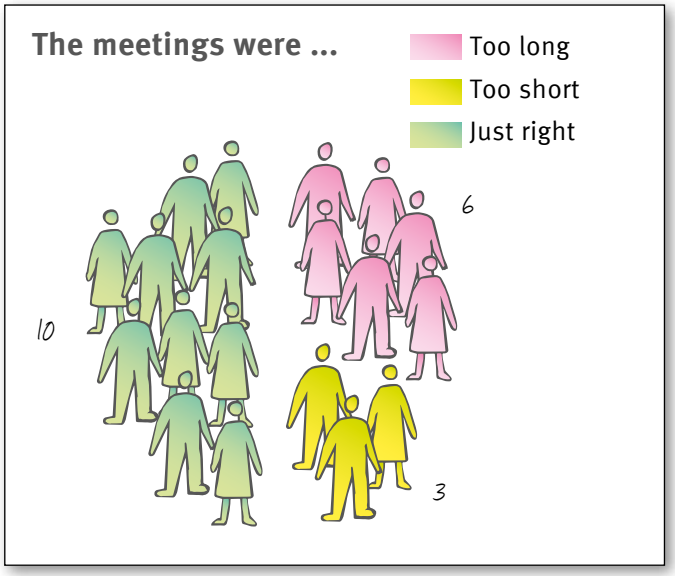
Working methods during the Berlin workshop

In the view of ten persons surveyed, the ratio between presentations and discussions should be balanced, while twelve respondents did consider the ratio to be less balanced to unbalanced; a similar result with one additional negative assessment was produced by the question as to whether the methods used in the workshop were appropriate.

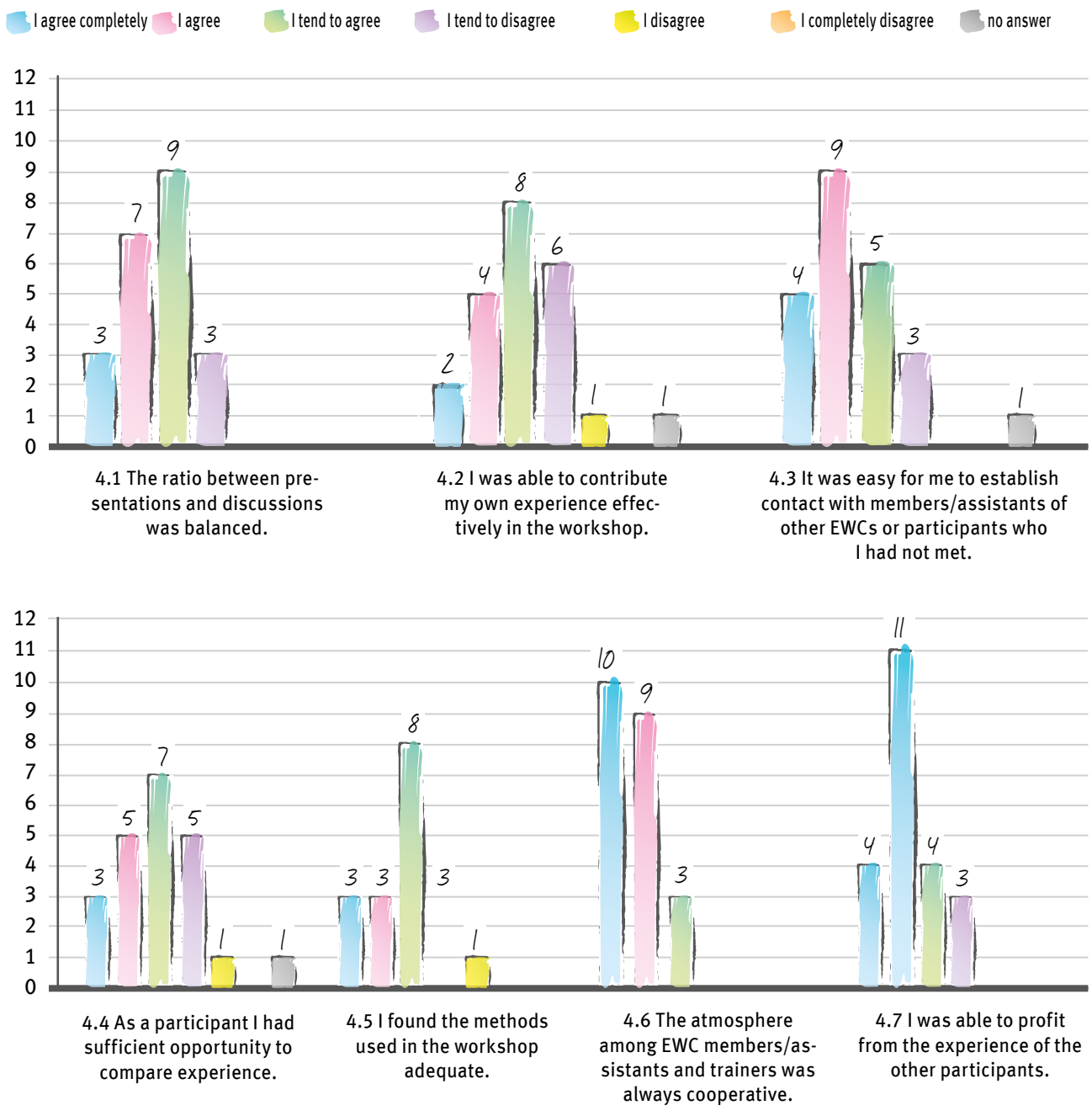
The possibility of contributing one's own experience was viewed rather critically (see 4.2 in the Graph right page). Only six persons surveyed felt that they were able to contribute their own experience effectively in the workshop, while eight considered this aspect to be satisfactory and seven even assessed it as rather negative. The fact that this finding was not due to a language or contact problem is shown by the third statement in the graph below: 13 persons surveyed were even able to easily contact other EWCs. This underscores a clear deficit in the workshop with regard to the possibility to acquire and reflect on the contents conveyed by the participants themselves.

Although the aspect of a comparison of experience was assessed more positively than in statement 4.2, the more sceptical to negative assessments nevertheless predominated here. The atmosphere, on the other hand, was found to be extremely cooperative by the persons surveyed and trainers. It is also encouraging that in spite of the deficits cited in the comparison of opinion, an overwhelming majority of 15 persons surveyed stated that they had profited from the experience of other participants.

The group work was described as stimulating, although its organisation was a critical element. From the perspective of the participants – particularly the results delivered by the verbal evaluation and the participating observers – the autonomous work of the EWC members lacked both adequate time as well as a moderator to provide support. The persons surveyed on the overall design of the program called for more space to be devoted to discussion and fewer program items



The use of working methods during the Berlin Workshop



(presentations) in order to be able to discuss the thematic areas more intensively and detailed and be able to reflect upon them.

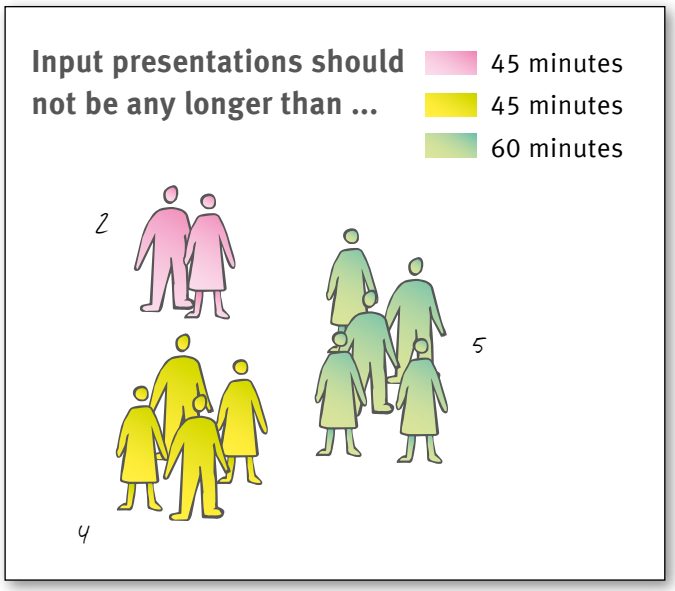
The group was divided with respect to the time schedule structure of the workshop.

It was criticised that the time schedule was not adhered to; it was proposed several times to insert small breaks between the individual items on the program. It was stated that the group work should be assigned more time. The persons surveyed painted a clear picture of how the time management could be improved: a presentation should not last longer than approximately 40 minutes, while the entire workshop should last between two and three days. This evaluation was confirmed by the results of the online survey (see below).

The answers in the evaluation of the workshop did not offer any clear picture of which number of topics would be appropriate for a workshop on this scale, but it was clear that the participants believed there should be fewer topics, with a desire being expressed for the ratio of time between presentations and discussion to be more balanced (50/50) and group work to account for about one-fourth of the time as a percentage of the overall time of the workshop. Regarding the question as to whether the group work should be supported by an assistant or not, no clear result was produced: six participants advocated active moderation, while five were in favour of passive moderation. These questions were taken up once again in the online survey.

Results of the online survey

With regard to the methodological structure of seminars and workshops, the online survey produced a whole host of interesting results that should be taken into account in future EWC seminars. They are presented in the following:



Regarding time management

In response to the question "How much time should be devoted to inputs at least for reflection and discussion?", the majority stated 30 minutes (4 participants) to 60 minutes (3 participants), with one person surveyed even calling for 120 minutes. Only 3 responses were satisfied with 20 (1 participant) or 10 (2 participants) minutes.

Opinions were very divided with respect to the desired length of input presentations, as the following graph shows:

The overwhelming majority (8 participants) were for assigning the same amount of time to questions and discussion compared to input; only two were in favour of having these longer, and one participant shorter, than the input.

The total duration of a workshop or seminar was held to be 2 (5 participants) to 2.5 days (3 participants), 4 days was only stated twice and a longer period once.

With respect to the *composition of the participants*, the persons surveyed advocated a composition which can ensure an exchange between EWCs from different enterprises (7 participants); only 3 respondents felt that the participants

should only be composed of the EWC members from a single enterprise so that they can have the possibility of working intensively on strategies for action for the EWC.

The preferred number of participants for group work was 20 (5 respondents stated 15 to 20 as the desired number, while 3 stated 20 to 25 participants). In response to the question as to the share which autonomous work (independent identification or analysis of topics in groups as opposed to input by experts) should be assigned as a percentage of the total time of the seminar, a majority of 6 persons surveyed were in favour of a maximum of one-fourth, while an additional 4 persons surveyed stated that they would like to have group work account for the same share as inputs. Only one person surveyed stated that he would like to waive independent work completely.

Finally, the EWC members were surveyed about the amount of moderation they would like to have for the group work. This produced just as unclear a picture as the evaluation of the Berlin workshop; but nobody wanted to leave the group work completely up to the persons surveyed: 6 persons surveyed stated that there should be active moderation guiding the process while 5 participants favoured *a more passive type of moderation (...) which only intervenes when exchange in the group starts to lag.*.

Organisation of the workshop

Excellent feedback was provided on all important aspects of the organisation of the workshop in Berlin, namely lodging, meals and the support program[1]. There were also negative tendencies in two cases, however: in response to the que-

1 Questions were posed about 1) the entire organisation, 2) the lodging, 3) the meals, 4) and the secondary program.

Net2Quali-EWC

stion about information being made available in advance to the participants before the workshop (3 rather negative responses), it was criticised that the organisational team was too large; some participants complained that there was too little structure and a rigid framework.

Conclusions

In sum and with respect to events in the future, the following aspects can be noted:

There is a great need for seminars and workshops at which EWC representatives from various European countries can receive continuing education and are able to compare notes on topics of importance to their own actual practice.

The exchange between EWC members, including the exchange between EWCs from different companies, and advice by experts are considered important. The respondents said that input by experts should bear relevance to actual practice, but also theoretical contributions on general political, economic or social themes for the purpose of providing political orientation were viewed by most of the persons surveyed as important.

A new field of training has been created with the topic of *innovation in transnational enterprises*, which has met with a very positive response among EWC members. With respect to action-related skills, a need for negotiating skills with management is especially perceivable.

The persons surveyed made important proposals regarding work methods and the organisation of the workshop which should be taken more into account in the future. These need not be repeated here.

The proposals offer important clues on how to design the ratio between external input from experts and space for comparing notes and exchange in a balanced manner. Time management should be arranged so that the attentiveness of the participants is not overstrained and enough room remains for discussion. A greater period of time for independent acquisition of content and reflection in working groups was called for. The groups need to be moderated, however, and composed in such a manner as to allow an interesting discussion.

One general conclusion for the evaluation of the Berlin workshop and the online survey is the need to take the personal experience of EWC members more into account and turn such into a subject in learning processes. Independent of the topic, one important question for the planning of future workshops and seminars should therefore always be: *What technical expertise can the EWC members contribute?*

Their great willingness to take part in the surveys shows how much they are prepared to make their own contribution.

Chapter 7

Workshop strategy Technological change and innovation in energy and green technology as a topic for EWCs

Chaja Boebel, Martin Roggenkamp, Ferdije Rrecaj, Sophie Jänicke


Chaja Boebel


Martin Roggenkamp


Ferdije Rrecaj


Sophie Jänicke

Introduction

Company innovation capabilities are increasingly turning into a crucial factor in the competitiveness and qualified employment of advanced, knowledge-based industrial societies in Europe. While cost-oriented competitive strategies of enterprises are proving to be less sustainable in a globalised, dynamic economic space, with short-term relocations of sites having a negative impact on the quality of work and the training of employees, innovation-oriented company strategies make possible sustainable competitive advantages, long-term development perspectives and the establishment of long-term, qualified employment possibilities. In particular in the context of dwindling energy resources and climate change, requirements facing the innovative capacities of enterprises are on the rise.

- The co-determination and co-design of innovations by employee representatives is at the same time a crucial resource for the innovative capacity of enterprises: sustainable innovations are usually not limited to product innovations or innovation of product technology, but rather also include organisational aspects, cooperation between different departments or staff, social aspects, etc.. Sustainable implementation of innovations therefore requires that the expert knowledge of staff be taken into account in the development, design and implementation of innovative processes.
- From the perspective of employees, innovation processes are associated both with opportunities and risks. A long-term orientation of enterprises towards innovation should therefore include employees in the design of innovation processes in order to secure their long-term acceptance.
- Employees generally have longer-term ties to the respective company than management. They are therefore in a position to contribute long-term and sustainable innovation perspectives in the company context.

Against this background, this workshop concept is intended to make a contribution to establishing the active development and implementation of innovations in companies as a new field of action by European Works Councils (EWCs) on the basis of comprehensive training.

The foundation for this strategy was provided by the joint development of a seminar program by trade union training institutions from seven European countries and the European level. It was tested and systematically evaluated within the framework of a three-day seminar in which 19 EWC members from nine countries and six enterprises participated (regarding the results of the evaluation see Chapter 6). In the revision of program by the participating training institutions on the basis of the results of the evaluation, the following more general aspects were in particular taken into account in addition to the evaluation of individual items on the program:

- Generally speaking, the participants in the workshop welcomed the theoretical input at what was at times an academic level. They criticised the lack of possibilities to reflect adequately on this input, however. For this reason only one input per day is provided for in the revised strategy.
- The participants appeared to be put to the task at times with respect to independent reflection on inputs in the working groups. For this reason strategies and methods for promoting subject-oriented reflection in working groups are proposed.
- From the perspective of the participants, the time sche-

dule for the program was too dense and the individual sessions were too long. The time schedule was therefore taken apart and split up into smaller time units.

- The participants apparently have basic intercultural skills and appeared to be insufficiently challenged by the general introduction to intercultural skills. For this reason intercultural training is proposed which is heavily geared to everyday company practice while intercultural skills should be honed in the company context.
- The composition of the participants – two EWCs were represented with five respective members each, with the others having one to two representatives – proved to be unfavourable. Internal EWC reflections were only possible for two EWCs. The exchange between EWCs at different companies was imbalanced.

Aims and structure of the training

The overarching aim in the training is to firmly establish promotion of innovation at companies as a field of action for EWCs through their activation in the development and acceptance of innovations. To achieve this, the workshop strategy pursues the following sub-goals:

- the conveyance of skills in assessing innovation perspectives and actual activities by the enterprise within the context of the market environment and, based on this, the conveyance of skills for the development of innovation strategies and individual innovations;
- a critical awareness of opportunities and risks of innovations for the employees;
- the promotion of self-assertiveness vis-à-vis the management with regard to – longer-term – innovation prospects of employees and employee representatives;
- conveyance of specific action-related skills in ensuring acceptance of innovations in companies.

The structure of the workshop program is broken down into three modules, each of which lasts one seminar day. The first module is focused on *sensitisation and activation of EWC members for the promotion of innovations as a task of EWCs*. These include the conveyance of an all-embracing definition of innovation which covers the perspectives and interests of the employees, the conveyance of the possible contribution (and the importance of) participation by employee representatives to company innovation strategies and reflection on the opportunities and risks of innovations from the perspective of employees.

The second module is focused on the conveyance or strengthening of the innovation skills of EWC members in the company context and includes exchange, experience and examples of best practice and the development of company-related innovation strategies. The third module, finally, includes the *analysis of innovation requirements with a view towards resource efficiency*.

Preparation and organisation

It became clear over the course of the example workshop how important a balanced composition of participants is to results-oriented work. Both inter-company exchange as well as internal cooperation in individual EWCs hence make this transfer possible in everyday work.

In order to achieve this, possible participants have to be addressed and invited to the workshop as early on as possible so that they can plan the dates in their schedules well in advance.

Ideally the preparatory time should not be too long, but at the same time reflect the intercultural aim of the event in its composition and be made up of representatives from as many of the participating European training institutions as possible.

Net2Quali-EWC

Overview of the seminar programme*

Day of arrival		Day 1		Day 2		Day 3	
		08:30 – 09:00	Welcome and presentation of the agenda	09:00 – 09:30	*Warming-up:* Lemon game	09:00 – 10:30	Warm-up: fan club Input: **Fields of activities for company innovations: green technology/efficient use of resourcesg** External experts followed by a discussion in the plenary group
		09:00 – 10:30	Introduction of the EWC with wall newspapers	09:30 – 11:30	Moderated interview: **Examples of successful execution of innovation processes at a company by the EWC** (2 EWCs)	10:30 – 11:00	*Coffee break*
		10:30 – 11:00	*Coffee break*	11:30 – 11:45	*Coffee break*	11:00 – 12:30	**Intercultural training taking into account the company context** Moderation by external experts
		11:00 – 12:30	*Input:* **The importance of interest representation in implementing and developing innovations at companies** External expert Followed by a 30-minute discussion in the plenary group	11:45 – 12:45	*Inter-company group work::* **Dealing with innovation processes at one's own company**	12:30 – 13:00	Evaluation of the workshop
		12.30-14.00	*Lunch break*	12.45-14.00	*Lunch break*	13:00	*End of the workshop*
		14:00 – 15:45	*Internal company working groups:* **Reflection on innovation processes in everyday work of the EWC**	14:00 – 15:00	Presentation of the results from the working groups in the plenary group		
		15:45 – 16:00	*Coffee break*	15:00 – 15:15	*Coffee break*		
		16:00 – 17:30	Presentation and discussion of the results in the plenary group	15:15 – 17:15	*Internal company working groups:* **Development of innovation strategies and specific steps for the respective companies**		
by 20:00	Arrival and individual welcoming and dinner together	beginning at 18:00	Evening event	17:15 – 1815	Presentation of the results of the working group results in the plenary group		
20:00 – open ended	Getting to know one another: - Puzzle of Europe - "Cultural game" - Open-ended - "Welcome Diversity"			ab 19:00	Evening event		

* On this see also the description of methods in the Annex

When actual experience from individuals' own work is presented or is to be made use of in the course of the workshop, the participants have to be informed about this in good time in advance so that they can prepare.

The expectations of the participants in the workshop should generally be enquired about prior to the event – but no later than at the beginning of the event – so that speakers or moderators can also be notified thereof so that they will be able to prepare for their part.

It should also be noted in the invitation that the evening event on the day the participants arrive is a binding part of the event, which makes proper planning of travel to the event necessary. The invitation must state a request to bring something typical of one's home country (to eat, to drink, music, etc.) for the "cultural game" (see below) planned for the first meeting.

Day of travel to the event

The day of travel to the event should not be devoted to actual work, but rather solely to the participants getting to know each other.

This takes place without interpreters both for cost reasons as well as to promote personal intercultural contacts, which is why methods are selected which are less language-based. On the other hand, it is expected that communication and understanding will be possible using English and the participants helping each other out.

The participants, who in some cases will have a long trip behind them, begin with a meal together at the event location in the evening and then go to a room which is decorated with maps of Europe and pictures fitting for the theme.

Following a brief welcoming address, in which the team that has planned the event and is to guide it through the three days is introduced, the participants are split up into several groups, with each group receiving a puzzle of Europe which they have to team up to put together without speaking to each other. The fastest group wins.

The aim is to get the participants into contact with one another with this initial "ice-breaker" and to show that competition is fun. They discover that a joint project is possible and can be solved without language skills. The puzzle of Europe by the same token constitutes a visual reference point for the geographically scattered countries of origin of the participants.

In the following "cultural game" the participants present something typical from their country which they have brought with them and tell something about it, possibly with the support of colleagues. During this round they become visible as individuals for the first time, but do not have to speak about themselves in front of a still-unknown group of strangers, instead discussing their country/region in general terms. The presentation on typical cultural aspects of a country or region offer those persons making presentations a possibility to introduce cultural aspects in a humorous manner, which experience shows can be used for self-portraits with a pinch of self-deprecating humour. Humour at the same time offers a good basis for initial intercultural communication. Because

experience indicates that a lot of culinary items are brought to the seminar, plates, knives and silverware should be available and an opportunity provided to end the evening by dining, drinking and listening to music together.

First day:

Module Sensitisation and activation of EWC members to promote innovation as a task of EWCs

The first workshop day begins with an introduction of the participants in groups composed of members of the same EWCs. They are assigned the task of presenting the company, the EWC and cooperation in the EWC on a wall newspaper. Photographs of the individual members should be made on the day of the arrival so as to place these on the wall newspaper. In addition, maps of Europe can be used on the wall newspaper for illustrative purposes with lines leading to photographs showing the variety of origins of the participants. In addition to introducing the persons involved and their respective work contexts, the aim of the wall newspaper is to introduce the participants to exchange in day-to-day practice in the various EWCs.

Possible topics, questions and tasks can therefore be:

- Labelling the sites of the company on a map of Europe.
- Structure, products and employees of the company
- Composition of the EWC
- History of the EWC
- What has been the most important topic of the EWC recently? What have the most important topics been for individual EWC members?

The wall newspapers are presented jointly following the group work, making possible the first exchange between the EWCs attending through the questions posed.

The EWCs, their work and the company are at the heart of this type of introduction. Some topics which may become important in the future course of the seminar might crop up here.

These introductions, lasting one and a half hours, are followed by a coffee break and then the first actual module in the form of an expert lecture.

The aim should be to emphasise how necessary it is to involve employees in the development and launch of innovations, to sensitise and furthermore also activate EWC members and promote an understanding of innovation which places the interests and perspectives of employees at centre-stage. The presentation should therefore revolve around defining innovation in a way that goes beyond technological and economic aspects.

In addition, participants should be sensitised to and identify the opportunities and risks posed by innovations and how the interests of management and employees may diverge on important questions and perspectives.

Before breaking for lunch, the presentation by the expert is followed by a brief round of questions, in which the topics for the working group taking place in the afternoon are not dealt with ahead of time by overly intensive discussions.

Working groups: exchange based on individuals' own experience with innovation processes in their own company

After breaking up into moderated working groups along company lines, the participants are to be provided the opportunity to compare notes on the content of the presentation in the morning and to develop an awareness of the extent to which they are already involved in processes of innovation at their companies and what difficulties they have to be aware of in this regard. The aim of this working group is to reflect upon and deepen the theoretical approach to an expanded definition of innovation in the company context.

The moderated discussion should take place along the lines of questions like these:

- Is the definition of innovation presented one which reflects their everyday work?
- Are we involved in our company's innovation processes?
- What difficulties do we have to analyse if we want to implement/gain approval for innovation processes?
- Is the management willing to accept and implement proposals of the EWC for innovations?

The working-group phase lasts a total of one and three-quarters hours. The respective group itself decides when to take five-minute breaks. The moderators write down the results of the discussion on flip charts. These are presented and discussed by the participants afterwards in the plenary session.

Second day:

Module *Strengthening the innovative skills of EWC members in the company context*

Since the first module has fostered the innovation skills of EWCs at the general level, the second module focuses on strengthening innovation-oriented, action-related skills in the company context, which is intended to empower the EWC members to develop company-related innovation perspectives and gain acceptance for these at their companies. The module is first of all based on an exchange over problems and examples of good practice in gaining acceptance for innovations at companies and secondly on the development of specific company-related innovation strategies and steps in actions to gain acceptance of these strategies.

The second day of the workshop is to start with a brief game to loosen up and sensitise the participants to intercultural differences. The lemon game is an exercise sharpening perceptions and linguistic expression while making participants conscious of the difference between prejudice and linguistic generalisations on the one hand and the exact examination and perception of unique traits on the other. At the beginning of the game, the participants are asked what comes to mind with respect to the topic of "lemon". After each person has voiced their associations, each individual is given a lemon and instructed to look at it closely, to feel it in their hands and smell it. After this the lemons are mixed up in a bag and placed in a pile. The participants now have the task of finding "their" lemon.

After the participants have relaxed playing the lemon game, an input then takes place which seeks to place the theoretical discussion on innovation as a field of action for EWCs on a solid foundation through examples from actual practice.

Examples of good practice in the promotion of innovation through EWCs – moderated interview: How can the topic of innovation be placed on the agenda by a European Works Council?

To make the presentation of examples from the field of practice as open and practice-oriented as possible, input takes place in the form of a moderated discussion between - if possible - two EWC representatives who have already successfully implemented innovations at their respective companies.

The aim of this method is to link up previous theoretical inputs with the field of practice. The participants receive suggestions as to how innovative processes/green technology can be put on the agenda by the EWC. Based on the examples presented, it becomes easier for them to establish reference points to the theoretical approaches conveyed as well as their own everyday work at companies/in the EWC and derive linkages for their own actions.

The examples of good practice addressed in the workshop were:

- the case of Vénissieux: The EWC was able to prevent closure of the plant by converting production from that of an automotive supplier to solar panel production.

- the case of Ford: The EWC has been activated with respect to the topic of innovation/e-mobility and is conducting a dialogue with the management on the future development of business fields and jobs.

The cases were respectively presented by a guest who was involved in the process himself (Bosch: Mark Soubitier, employee representative in Vénissieux, EWC member of Bosch; Ford: Georg Leutert, moderator for the Central Works Council of Ford Germany).

The moderated interview took part in three stages: in the first stage the two representatives gave a brief presentation on the process of innovation – supported by visual media wherever appropriate. This was followed by a phase of closed interviews in which the moderator moderated an exchange between the two representatives in a panel discussion. In the third stage, discussion was opened to all of the participants.

Possible moderation questions for the second stage of the closed interview could be:

- What factors led to the success of your project?
- Where were their obstacles and stumbling blocks? How would you avoid these the next time?
- Were there conflicts of interest in the EWC? How did you deal with these personally? How did you deal with these as a body?
- How did you succeed in taking the step to an aggressive debate over innovation as an EWC?
- How were you successful in carrying on a dialogue with the management on the topic of innovation on a level playing field? How did your relationship with the management develop in the course of this process?
- What role did the specific corporate culture play for you in the successful debate over innovation?
- What would you recommend other EWCs do in order to promote the topic of innovation?
- Recommendation: Hypotheses on the preceding inputs should be developed once again and the guests requested to state their views on these on the basis of their experience.

After the cases have been presented and the panel has discussed several questions, discussion can be opened to all of the participants.

Possible moderation questions for the open discussion could be:

- Does anyone have any questions for the two guests?

- Did anything that was said seem particularly important to you? Do you have any suggestions?
- Does that which was stated correspond to your own experience?
- Are similar processes conceivable at your company/in the EWC?

It is a good idea to specify questions with respect to the individual case in order to keep the discussion lively. Specific questions on the individual cases also make the discussion interesting.

This part is ended by having each of the two guests make a final statement or the moderator making a summarizing statement with a positive look forward to other successful EWC projects on the topic.

Following a 15-minute break, exchange is intensified in working groups.

Working groups: *Approaching innovation in the various enterprises*

The second learning unit is based on the experience from the moderated interviews and deepens this in the respective company contexts of the participants. Since they have been sensitised to relevant aspects of promoting innovation through the presentations of examples of best practice, they now compare ideas on how to involve employees or interest representatives in the innovation policy of the various companies in multi-company working groups.

The aim of the learning unit is to sensitise the respective participant to innovation management at their own company and promote multi-company exchange on participation in development and implementation of innovations.

The groups are composed of six to ten participants respectively. At least three of the companies from which the participants in the workshop come from should be represented in each working group.

The exchange between the participants is moderated and oriented towards the following *guiding questions*:

- Are employees or their interest representatives involved in the development and implementation of innovations?
- How do the respective companies deal with ideas from staff members? Is there a system for suggestions or other forms of idea management? What is it like? How is the EWC or other interest representation bodies involved in this?
- In what form are interests and needs of employees taken into account in the development and implementation of innovations?
- Are interest representatives involved in
  - the development of innovations,
  - the development of implementation processes,
  - the implementation itself?
- How does the management deal with proposals for innovations made by EWCs, other interest-representation bodies or individual employees?
- Has the EWC ever attempted to suggest innovation processes?

The working groups are to discuss these questions for 60 minutes. The most important aspects of the discussion are recorded on a flip chart.

Following a lunch break lasting one and a half hours, the results of the working groups are presented and discussed in the plenary group.

Working group: *Development of innovation strategies and specific action-related steps for the companies involved*

Based on the exchange of experience with the other companies, the EWC members develop innovation strategies and

specific action to gain acceptance of innovations in their own companies working in working groups along company lines in the third learning unit.

This is based on the following objectives:

- the promotion of action-related skills to gain acceptance for innovations at the company;
- adoption of that which has been learned so far to the specific company context of the participants;
- the development of innovation strategies for the participants' own company;
- the conveyance of methods to categorise the innovative capacity of one's own company;
- promotion of a critical awareness regarding development perspectives of one's own management;
- development of specific actions to gain acceptance of innovations.

The working groups broken down along company lines are moderated in a systematic manner. The moderation by the same token promotes intensive preparation with respect to the market situation of the respective enterprise. If need be, preliminary discussions with the EWC or the company trade union advisor may be a good idea.

The results of the work are then developed in three steps:

1. *Development of scenarios on the development of the company*
   In the first step, the EWC members develop short-term (5 years), medium-term (5 – 15 years) and long-term scenarios on the development of the company environment. At the same time, the participants formulate expectations with regard to the development
   - of the market environment (competitive situation and demand);
   - (political) framework conditions (market for raw materials, environmental legislation, other legislation, etc.);
   - technological innovations;
   - the labour market, situation with respect to skilled labour, training structure.

   It is important to keep in mind what scenarios and perspectives the management bases its decisions on in order to critically examine their time horizon and if need be identify conflicts of interest with regard to the time perspectives on company development.
2. *Development of innovation strategies*
   Based on the scenarios, the participants develop innovation strategies for their company which correspond to the respective scenarios for the company environment, and differentiate these according to the time horizons. This allows possible contradictions in the various strategies to be identified – for example, a short-term cost strategy may impede the medium-term strategy of a broad technology spurt or similar.
3. *Development of specific actions to gain acceptance for the innovation strategy developed at the company*
   After this, the EWC members jointly develop actions to gain acceptance of the innovation strategy at their company.

   The working group phase lasts approximately two hours. There is a five-minute break after each section.

   After this, the working groups present the results they produced in the plenary group.

Third day:

Module *Analysis of innovation requirements with respect to resource efficiency*

While the two preceding modules have addressed innovation-related aspects of the work of EWCs at the general level based

Net2Quali-EWC

on company experience, the topic is distilled with input from experts on the last day, with the focus being placed on innovation in the area of ecological sustainability.

The process analyst and chemist Prof. Dr. Michael Braungart was invited to the Berlin workshop to give a presentation on sustainable rethinking of production and recycling of products based on the principle of ecological efficiency (*Cradle to Cradle®*).

Other speakers and topics are conceivable.

The aim of this working session was to develop a perspective pointing beyond everyday business and offering a possibility to ask about things taken for granted and place innovation in a larger context.

In selecting and inviting experts, it should be kept in mind that they need to have basic knowledge of trade unions/co-determination and EWCs and be open to trade union tasks and fields of action.

A total of 30 minutes are available for this module, the presentation and the following discussion in the plenary group.

Intercultural training

The workshop is concluded in the ideal case by a brief intercultural training unit. This offers the opportunity to promote

intercultural cooperation between EWC members, link this up with company experience in cooperation by EWCs and to constructively analyse difficulties which crop up as a result of possible cultural differences.

In addition, a brief role-play based on actual experience and events offers a good foundation.

The trainers should be familiar with trade unions and have wide-ranging experience in work with works councils and EWCs. Only the issues touched upon here can be focused on during this brief training unit, which only lasts one hour.

The conclusion of the workshop consists of a written evaluation which takes approximately one hour, and a round of feedback.

Chapter 8

EWC training session on the topic of "innovation"

Christopher Dreßen

Christopher Dreßen

This article summarises the results produced by an international workshop which was planned spontaneously during the EWC Workshop in Berlin. The participants were: Hans-Erik Andersson (ETUI), Chaja Boebel (IG Metall), Nadja Christy (CO-Industri), Bruno Demaitre (ETUI), Jean-Claude le Douaron (ETUI), Sophie Jänicke (IG Metall), Undine Memmler (ETUI), Holger Rößer (ETUI), Ferdije Rrecaj (IG Metall), Martin Roggenkamp (connecting europe), Rosi Schneider (IG Metall), Concha de Sena (CCOO), Marika Varga (IG Metall).

The international workshop for European Works Councils conducted within the framework of the project in Berlin first of all underscored that the topic of innovation at companies meets with tremendous interest among participating EWCs. Secondly it became evident that EWCs can play an important role in the development and acceptance of innovations at the transnational level – innovations which always also involve work organisation and social aspects.

The following seminar strategy and modules have been developed upon this occasion for the European educational moderators. Their task is to help support these processes, to offer participating EWCs an orientation in the complex field of innovations and foster action-related skills along these lines.

The seminar strategy has been developed in cooperation between several trade union or trade union pedagogues working in national and international educational work. Colleagues from ETUI, CO-Industri and IG Metall as well as trainers from Spain, Germany and Sweden were involved.

At the same time it was ensured that the special demands which apply to the training of an EWC body are kept in focus. Because European Works Council bodies often only have the possibility of attending brief seminar units, a modular training strategy was developed to ensure that different time requirements could be accommodated as flexibly as possible. At the site same time, it was assumed that the process of identifying topics has already been concluded, i.e. the EWC has already decided to address the topic of innovation.

The aim of the training strategy is to promote strategic, analytical and action-based skills of EWCs with respect to innovation in the company context and in this manner strengthen their position. EWCs are to be empowered to adopt a long-term company perspective and, based on this, develop innovation strategies and innovations. This strengthens their action-related skills by on the one hand obtaining acceptance for innovation processes at the company in a proactive manner and secondly by being able to react to the innovation plans of the company.

The training strategy is intended to help EWC trainers foster and encourage action-related skills along these lines. By the same token, changes in strategy by EWC trainers on the basis of their individual experience and training style as well as consideration for specific conditions at the companies involved are welcome.

Module 1: Approaching the topic of innovation

Objectives

Innovations are an element both of private and professional life which are taken for granted. Especially as a result of this, it is often the case that innovations are not consciously recognised in terms of their impact on one's own individual life and are hence not analysed.

In the first step, the task is to identify the notion of innovation from the perspective of the personal experience of participants at the private and company levels. This underscores the importance of the topic to the participants. At the same time, an exchange is to take place on common aspects and differences in individual and company-related perceptions. A personal reference point is to be created which facilitates access and paves the path towards further analysis of the topic of innovation.

As a result of its introductory nature, this module is also suited to (re-)establishing personal ties between the seminar participants and reducing (language) barriers. This is also because even experienced EWCs whose members already know each other well often experience a considerable passage of time between rare joint meetings.

Mode of procedure and methods

The participants sit in a half-circle with a presentation area set up on its open side. The moderator team explains the task at hand.

Four questions are first presented with the aid of the beamer, flip chart or wall newspaper on the importance of innovation to the participants at the private level:

- What has been the biggest innovation in my life in the last five years?
- Why do I call this an innovation?
- What consequences does this innovation have for me?
- Why did I hesitate?

The questions stated on a *concept card* have been selected in such a manner so that each participant can easily find answers and develop a personal perspective on the topic. At the same time, this goes beyond merely a superficial answer, as the question forces participants to critically analyse the innovation they identify.

Following this presentation, task sheets listing the questions posed are passed out to the participants in their respective languages. They now have five minutes to think about the questions and note down some ideas on them. If it is possible in language terms and time, an exchange may also take place between neighbours. In this case, the participants should be given 10 to 15 minutes.

The individual answers are then presented.

Following this, the entire procedure is repeated. But then the questions address the company level:

- What experience have I had with innovation at my company?
- What role does innovation play at my company?

The collective findings from the previous round can now be adopted in the company context by the participants. The following presentation of results leads to a round of discussion in which commonalities and differences in site-related perception of innovations are addressed.

Module 2: What are we talking about?

Objectives

Much has already been written about the topic of innovation and everyone has some idea of what it means. One can also say, however, that everyone has a notion of innovation containing different focal points (see Module 1).

In order to be able to analyse such a complex topic, however – especially in intercultural groups such as an EWC body – it is important to agree on a common definition of the subject to be addressed.

And especially as an EWC body, the task is to develop an individual position on the topic of innovation, which may definitely differ from the notions of trade unions or the company management.

Mode of procedure and methods

In order to sharpen the awareness of the seminar participants for the existence of different interests and views on the topic of innovation, they are first of all confronted with definitions exhibiting different nuances in which they have to state a position – without knowing the source. In the ensuing discussion, at the end of which the individual sources are revealed, it is possible for the participants to develop their own common definition.

The participants find a room with numbered pinboards, flip charts and similar upon which definitions of innovation are presented. There are no chairs or places to sit down, or these have been moved to the edge of the room. The leadership team introduces the sequence and calls upon the participants to select a definition which conforms most closely to their notions of innovation (standogramne of positions). A translation of definitions into the respective languages of the participants is passed out during this time. The leadership team gives the participants 15 minutes to place their definition on their wall.

After this, each participant explains his or her decision (maximum of five minutes per person). This is followed by a discussion moderated and supported by the guidance team over differences in definitions and in the course of which the sources of the individual definitions are revealed (approximately 60 to 90 minutes). After a break, the participants are asked to find a common definition which is then recorded on a flip chart by the guidance team (approximately 30 minutes). This commonly agreed-upon definition can be placed in a readily visible place in the room for the remainder of the seminar.

Module 3: Opportunities and risks

Objectives

If processes are being modernised and innovations introduced at a company or plant, this may have various consequences for different groups of persons. These consequences may – depending upon one's perspective – be positive or even negative and should be taken into account when the task is to assess planned innovations at a company. In order to illustrate this aspect to the participants in the seminar, a

risk analysis technique like the ones used in modern project management is used in this module. Thus, the participants are provided an instrument which they can also use in the future in order to identify their own position towards certain innovations at the company.

The aim of this module is thus twofold: first of all awareness of the participants for the various effects of innovations is to be heightened; secondly, participants are provided a tool for use in practice in order to assess the effects.

Mode of procedure and methods

In order to design this module to be as closely based on practice as possible, it is a good idea for the guidance team to inform itself about upcoming or possible innovations at the EWC company. This can be done in advance by their own research or through discussions with a contact at the EWC. It may also be the case, however, that the examples of innovation required have already been identified in a previous module. At any rate, the guidance team needs to use respective information along these lines and make examples available before the beginning of the module. In the event that no research has taken place in advance, nor have any examples of innovation at the company been stated, a small round of discussion (approximately 30 minutes) is to proceed the module in order to jointly lay down the topic to be addressed. This can take place at the end of the preceding module, for example.

After this, the participants are assigned the task of carrying out their own assessment of the innovation which has been identified, which will be discussed by the entire group afterwards. The result produced is a joint assessment which is then written on the wall newspaper.

The participants sit together in a U-shaped arrangement in a room at the end of which there is a wall newspaper showing an assessment wall newspaper.

If the innovations which are to be analysed are clear, sheets with the assessment scheme from the wall newspaper are passed out to the individual artisans – if there are several topics, several sheets and wall newspapers need to be prepared. Then the guidance team explains the task using the wall newspaper (approximately 15 minutes). After this, the participants are given time (about 30 minutes) to think about the respective opportunities and risks and to then make notes of these on the sheets which have been passed out. Their thoughts and ideas are then put together in the plenary group, discussed and the results written on the wall newspaper, which has been empty up until then (around 90 minutes). The guidance team then assumes the moderation. The wall newspaper can be placed

Opportunities and risks:
(the innovation to be analysed)

Stakeholders	*Opportunities*	*Risks*
Environment		
Staff		
Society		
Company		
Customers		
Me myself		

in a readily visible place in the room for the rest of the seminar.

Module 4: From theory to practice

Objectives

Globalisation has significantly picked up its pace with the rise of modern communications technologies – above all the Internet. With this, the (working) world has changed with breath-taking speed. Against the background of this rapid change, people often only have time to react to current events but not to help shape the future in a proactive manner. This module supports EWCs in strengthening their capabilities to help shape the future.

That seminar participants are provided techniques to help them think beyond the horizon of everyday work requirements and act in a proactive manner. To this end, they are to find a common language and common understanding of the opportunities and challenges which will face the company and its staff in the future. The participants are enabled to create an overview of how the market and environment of the company could develop in the future using the scenario method. In this manner they learn to anticipate future changes and prepare for them. This makes it possible for the EWCs to submit their own proposals for specific innovation processes to the management.

Mode of procedure and methods

The scenario method has been developed by the Institute for Prospective Analyses. This is a method to develop flexible, long-term plans by creating a limited number of different scenarios (usually a maximum of four). The task is to react to these. By proposing different scenarios, the method helps put a dialogue in motion over the future. The dialogue seeks to conceive of alternatives, to prepare for different forms of innovation in the future and address the risks and opportunities lying ahead.

Work with scenarios moreover clearly establishes that the future has not yet been decided and one can actively influence it!

In this module, the EWCs, trainers and trade unionists, advisers and/or experts having a specific knowledge of the environment the company operates in should be invited in order to work in a manner which bears the greatest possible relevance to the field of practice.

The scenario method can be broken down into five steps..

1. The scenario method can be broken down into five steps.
2. The participants list the variables, the driving forces and events which the company and/or the staff will be affected by in the next 20 years – or whatever period of time is viewed as relevant.
3. The most important driving forces are placed on two axes, with each force being assessed on the scales as “uncertain/(relatively) certain” and “important/unimportant”. All forces categorised as unimportant are disregarded. The main factors are then assigned according to their importance and probability.
4. The two most important driving forces are selected and presented on a matrix. Each quadrant of the matrix stands for a possible future development. The future scenarios resulting from this are specified and assigned names.
5. Brainstorming then takes place on the consequences and measures for the four scenarios. The consequences are listed for each scenario and the measures which hold out promise of success for the company and the staff are written down. Thus the idea is to develop strategies in the context of different future scenarios.

The participants develop an action plan and the relevant persons are assigned their tasks. The five steps can be carried out in smaller groups, whereby the results of each step are to be presented and discussed in the plenary group.

In the case of seminars which last less than three days, it is a good idea to shorten the process. A specific topic – or these four scenarios – can be specified in advance by a smaller group (consisting of, for example, the traders, the EWC executive committee and an expert). The relevant periods of time for these scenarios can be specified and the data required for them compiled in advance. This saves time during the seminar. It may also lead to the work process being taken out of the hands of the rest of the EWC to a certain extent, however.

Chapter 9

Development of quality standards for the training of European works councils at the international level

For trade unions to properly perform transnational training measures for European works councils (EWC) a common understanding of minimum standards is needed regarding the quality of these measures.

High quality of workshops and seminars offered by trade unions are becoming ever more important first of all because of growing competition by private, non-trade-union providers. Secondly, a common understanding of expected quality standards facilitates cooperation and communication between partners working together to organise international seminars. This is of particular importance when partners from different countries have to work together.

A common seal of quality that guarantees a high quality level and a particular orientation or alignment strengthens the market position of trade union providers. At the same time it is an instrument that contributes to a continuous improvement in training programmes for EWCs.

In a transnational context, a broad spectrum of quality aspects facilitates a joint discussion that is influenced by different cultural backgrounds.

The aspects of quality are oriented towards the following categories: communication with participants, infrastructure, organisation, content, form and methods, theoretical approaches, practical objectives of training and evaluation.

The suggested quality standards only serve as a basis for discussion and perhaps the beginning of a process in which common quality standards are established for EWC training at the European level. These have been developed by partners of seven European countries and the European level and they need to be specified, expanded and perhaps even "tightened" over the long run. More trade union providers of EWC training should discuss them and get committed to the quality standards.

The establishment of quality standards should not limit the possibilities of designing training measures. Diversity promotes inspiration and creativity. And creativity is the basis of innovations in the field of international training. From the point of view of the addressees, however, there needs to be a reliable framework that guarantees orientation and certainty. This is what quality standards should produce.

Against this background it is important to intensely discuss individual aspects because it has to be ensured that quality standards fit in with the wideranging practices in training EWCs and that they does not restrict the scope of design.

The suggested quality standards are therefore intended to serve as reference points and have been split up into "must" standards, focusing on minimum standards every training measure has to fulfil, and "should" standards that identify conditions that are important for successful training, and "can" standards that offer an orientation for optimal design of training measures.

The suggested quality standards have been developed by the partners in the project on the basis of a survey of EWC members' demand and the evaluation of the workshop that was performed during the project.

Quality standards for the training of EWC at the international level

1. Objectives and contents of the training measures must be clearly defined and the participants must be informed about these before the start of the training.
2. The modalities of arrival and accommodation must be planned in a reliable way. The participants must be informed about this by four weeks before the start of the training programme.
3. Location and rooms must be appropriate for the performance of training measures. Teaching material and appropriate media must be available.
4. 4In preparation or at the beginning of the training measure the participants must be asked about their expectations with regard to the training. With respect to the concrete execution of the training measure, the results of this survey must be afforded adequate consideration.
5. Language barriers should always be taken into consideration in the preparation and performance of training measures.
6. Every workshop must follow a reliable time schedule. Both the individual parts of the agenda as well as the break times must be properly adhered to. No part should exceed 45 minutes without a break.
7. 2 to 2.5 days is the ideal time frame for EWC training measures.
8. To guarantee an intense exchange at a high level between the participants, a balanced composition of participants is necessary. In workshops with EWCs from different companies, each EWC of an individual company should be represented by two participants at a minimum.
9. The optimum number of participants is 15 to 25. This number guarantees an intense exchange in a workshop.
10. Whenever possible and useful, a training measure for EWCs should promote the exchange of information and experience between EWCs of different companies. If training measures are directed at an individual EWC, EWC members of other companies can be invited as referees.
11. Training measures for EWCs are based on a subject-oriented approach: courses focus on participants as actively learning subjects. The main objective must be to activate and promote independent learning processes.
12. The trainers‘ qualifications must meet minimum requirements with regard to professional and methodical competencies. Verifiable skills must be acquired through qualification, further training or longterm experience in pedagogical practice. Trainers should have experience and knowledge regarding the work of EWCs.
13. A reliable framework and active moderation that is well prepared are preconditions for independent learning processes. Subject-oriented training implies a high degree of responsibility on the part of trainers as well as a high degree of methodical competencies.
14. EWC members are highly interested in knowledge-transfer. A balanced relationship between expert-inputs at a high level and independent processes of learning by the participants must therefore be attained with regard to the contents as well as the time schedule.
15. A single input should not last longer than 45 minutes. It should be guaranteed that after every input participants have the same time at a minimum for systematic reflection and independent adoption of the input.

Net2Quali-EWC

16. All content of the training measure must be related to daily practice by EWCs. This relationship must be communicated by the trainers in a comprehensive manner. This requirement has to be taken into account in the development of workshop concepts.

17. The work of EWCs requires considerable intercultural skills. The training of intercultural competencies is therefore an important part of EWC training. This should always encompass advanced material that is directly related to the everyday work situation of EWCs.

18. Every training measure must be evaluated by the participants in verbal and written form. The participants should be informed about the results of the evaluation. The results must furthermore be analysed and reflected upon by the trainers. Whenever appropriate, the training concept should be optimised on the basis of the evaluation results.

Chapter 10

Conclusion: Creativity and dynamics of intercultural cooperation

This Manual is the product of exchange and cooperation across disciplinary and national borders. It presents an educational strategy and didactic-methodological material which have been developed in interplay between training institutions and pedagogues, target groups at companies and trade unions and social science (see Chapter 1).

Scholars, trade unionists and pedagogues from six European countries (Denmark, Germany, Finland, Sweden, Spain and the Czech Republic) and the European level (ETUI) as well as members of EWCs from eight European countries (Denmark, Germany, Finland, France, the Netherlands, Sweden, Spain and the Czech Republic) and Turkey were involved within the framework of the *Net2Quali-EWC* project. The results are based on Trans-Quali-EWC project, which is why training institutions from Poland and Great Britain were involved. The results of the project can claim to be a productive expression of the diversity in Europe fostering creativity. The final product is the result of a dynamic, specialised, interdisciplinary and at the same time transnational cooperation, whose potential for mutual innovation was systematically made an objective in the conception of the project.

The point of departure in the project process was a wide-ranging exchange between trade union training institutions from different countries on strategies and concepts for training EWCs, which was suggested and enriched by scholarly input on intercultural learning processes in transnational working contexts. In the further course of the project meetings the topic of innovation was integrated into the project in a process and subject-oriented manner, making possible an exchange on terms and content steeped in practice and revolving around the importance and distinction between technological, ecological and social innovations. Aspects of innovation bearing relevance to education were extracted and rendered useful for the educational conception. Experience and educational concepts from the various countries then flowed into a workshop concept presented to the EWC members involved. It addressed and was in turn systematically assessed by them - with scholarly support. Scholars from the Ruhr University of Bochum in addition carried out a survey of training needs of the participating EWCs, which made it possible for the training institutions to agree upon common quality standards for EWC training.

The interplay between training institutions, EWC and social science has proven especially effective with respect to the establishment of the training field involving the topic of innovation at companies. Training institutions selected this topic in the wake of the nuclear disaster in Fukushima as a focus for the future workshop concept. They were at the same time able to benefit from support and input by the scholar Ludger Pries (see Chapter 2) on the importance of EWC work to the development of innovations at European companies and Michael Braungart, who presented an important field of innovation for resource-saving production with the Cradle to Cradle® concept (see Chapter 3), as well as the EWC members from Ford and Bosch, Georg Leutert and Marc Soubitez, who were able to contribute valuable examples of best practice for EWC training (see Chapter 4). As a result of the major commitment of the EWCs involved in the EWC workshop in the analysis of the topic and their positive response, the training institutions and educationalists involved decided to change the original working program to develop additional training modules in order to analyse this topic jointly with the EWC (see Chapter 8). This project, whose inception occurred on relatively short notice, led to a new field of training being opened up in only twelve months and wide-ranging teaching material being developed.

The project furthermore serves as an example for the dynamics which can develop from intercultural and interdisciplinary cooperation. It is an expression of the cultural diversity of Europe and has at the same time made an important con-

tribution to harnessing this diversity for joint educational concepts and strategies while contributing to Europeanisation of a field of education in the area of EWC training.

The task at hand now is to use the results of the project to overcome the current hydra-headed crisis! That means using results proven to be effective in the field of practice in a joint European initiative which seeks to find ways of surmounting the European crisis.

A European investment fund can create the foundations for many small projects in which people from Europe solve problems and in this manner move forward in the grand project of a Single Europe. Just like with those European ideas which have helped shape Europe at ground level since its very beginnings with the European Coal and Steel Community, the economy should be a means to an end in a peaceful Europe, whose citizens continue to stimulate social, ecological and economic innovations by cooperating more than ever before while at the same time growing together interculturally.

Policy-makers, business enterprises and trade unions can create the framework for Europeans to conceive of the future and help shape it as their common task and implement this in their variety of everyday practices. The NetQuali-EWC project has shown how valuable this cooperation can be.

Appendix

Numerous methods for transnational and intercultural workshops were developed in the European project, Trans-Quali-EWC (www.transquali-ewc.eu). These were to be linked and applied to topics and contents in the follow-up project Net2Quali-EWC (www.net2quali.eu). The methods from Trans-Quali-EWC that were used in the project Net2Quali-EWC are first listed in the following. The second part of the Methods Annex describes the methods that were used within the framework of Net2Quali-EWC or methods which were further developed and created anew – including with respect to the topic of innovation.

Net2Quali-EWC

Methods for international workshops

Welcome Diversity

Objecives

Make the persons attending and their different functions visible

Technique

The participants are requested to form a circle. When a criterion which is called out applies to them, they are to go to the middle of the circle. The others applaud. Whoever is standing in the middle looks at the people who are also standing in the middle and those who have remained in the outer circle.

- Everyone who is member of an EWC is requested to come to the middle.
- All of the EWC coordinators are requested to come to the middle.
- Everyone who knows their EWC coordinator, ...?
- Everyone who ...?

Size of groups

Up to 50 persons

When can it be used?

Round of introduction or as an element of it.

Time required

Depending upon the number of questions,
5 to 10 min

Additional note

The explanation must be interpreted. Language skills of the speakers and participants should be used. This will work without simultaneous interpreting.

Presentation wall newspaper

Objectives

In addition to offering the persons involved and their respective work contexts, the objective of the wall newspaper is to provide an introduction to exchange on everyday practice of various EWCs.

Mode of procedure

Introduction of the participants in groups composed of members from the same EWC. They are assigned the task of presenting the company, the EWC and cooperation in the EWC on a wall newspaper. To this end the individual members should take photos on the day of arrival which can be used for this purpose on the wall newspaper. In addition, maps of Europe can be used on the wall newspaper for illustrative purposes, with lines leading to the photographs to underscore the diverse origins of the participants.

Possible questions and tasks can therefore be:

- Marking the sites of the company on a map of Europe
- Structure, products and employees of the company
- Composition of the EWC
- History of the EWC
- What was the most important topic of the EWC recently? What were the most important topics for individual EWC members?

Following the group work, the wall newspapers are presented in the plenary group, allowing an initial exchange between the EWCs present through questions and answers.

The EWCs, their work and their companies are the focus in this type of event. Here topics may crop up which will become important in the further course of the workshop.

Time required

10 minutes per working group

Size of groups

Up to 8 working groups

Possible times to use

During the get-to-know-one-another stage of the seminar or workshop

Net2Quali-EWC

Relaxing methods

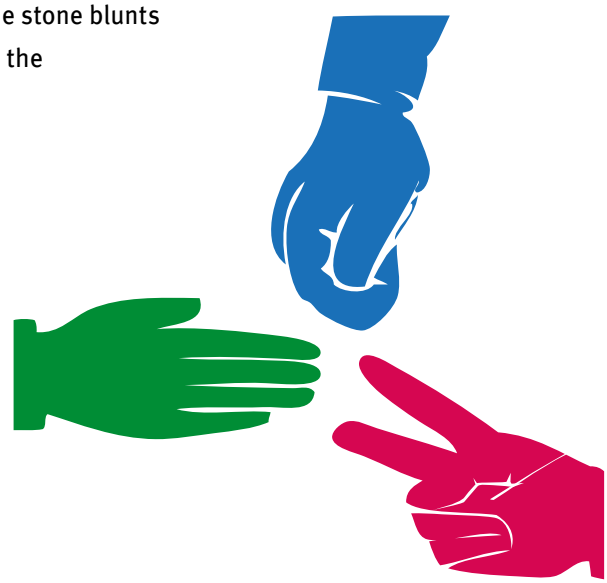
Fan club

Objectives

This warm-up game is designed to activate participants and is supposed to be fun.

Mode of procedure

The game "rock-paper-scissors" is the basis of the game and is generally well-known. It is played solely with hands making gestures signifying rock, paper and scissors (paper is shown with a flat hand and fingers held together, the symbol for scissors is the opened index and middle fingers and the simple for rock a fist). It is played by the two opponents saying out loud "snick-snack-snook" while moving their closed fists up and down in rhythm. Upon saying "snook" they turn their hands into one of the symbols at the end of the downward motion. The respective hand symbols have different implications: The scissors cut the paper (i.e. the scissors win), paper wraps around the stone (i.e. paper wins) and the stone blunts the scissors (i.e. the stone wins). If the two players show the same symbol, the game is repeated.



In this variant the loser of each "snick, snack, snook" round lines up behind the winner as a fan and roots for him in the next round of the game. After two new opponents meet in the next round, the loser once again becomes the fan of the winner – along with his or her fan club. The game ends when there is only one winner left and everyone else is his or her fan.

Target group/size of groups

At least 16 all the way to groups of 100 persons (more than this becomes very unmanageable

Time

3-15 minutes depending on the size of the group (including explanation)

Culture game

Objectives

The organised evening event together offers a contact and orientation point and prevents the formation of cliques. All the participants are visible and tell something about their country. Contact between countries and discussions.

Technique

Already when the invitation or the detailed seminar schedules are sent out, the participants are requested to bring something typical from their country with them. At the same time, it can be noted that it does not have to necessarily be something to eat or drink and that it really should only be something simple (that does not cost much). In the evening a time will be agreed upon to present the objects the participants have brought with them. In turn the participants are requested to present what they have brought in a few words (why they chose it, what is special about it?)

Experience has shown that in spite of being instructed as stated above, many participants bring food or beverages with them. Afterwards these things will be consumed together. This leads to relaxed discussions.

Size of groups

Up to 60

When can it be used?

On the first evening of a seminar or workshop.

Time required

1-2 hours

Material

A table for the objects the participants have brought along, glasses, plates, cutting boards, knives, CD player for music, etc.

Additional note

No interpreting. Language skills required on the part of speakers. Make use of the pooled language skills of the participants. The rest can be done “in sign language”.

Net2Quali-EWC

Puzzle of Europe

Objectives
Train non-verbal communication. Jointly solve a problem even though the participants do not speak a common language.

Technique
The speakers form working groups with a maximum of 8 participants. Europe puzzle games are handed out to the working groups. The task of the groups is to put the puzzles together without speaking to each other. The winning group or everyone receives a small prize. (chocolate, pins, etc.). At the end of the exercise, attention is drawn to the aim of the exercise and the participants are encouraged to address problems in the EWC by also crossing over borders when there are language barriers.

Size of groups
Up to 60

When can it be used?
Before the round of introduction or as part of it

Time required
15 min

Material
Europe puzzle games

Additional note
The explanation has to be interpreted.

Lemon exercise

Intercultural training unit AFS

Objectives

- Exercises which sharpen perception and expression in language terms
- Makes participants more aware and helps them actively perceive the difference between prejudice/language generalisations on the one hand and exact observation/perception of uniqueness on the other

Technique

- At the beginning a brainstorming: “What pops into your minds at the mention of the topic lemons?”
- Collect 3 to 5 associations on a flipchart by calling out (usually the participants say: yellow, oval, sour ...)
- Everyone picks out a lemon and is supposed to feel it, smell it, examine it very closely.
- Each participant should give their lemon a name.
- After three minutes the lemons are mixed in a bag and then spread out in a pile in front of the participants.
- The participants are asked to find their lemons.
- In the case of disagreements, the disputed lemons are placed on the side and at the end of it all examined once again. Amazingly enough, all the participants (even in groups of 25) manage to found ‘their’ lemons without a problem.

Target group/size of groups

7 to 25 participants

When can it be used?

This exercise is an ice-breaker on the topic of individual and cultural differences. It is good to use at the beginning of a unit on stereotypes, differences, etc.

The assessment of the process can be used as the kick-off for additional discussions on topics such as ‘stereotype – uniqueness’, ‘prejudices – precise perception’, ‘typical – individual’ ...

Time required

About 20 min.

Net2Quali-EWC

Evaluation

Auswertungsfrage:

- *„Wie sicher seid ihr, dass dies 'eure' Zitrone ist? Woran habt ihr es erkannt?"*
- Reflection on the stereotypes of lemons cited before (yellow, sour ...).

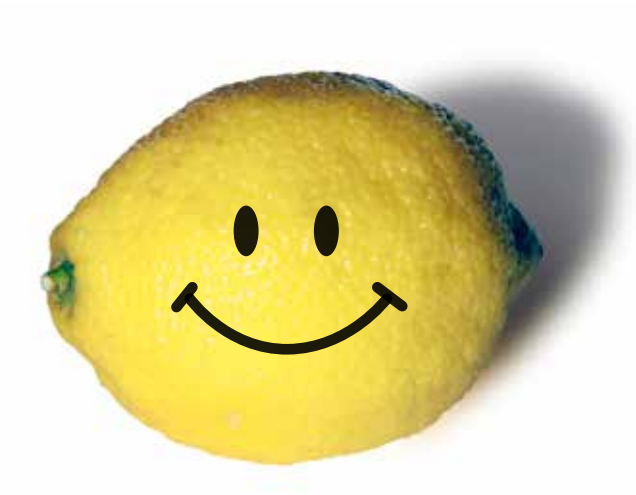
Transfer

Questions:

- *"What are the parallels between this exercise and the differences between people?"*
- *"What stereotypes are of people with different colours of skin, etc.? How 'equal' do we perceive people with black skin or of Asian origin to be?"*
- *"What do such stereotypes mean to you?"*

Preparation and material

- Flipchart
- A lemon for each participant
- A bag to mix up the lemons in



Cultural differences in the work context

Intercultural training unit AFS

Objectives

Create awareness for dimensions of cultural differences in cooperation in the intercultural context. Develop strategies for intercultural cooperation.

Mode of procedure

1. Presentation of the triangular of situation-person-culture. These three elements play a role in every intercultural situation. Explain that the focus in this unit is supposed to be on cultural components.
2. Reflection on intercultural challenges which confront the participants. This has been preceded by group work using the group work as a direct example. General situations can also be used, however. The guiding question is: what intercultural differences have you been confronted with? The trainer collects responses and clusters them.

After this, the topics which are to be addressed next are presented: communication and conflict styles, tasks and orientation towards persons, perception of time, individualism and collectivism.

- Communication and conflict styles: presentation of the intercultural conflict model (by Mitch Hammer) with the dimensions of communication (direct and indirect) and emotional involvement (emotionally expressive and emotionally restrained). After the presentation, unresolved questions are answered and the participants are requested to say what people having the respective conflict style especially need in conflict situations in order to deal with conflicts successively.

- Orientation towards tasks & persons: presentation of the two dimensions on a flipchart. After this the participants are assigned the task of working together in small groups, which can be done in mixed groups, in order to provide the two orientations space in a working situation. Collect proposals on a flipchart, if appropriate have the participants comment and make additions.

- Perception of time: A quiz is filled in together with the participants on their perception of time in different private/ occupational situations. This at the same time shows – especially in multicultural groups – that the participants have very different perceptions of time. After this polychrome and monochrome time perceptions are explained.
- Individualism and collectivism: Presentation of the dimensions. The participants are to work in small groups, collecting traits that allow them to recognise what tendencies a member of their group has.

After this it becomes clear that the previously discussed dimensions can have different saliences in different cultures and at the same time not all members of a culture have the same attitude: Two normal distribution curves are shown to underscore that there are always tendencies towards certain preferences by mainstream society, but that there are also always "outliers" on the curve.

Size of groups

Any group size is suited for this as a presentation containing small group elements; an interactive approach is recommended for smaller groups

Possible use

Recommended for groups which have already worked in the intercultural context and are thus aware of the barriers

Time needed

About 2 hours.

Material

Meta-planning wall, flipchart, markers and a beamer.

Additional note

Individual elements can be designed interactively in the case of smaller groups or if more time is available.

Variation

If this appears to be a good idea for the group, individual cultural dimensions can also be replaced by other elements which bear more relevance to the group

.

BARNGA

Objectives

Sensitise participants to dealing with intercultural differences

Mode of procedure

The participants are split up into groups of three to five persons. The groups sit down at tables upon which sets of playing cards are placed and are asked to play one round each. They are not allowed to speak to each other while playing. The card games at the various tables are at the same time based on different rules. After a round is played, the participants changes tables and play with other participants without knowing the respective rules and without being able to communicate about them.

Evaluation

After they are finished, the participants describe in the plenary group how they felt in the situation of having to play a game without knowing the rules and what strategies they employed to cope with the situation.

Size of groups

15 to 30 persons

Time

15 to 30 minutes

Material

Card games and tables

Net2Quali-EWC

Innovation-related methods

The methods are described in the context in Chapter 8!

Sensitisation – What is "innovation"?

Objectives

Create a personal stance towards and feeling for the topic of innovation. Sensitisation to the importance of innovation in various contexts.

Mode of procedure

Questions are asked on the topic of innovation in two rounds which the participants first answer for themselves, afterwards discussing these in the group after each round.

The questions in the first round relate to the private level:

- What has been the biggest innovation in my life over the last few years?
- Why do I call this an innovation?
- What consequences has this innovation had?
- What caused me to hesitate?

The questions in the second round relate to the company level:

- What experience have I had with innovation at the company?
- What role does innovation play at the company?

Size of groups

Any size is possible

Possible use

At the beginning of a seminar: preparation of participants for the topic of innovation

Time needed

Depending on the size of the group, 30 min – 1 hour

Material

Prepared questions shown with beamer, flipchart or wall newspaper in order to introduce the task. Markers and prepared papers with the questions for the participants

Additional note

Prepare worksheets in the respective languages of the participants and make these available in advance to the interpreters as well.

Variation

This can also be used to present the topic of innovation to the EWC as a possible seminar topic. If the seminar time is limited, it can also be used as an introduction to help the participants develop personal ties to one another.

Definition – What is “innovation”?

Objectives

Find a common definition of innovation or clarify different meanings of innovation. Sensitise people to the fact that trade unions and management may have different perspectives on the topic of innovation. Personal standpoints should be clearly forwarded.

Mode of procedure

The participants will be presented four to five definitions of innovation without revealing the sources (Business Europe, trade union, EU Commission, etc.). Then the individual participants select the definition which comes closest to their understanding.

Following a short break, there is a discussion on the definitions and the sources are revealed. A common definition is then agreed upon by the participants and recorded in writing.

Size of groups

Any size is possible

Possible use

In the beginning phase of a seminar to illustrate opposing interests.

Can be used for various topics.

Time needed

Depending upon the size of the group 1 – 2 hours

Material

Numbered pin walls with definitions, prepared sheets with definitions for the participants, flipchart to record their own definitions.

Additional notes

The definitions used are to be handed out to the participants in the respective languages and made available to the interpreters in advance.

Variation

If there is not much time, the short break can be left out. This seminar unit can also be used methodologically as a Standogramme (see following page).

Standogramme

Objectives

This method can be used – in this case – for participants to get to know each other, or also to illustrate different experiences, opinions and positions on a topic or special questions. Its advantage is that groupings, majorities, minorities and assessments can be viewed from a personal perspective. After this it is also be possible to break up the plenary group to continue working quickly in working groups or other social forms and thus carry on in a smooth methodological manner.

Mode of procedure

There are different procedures in the arrangement:

- The participants **sit in a circle or a line** (especially in the case of temporal or quantitative questions – such as e.g. according to age – or also with evaluation scales designed with crepe paper (+/-, I like/I don't like)
- **Groups are sent to different places in the room.** In the first step the leadership team poses **questions** which have two or more possible answers, and assigns the different answers to different **places** in the room (e.g. corners). The participants go to the different places in the room that accord with their experience, attitudes, etc.. In methodological terms there is even more precision if the team places the questions (or even statements, pictures ...) in the room in advance in the form of **posters or flipcharts** and the participants can assign themselves according to these parameters.

Evaluation

After the participants find their place in a room, they can be asked more detailed questions by the team. The reasons for their individual positions are addressed at the same time, but also statements, hypotheses or questions and interests which lead to another level of insight. The team records the statements made by the participants on the wall newspaper. If there is only one person for a feature, someone from the team goes to him or her and says that he or she is standing alone while at the same time paying tribute to their courage and noting what is special about their individual positioning.

Target group/size of groups

Any size desired; also possible at conferences; the number of participants is limited by the size of the room

Time

Depending on the questions, 10 – 45 min.

Material

Possible flipchart paper, crepe paper and pins as well as a room with chairs in a circle (i.e. without tables) so that the group can move freely.

Opportunities and risks of “innovation”

Objective

To convey and describe a tool for analysing opportunities and risks associated with an innovation. To create an awareness that innovations affect different persons differently.

Mode of procedure

The participants are presented a scheme for evaluating innovations on a wall newspaper (see example below), which they apply to previously selected innovations pending or possible at their company. The individual results are collected and discussed in the plenary group. After this, an assessment is made in a group discussion and the results recorded on the wall newspaper..

Opportunities and risks:
(the innovation to be analysed)

Stakeholders	*Opportunities*	*Risks*
Environment		
Staff		
Society		
Company		
Customers		
Me myself		

Size of groups
Any size is possible

Possible use
At any seminar which addresses future company trends and developments.

Time needed
2 – 3 hours

Material
Prepared wall newspaper, markers, prepared worksheets

Additional notes
To gear this module as closely to the field of practice as possible, it is worthwhile to have the team leaders informed ahead of time about upcoming or potential possible innovations at the EWC enterprise. This can be done in advance by individual research or consultation with a contact of the EWC. It may also be the case, however, that the examples of innovation required have already been identified in a previous module.

Worksheets are handed out to the participants in their respective languages and made available to the interpreters in advance.

Variations
In the event that no research has taken place in advance and no examples of innovation at the company have been identified, the module should be preceded by a brief discussion in which the topics to be addressed are jointly determined. This can take place at the end of the preceding module, for example.

Scenario method

Objectives

The participants should be enabled to

- think beyond the horizons of their everyday work requirements and act in a proactive manner.
- develop a common language and common understanding of the challenges and opportunities which the entire company and staff will be confronted with in the future. That is why the result is not the main thing, but rather the process as a whole.
- submit the management a proposal by the employee representatives for specific innovation processes.
- to anticipate changes in the provision of appropriate resources and be prepared for these.
- to gain an impression as to how the market and the environment the company operates in could develop in the future.

Mode of procedure

The participants concentrate on current developments, driving forces, critical uncertainties and key actors for the company. Four scenarios are developed on this basis for which corresponding action plans are designed.

The scenario method can be broken down into five steps:

1. The participants list the variables, the driving forces and events which will affect the enterprise and/or the staff in the next 20 years – or in whatever time frame is considered to be relevant.
2. The most important driving forces are depicted on two axes, with each force being categorised as “uncertain/(relatively) certain” and “important/unimportant”. All forces which are categorised as unimportant are deleted. The other factors are then listed in order of their importance and probability.
3. The two most important driving forces are selected and depicted on a matrix. Each quadrant in the matrix stands for a possible future scenario. The future scenarios resulting from this are specified and provided names.
4. This is followed by brainstorming on the consequences and measures for the four scenarios. The consequences are listed for each scenario and the measures which hold out the promise of success for the company and the staff are described. The goal is thus to develop strategies to cope with different future scenarios

5. The participants develop an action plan and the relevant persons are assigned tasks.

The five steps can be carried out in smaller groups, with the results of each and every step being presented and discussed in the plenary group.

Size of groups
Any size is possible

Possible use
At any seminar addressing future company developments.

Time needed
1 – 3 days

Material
Prepared wall newspaper or pin wall, flipchart, worksheets

Additional notes
In addition to the EWC and trainers, in this module trade union officers, consultants and/or experts should also be invited to contribute their specific knowledge of the environment the company operates in so as to be able to work as closely geared towards the field of practice as possible. The worksheets are handed out to the participants in their respective languages and made available to the interpreters in advance.

Variations
For seminars lasting less than three days, it is a good idea to shorten the process. A specific topic – alternatively the four scenarios can be spelled out directly – can be specified in advance by a smaller group (consisting of, for example, the trainers, the EWC Executive Board and an expert). The relevant periods of time for the scenarios can already be laid down and the data required for these can be collected in advance. This saves time during the seminar. It may also lead to the working process being removed from the hands of the EWC to a certain extent, however

Checklist for international events

am Beispiel des internationalen EBR-Workshops vom 09. – 11.05.2012

What?	By when?	Completed
Translate and send out the invitation, provisional program and information on the location for the event and lodging.	8 weeks in advance	☐
Technical organisation: interpreting equipment (including mobile ones if excursions are planned); interpreting booths (make sure enough room is planned); additional equipment, e.g. beamers, laptops, Internet access, moderators briefcase, organise pin walls, if applicable book rooms for working groups.	8 weeks in advance	☐
Language organisation: simultaneous interpreting in respective languages; submit all presentations and documents to be translated in advance. It's best to have this done by a translation service (synergy effects), use translators with trade union experience.	8 weeks in advance	☐
Send enquiry form to participants and request they send it back by the due date stating: • **Times of arrival and departure times** • **What language skills they possess** • **Ask them to bring something typical of their country** • **Ask them to bring their company's up-to-date EWC agreements in all languages in which they are available** • **Mobile telephone number** • **Form stating the international bank accounts for reimbursement of the costs** • **Additional organisational notes**	6 weeks in advance	☐
Workshop procedure: detailed planning, responsibility for moderation and inputs	4 weeks in advance	☐
Complete materials, working group jobs and have these translated into all the languages	4 weeks in advance	☐
Organise give-aways; presents for moderators	4 weeks in advance	☐
Deadline for submission of presentations to have them translated	4 weeks in advance	☐
If applicable, plan cultural framework program	4 weeks in advance	☐
Information on the event location in several languages	2–1 week(s) in advance	☐

What?	By when?	Completed
Plan meals and snacks: offer coffee and snacks even before the beginning of the event; (if applicable) breakfast, lunch, dinner)	2–1 week(s) in advance	☐
Send out updated schedule	2–1 week(s) in advance	☐
Information on where participants will be picked up at the airport, train station, etc.	2–1 week(s) in advance	☐
Send translated documents and presentation to the interpreters	2–1 week(s) in advance	☐
Make name tags which also indicate what language skills the person has	1 week in advance	☐
Prepare list of signatures (for EU financial report or own documentation)	1 week in advance	☐
Prepare forms for the reimbursement of travel expenses	1 week in advance	☐
Organise travel home for the participants, e.g. taxi/shuttle service to the train station/airport	1 week in advance	☐
Print out presentations and documents in the required numbers, provide with logos and place in the folders for the participants as a hand-out; also prepare in digital form	1 week in advance	☐
Lay out bags for the participants at their places along with the hand-out folders	1 day in advance	☐
Room design, book table, information material from the trade unions	1 day in advance	☐

References

Amtsblatt der Europäischen Union (Hrsg.) (2009): Richtlinie 2009/38/EG des Europäischen Parlaments und des Rates vom 6. Mai 2009 über die Einsetzung eines Europäischen Betriebsrats oder die Schaffung eines Verfahrens zur Unterrichtung und Anhörung der Arbeitnehmer in gemeinschaftsweit operierenden Unternehmen und Unternehmensgruppen (Neufassung). L 122/28 vom 16.05.2009.

Biehler, Herrmann/Hahn, Elke (2007): Ergebnisse einer EBR-Befragung im Finanzdienstleitungssektor der Europäischen Union. München. (www.imu-institut.de/muenchen/research/research...03.../Befragung - 28.08.2009).

ETUC/UNICE/UEAPME/CEEP (2005): Lessons Learned on European Works Councils. (http://www.etuc.org/IMG/pdf/7c-EWCs_lessons_learned_010305-EN.pdf - 16.08.2009).

Europäische Kommission (2002): Der europäische soziale Dialog, Determinante für Modernisierung und Wandel. Vorschlag für einen Beschluss des Rates zur Einrichtung eines Tripartiten Sozialgipfels für Wachstum und Beschäftigung. KOM (2002) 341 endgültig.

Europäische Kommission (2005): Umstrukturierung und Beschäftigung. Umstrukturierungen antizipieren und begleiten und die Beschäftigung fördern: die Rolle der Europäischen Union. KOM (2005) 120 endgültig.

Europäische Kommission/Generaldirektion Beschäftigung, soziale Angelegenheiten und Chancengleichheit (2008): Commission invites social partners to negotiate about European works councils. Pressemitteilung vom 20.02.2008. (http://ec.europa.eu/social/main.jsp?catId=329&langId=de&newsId=236&furtherNews=yes - 15.10.2010).

European Foundation for the Improvement of Living and Working Conditions (2008): European Works Councils in practice: Key research findings. Background Paper. Dublin. (http://www.eurofound.europa.eu/pubdocs/2008/28/en/1/ef0828en.pdf - 01.09.2009).

Hauser-Ditz, Axel/Hertwig, Markus/Pries, Ludger/ Rampeltshammer, Luitpold (2010): Transnationale Mitbestimmung? Zur Praxis Europäischer Betriebsräte in der Automobilindustrie. Frankfurt a. M./ New York.

Huber, Berthold (2011): Euro-Krise: IG Metall-Chef Huber plädiert für europäische Wirtschaftsregierung. In: Handelsblatt 10.08.2011 (http://www.handelsblatt.com/politik/deutschland/eurokrise-ig-metallchef-huber-plaediert-fuer-europaeische-wirtschaftsregierung/4486490.html - 6.12.2012).

Ipsos (2012): Die Deutschen definieren Wohlstand neu. Ipsos und Zukunftsforscher Opaschowski entwickeln den Nationalen Wohlstands-Index. (http://knowledgecenter.ipsos.de/downloads/KnowledgeCenter/67F6B1C4-CC4A-4636-948-1860CB7A00B1/NAWI-D_Presseinformation.pdf - 6.9.2012).

Jagodzinski, Romuald/Kluge, Norbert/Waddington, Jeremy (Hrsg.) (2008): Memorandum European Works Councils. Recommendations for policy-making based on current experiences. Brussels. (http://www.etui.org/content/download/2497/27379/file/ETUI-doc+EWC+memorandum+%28okweb%29.pdf – 6.12.2012).

Kehrbaum, Tom (2009): Innovation als sozialer Prozess. Die Grounded Theory als Theorie und Praxis der Innovationsforschung. Wiesbaden.

Kehrbaum, Tom (2010): Entwicklung transnationaler Kompetenzen in Europäischen Betriebsräten – Theoretische, politische und inhaltliche Grundlagen. In: Kehrbaum, Tom/Memmler, Undine/Neiß, Alexander/Rößer, Holger/Roggenkamp, Martin/Varga, Marika/Zitzelsberger Olga (2010): Grundlagen transnationaler Solidarität: Bildung für Europäische Betriebsräte – Bedarf, Ziele und Methoden. Frankfurt/M.: 24-33.

Kehrbaum, Tom/Memmler, Undine/Neiß, Alexander/ Rößer, Holger/Roggenkamp, Martin/Varga, Marika/Zitzelsberger, Olga (2010): Grundlagen transnationaler Solidarität: Bildung für Europäische Betriebsräte – Bedarf, Ziele und Methoden. Hrsg.: IG Metall Vorstand/FB Gewerkschaftliche Bildungsarbeit. (http://netkey40.igmetall.de/homepages/bildunginternational/projekte/trans-qualiewc/publikationen.html).

Gewerkschaftliche Bildungsarbeit. Frankfurt/M. (http://netkey40.igmetall.de/homepages/bildunginternational/projekte/trans-qualiewc/publikationen.html).

Ketels, Christian (2011): Innovation Infrastructure, Competitiveness, and Clusters: How to Translate Knowledge into Prosperity? (http://www.wire2011.eu/presentation/list - 6.12.2012).

Klemm, Matthias/Kraetsch, Clemens/Weyand, Jan (2011): „Das Umfeld ist bei ihnen völlig anders." Kulturelle Grundlagen der europäischen betrieblichen Mitbestimmung. Berlin.

Lecher, W./Platzer, H.-W./Rüb, S./Weiner, K.-P. (1999): Europäische Betriebsräte – Perspektiven ihrer Entwicklung und Vernetzung. Baden-Baden.

Lichtenberg, Georg Christoph (2005): Lichtenbergs Sudelbücher 1 und 2; herausgegeben von Wolfgang Promies. München.

Miller, D. (1999): Towards a „European" Works Council, Transfer 5(3): 344-365.

Moulaert et al. (2005), S. 1976, zitiert in: Howaldt, Jürgen / Schwarz, Michael (2010): Social Innovation: Concepts, research fields and international trends. Dortmund: sfs, p. 24, (http://www.sfs-dortmund.de/v2/rubriken/publikationen/datenbanksuche/index.php?Id=1289t – 6.9.2012).

Müller, Torsten/ Hoffmann, Aline (2001): EWC Research: A Review of the Literature. Warwick Papers in Industrial Relations, No. 65. (http://www2.warwick.ac.uk/fac/soc/wbs/research/irru/wpir/wpir65.pdf - 26.08.2009).

Negt, Oskar (2012): Gesellschaftsentwurf Europa. Plädoyer für ein gerechtes Gemeinwesen. Göttingen.

Parpan-Blaser, Anne (2011): Innovation in der Sozialen Arbeit – Zur theoretischen und empirischen Grundlegung eines Konzepts. Wiesbaden.

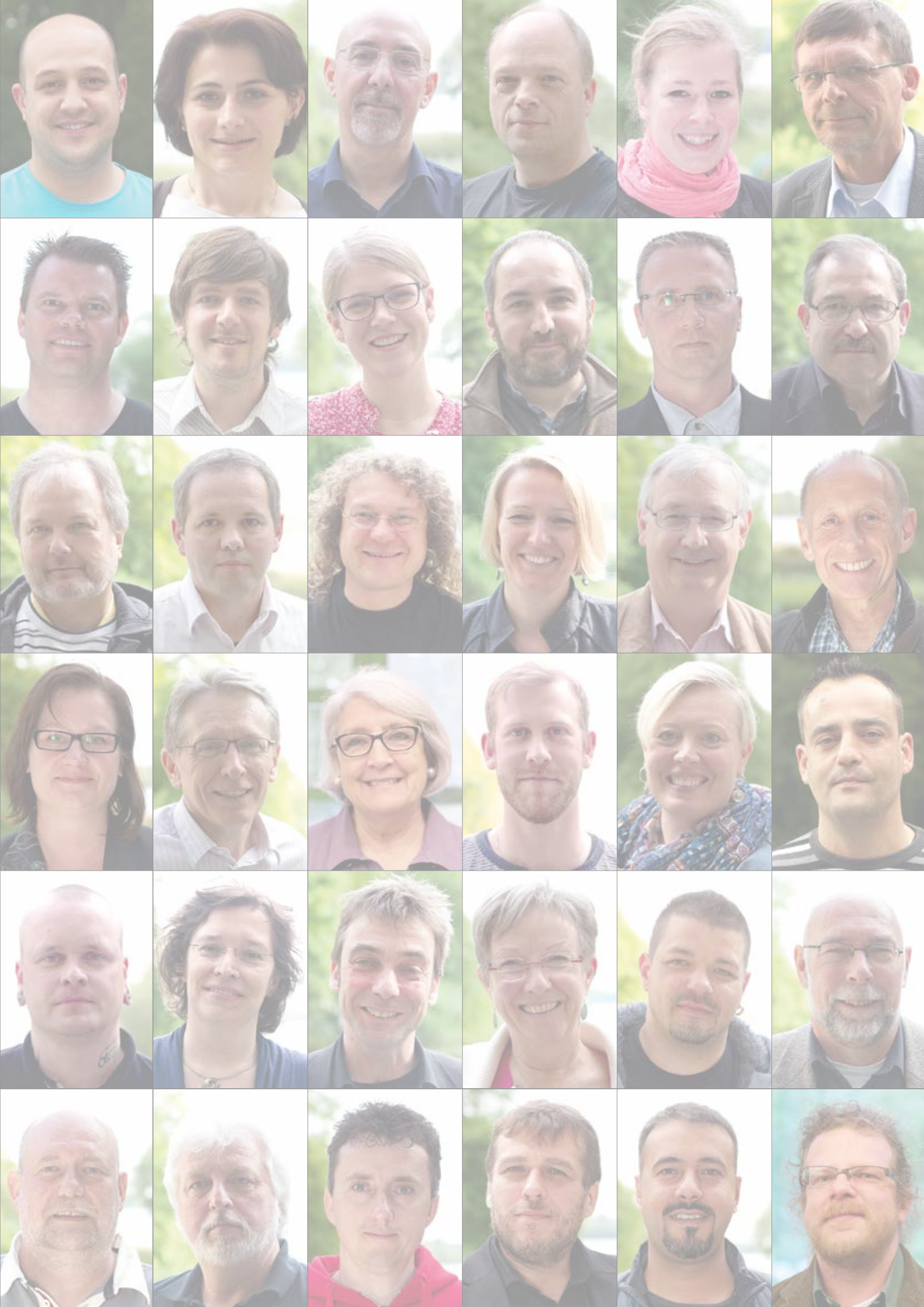
Pries, Karin/Pries, Ludger/Wannöffel, Manfred (2011): Interkulturelle Kompetenz in grenzüberschreitenden Arbeitszusammenhängen. Eine konzeptionelle Literaturstudie. HBS-Arbeitspapier Nr. 235 (http://www.boeckler.de/pdf/p_arbp_235.pdf - 23.09.2012).

Pries, Ludger (2008): Die Transnationalisierung der sozialen Welt. Sozialräume jenseits von Nationalgesellschaften. Frankfurt/ M.

Roggenkamp, Martin (2010): Integration von Theorie und Praxis der EBR-Qualifizierung. Herausforderungen und Vorgehen im Rahmen des Projektes Trans-Quali-EWC. In: Kehrbaum, Tom/Memmler, Undine/Neiß, Alexander/Rößer, Holger/Roggenkamp, Martin/Varga, Marika/Zitzelsberger Olga (2010): Grundlagen transnationaler Solidarität: Bildung für Europäische Betriebsräte – Bedarf, Ziele und Methoden. Frankfurt/ M.: 34-45.

Sennet, Richard (2012): Zusammenarbeit – Was unsere Gesellschaft zusammenhält. Berlin.

Waddington, Jeremy (2006): The views of European Works Council representatives. Data prepared for a conference entitled "Codetermination in a Modern Europe: Democratic Workers' Participation or Convergence at Minimal Standards" organized by the Otto Brenner Stiftung, held at Bratislava, Slovakia, May 30 – June 1, 2006.



IG Metall Vorstand
Funktionsbereich Gewerkschaftliche Bildungsarbeit
Wilhelm-Leuschner-Straße 79
60329 Frankfurt am Main
Telefon: ++49 69 6693 2510
Fax: ++49 69 6693 2467
E-Mail: tom.kehrbaum@igmetall.de
www.igmetall.de
www.bildung-international.de