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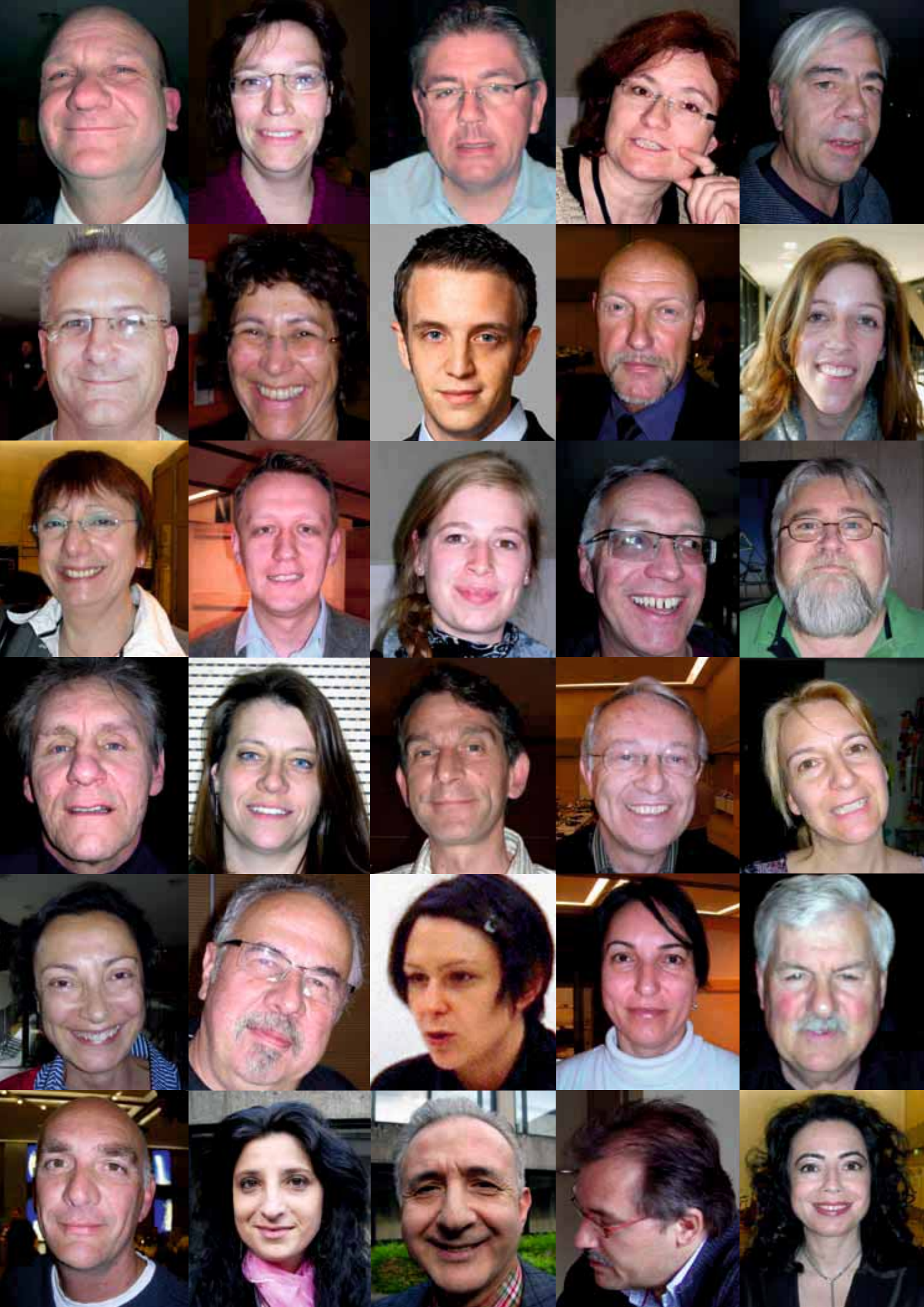
## Results of the Trans-Quali-EWC project



**Foundations of transnational solidarity:  
training for European Works Council members**  
– Needs, aims and methods –









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**– Needs, aims and methods –**

**IG Metall Executive Committee, Trade Unions Training Work**

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*Frankfurt/Main, November 2010*

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# Contents

Forword .....	5
<b>Chapter 1</b>	
<b>Ship-shape for the EWC! – Successful EWC work through patience and far-sightedness .....</b>	<b>7</b>
Aims and objectives of European works councils – challenges for their training .....	7
Why do EWC members need additional need additional training? .....	9
Fields of activity and communication in EWC work.....	11
What skills need to be expanded? .....	12
International training work also requires different methodological-didactical ap-proaches and techniques	12
How do EWC bodies initiate a training offensive? .....	14
<b>Chapter 2</b>	
<b>Identify and meet challenges!.....</b>	<b>17</b>
Aim and structure of the study.....	17
Characteristics of the EWC members from Germany .....	18
Results of further training behaviour .....	19
Conclusions / recommendations on action to be taken.....	22
<b>Chapter 3</b>	
<b>Development of transnational skills in European Works Councils.....</b>	<b>24</b>
Cohesion through diversity – requirements applying to the development of skills in the transnational area	24
Transnational skills as action-oriented skills .....	25
Transnational aspects of the different levels of skillsnn .....	28
Political skills .....	28
Technical skills .....	28
Methodological skills .....	29
Social competence .....	29
Action-related skills .....	30
Consequences for training work .....	30
<b>Chapter 4</b>	
<b>Integration of theory and practice in EWC training at the transnational level .....</b>	<b>34</b>
Challenges of EWC training from a European perspective .....	34
Aims and approach of the project .....	37
The project itself.....	38
Conclusion .....	43
<b>Chapter 5</b>	
<b>International EWC workshop at Sprockhövel Training Centre: programme and additional notes .....</b>	<b>46</b>
Introduction.....	55
<b>Chapter 6</b>	
<b>Evaluation of the EWC workshop within the framework of the Trans-Quali-EWC-Project .....</b>	<b>55</b>
The design of the evaluation and methodology.....	55
The results of the surveys .....	56
The evaluation of the individual workshop phases .....	60
Conclusions and outlook .....	64



## Chapter 7

<b>Seminar methods</b> .....	69
<b>Methods for getting to know one another</b>	
Welcome Diversity .....	69
Welcoming address in people’s own language .....	70
Presentation of the EWC.....	71
Map of Europe.....	73
My workplace .....	74
Milestones path .....	75
<b>Breaking-the-ice / relaxing methods</b>	
Culture game.....	76
Small language course .....	77
Puzzle of Europe .....	78
Quiz on trade union names .....	79
Logo designer .....	80
Quiz .....	81
Lemon exercise.....	82
<b>Methods for analysing topics</b>	
Important information for the wall newspapers .....	84
Presentation of trade union structures .....	85
The initiative curve .....	86
Riddle corners.....	87
To do .....	89
International comparison of EWC agreements .....	91
Role-play: contractual negotiations.....	92
Animal exercise on intercultural conflict styles .....	94
<b>Methods for reflecting on the seminar</b>	
Memoscope.....	102
Head – heart – hand.....	103
<b>Checklist for international events</b> .....	104
<b>Chapter 8</b>	
<b>Outlook</b> .....	105

## Forword

### **Dear colleagues, members of European works councils, instructors and Europeans,**

The global financial and economic crisis, whose impact is still being felt on a massive scale in many countries, has above all made one thing clear: solely focusing on the monetary and economic process of European unification offers a fragile foundation for a social Europe and humane coexistence in security and peace.

It is appalling to experience how some politicians already view the process of European unification to have failed in view of massive financial problems being faced by some member states or are proclaiming an end to solidarity. Europe's peoples see this much differently and are also acting differently. They are continuing to work for a Single Europe at many levels.

Young people, who with their creative ideas offer Europe a promising future and many opportunities, the researchers who create the foundations for certain developments, the engineers and technical experts who take advantage of these foundations to create new things. All those women and men who take up these new ideas and put them into practice in the working world as well as the older generation who as a result of their own experiences in the darkest chapters of European history preserve and uphold the desire for peaceful, social co-existence in our societies down to the present day.

All these people acting in unison are Europe, and they are much closer and have much more in common than many heads of state appear to believe. They have long since forged Europe.

The young people, the employees, their interest representatives and their trade unions are thus not only working on the material and economic sustainability of an economic

area – they are also seeking to make Europe sustainable ecologically and above all socially – an effort which has an enormously positive impact on the entire world.

The crisis – and above all the attempts to actively cope with the effects of the crisis – have by the same token shown how important the involvement of interest representatives, employees and their trade unions is. Together they have developed concepts and strategies with their company managements to safeguard jobs, organised training programmes for employees and thus kept the period following the crisis in mind and actively prepared for it. In some countries – for example, Germany – the economic upturn illustrates how successful these actions have been.

This requires highly competent interest representatives who are able to grasp and master difficult processes and to take the initiative when managers are at a loss. Together with their trade unions they develop the options which are needed, create space and times for learning for educational and training processes with the aim of enabling democratic participation in the entire polity and its economic foundations.

These processes need to be mastered together now, at the European and global levels. To do this requires additional educational processes, new methods and learning space which above all take into account and further refine and develop transnational options and opportunities.

We would therefore like to congratulate all of the colleagues from the European works councils of six major enterprises involved, all the European project partners, the educational experts, project coordinators and all the additional actors on this tremendous project. The results of this project are an important additional component in the construction of a unified and social Europe.

We hope that you all enjoy these interesting readings and wish you lots of success in trying out and implementing the educational measures.



A handwritten signature in black ink that reads "B. Eichler".

*Bertin Eichler*

Treasurer and Member of  
the Executive Committee  
of IG Metall Headquarters



A handwritten signature in black ink that reads "Ulrike Obermayr".

*Ulrike Obermayr*

Department Chief  
of Union Education  
of the IG Metall Headquarters



## Chapter 1

### Ship-shape for the EWC! – Successful EWC work through patience and far-sightedness

Marika Varga



Marika Varga

This chapter describes the special challenges facing training work for European Works Councils (EWCs) – which constitutes an important and specific part of international training work which has already been developed to a considerable degree.

First of all, the provisions of the EWC Directive are discussed along with what objectives and aims employees and trade unions approach EWC work and what they do with the possibilities offered by the Directive. From this we deduce why classic trade union training work constitutes an important but not sufficient foundation for EWC members. We then describe what additional skills are required in international cooperation. Our experience in the field teaches us that other methodological-didactical methods and approaches are required in international groups. After this we shall describe how EWC bodies start up training offensives. This text summarises what other colleagues have already written on this, adding to it with a discussion of current debates and upcoming changes.

#### Aims and objectives of European works councils – challenges for their training

There have been statutory foundations for the establishment of European Works Councils in multinational enterprises since 1996. The EWC Directive issued in 1994 states in the Preamble: “Whereas the functioning of the internal market involves a process of concentrations of undertakings, cross-border mergers, take-overs, joint ventures and, consequently, a transnationalization of undertakings and groups of undertakings; whereas, if economic activities are to develop in a harmonious fashion, undertakings and groups of undertakings operating in two or more Member States must inform and consult the representatives of those of their employees that are affected by their decisions.”<sup>1</sup>

The first bodies had already been established long before this time on a voluntary basis, which means that we can look back on around twenty years of experience with EWC work. Today there are more than 300 EWCs with approximately 6,000 EWC members in the organisational area of the European Metalworkers’ Federation (EMF). These EWC members have the task of representing the entire staff of their undertaking the vis-à-vis the central group management in the European Economic Area – currently comprising 30 countries. They are supposed to ensure through information and consultation on important transnational matters that important decisions in the company are not made without involving the employees. Above and beyond this, many EWCs have set the objective of obtaining their own picture of the policy of the company by exchanging information and comparing experience and not allowing the employees to be played off against each other through possible competition between sites. Ultimately the task is to improve or at least uphold working conditions instead of giving free reign to a downward spiral of standards as a result of concessions to the employer.

This is an ambitious objective in view of the fact that as a rule a global company strategy on the one side is faced a type of work involved in the representation of employee interests which is largely geared to the individual sites. The members of the EWC, in contrast, are supposed to represent all the European employees in a company. By the same token, they usually have not devised or implemented any common strategy. This situation is shaped by a series of additional factors: In a group undertaking whose headquarters are perhaps located in the USA and which has 20 subsidiaries working in very different sectors, the company headquarters are scarcely perceived as a common institution – even if important decisions are made there. The EWC members come from the different divisions of a group undertaking or enterprise, they come from up to 30 countries

<sup>1</sup> EU Directive 94/45/EC.

with just as many systems of industrial relations and they come from up to 70 trade unions – or they are not organised in trade unions. Many EWCs are of course less diverse than this, but it is always a very heterogeneous body even if the company only operates in five countries, the management is located in the EU and there is only one division.

The EWC Directive moreover only provides for one regular meeting per year in which something along the lines of a dynamic group process could take place. A large number of EWC agreements grant the body two meetings a year – on top of this meetings are held in the event of extraordinary circumstances in which, however, the complete EWC is not always involved. Generally the meetings are held with simultaneous interpreting to ensure that pure language communication functions more or less properly during these official phases. Nevertheless the chances of misunderstandings are great as a result of the multifarious systems, product lines, occupational groups, etc.

Even if it would appear at first glance that it is virtually impossible for an EWC to work effectively, there are a considerable number of EWC bodies which have attained a certain repute as a result of their concentrated and successful work. They have been successful in making the company management taken them seriously as a dialog partner. They no longer accept being informed and consulted with after a measure has already been carried out. They close ranks when the employer tries to take advantage of competition between sites. They fight for their rights under the EWC agreement before courts. They carry out joint European campaigns together. They inform their staffs through joint bulletins or regular newspapers which are translated into all the languages of the group undertaking.

In addition to an awareness of trade union policy and a clear willingness to represent the interests of the employ-

ees, knowledge and skills are necessary in order to meet the requirements posed by these new tasks. Experience to date shows that the training and experience which is required for the work of national interest representation is often not sufficient for the representation of interests at the international level. New challenges lead to difficulties and to constraints on the efficiency of work. That is why the task is to provide colleagues who work in European Works Councils with the training and qualifications they require.

The enormous training requirements of the EWCs would appear to be obvious. Nevertheless the first EWC Directive from 22 September 1994 as well as all of the transposition acts did not provide for *any* rights to undergo training for EWC members. This is one reason why many EWC agreements do not contain any provisions on training arrangements. In spite of this gap in the law, the training of EWC members was not a taboo: The EWCs found ways and means at a host of enterprises to conclude training agreements with the company management. The EMF and its member organisations have always drawn attention to the lack of a right to training measures and called upon lawmakers to rectify this unsatisfactory state of affairs in the revision of the EWC Directive. Our struggle has been successful in this regard. The revised EWC Directive, which went into force in 2011, stipulates a right to training<sup>2</sup> for EWC members. It will be interesting to see how this right – which has not been spelled out in very precise terms – will be transposed into national law.

The training of company employee representatives is a key field of tasks for trade unions in many countries with a long tradition and wide-ranging experience; the task is to build

2 Art. 10.4, EWC Directive 2009/38/EC: “In so far as this is necessary for the exercise of their representative duties in an international environment, the members of (...) the European Works Council shall be provided with training without loss of wages.”

upon this. First of all, differences must be respected here as well: Thus German trade unions benefit from employers having to pay for the required training of works council members. In other countries the trade unions believe that employers would use this to influence the content of the training. Correspondingly less energy is devoted to obtaining the financing of training by the employer in EWC work. The resources for training work at trade unions are accordingly more limited. This will play an important role in the transposition of the new EWC Directive with regard to the issue of the right to training. Moreover, training measures at the national level differ considerably in terms of form and content and hence so do approaches in international training work. In spite of the various approaches to training at the national level, it is important for international training work that the following aspects are jointly encouraged and fostered:

- The international dimension of activities in the work of interest representation needs to be a part of “national” training work. Training work must thus also address international issues and provide information on this aspect.
- The wide variety of common approaches to EWC training must be further developed in the EMF and its member organisations.

### Why do EWC members need additional need additional training?

Anyone who is elected or assigned to the EWC can usually look back on long years of experience with interest representation and trade union work at the local and national levels. There are also EWC members who come to an EWC meeting without any prior knowledge. Our experience shows that such members are usually a minority, however.

But even those persons who have a lot of experience discover EWC work as a new, unknown field and frequently feel overwhelmed. If they have not been sufficiently prepared for it, it often takes many years until they are successful in turning the EWC into a body which is capable of taking action and is able to assert itself towards the management. International training work is not a copy of national training work with a few additional aspects; rather, it constitutes a necessary addition. Good international (training) work once again has a positive effect on local (training) work. (Buchholz 2004)

Members of European Works Councils face special challenges:

- In EWC work employee representatives from *different countries with different cultures and traditions, with different levels of information and knowledge, problem-solving approaches and languages* meet together in order to *jointly* organise and design interest-representation work in a multinational enterprise.
- Knowledge about industrial relations in other countries and the working conditions of other employee representatives are scarcely present.
- The *employer’s side* rarely takes the EWC seriously and *refuses* to provide comprehensive information and consultation in due time at the European level. Employers cite the national rights of employee representatives and make the EWC take the back seat to these. That is why the employee side frequently *lacks an overview* of a problem.
- The *information policy* of employers ranges from *refusing* any and all information all the way to overwhelming the employee representatives with an “avalanche” of in part useless information which is virtually impossible to analyse. Generally important information is provided *too late*

or is *insufficient*. The task is to recognise this and work together to change it.

- This may lead to *opposing interests* and *competition* between the workforces in the various countries. For the EWC this means a *conflict*. On the one hand the workers voting for representatives at a site expect that their interests will be defended; on the other hand, the EWC has the task of overcoming competition and acting in a concerted manner. The EWC member must moreover also be able to make clear that the closing of ranks in the face of competition between sites fosters successful representation of interests at individual sites.
- At the *heart* of EWC work are a large number of *complex topics* (restructuring, relocations of production, new working methods, etc.) which have a considerable impact on the employees at the different sites. The possibilities of the interest representatives in the various countries to have an impact on these decisions *are based on widely varying arrangements*. In spite of this, the task in the EWC is to agree upon common solutions and strategies.
- The *time budget* (generally 1 to 2 EWC meetings per year) available for the EWC work *is relatively limited, while the preconditions in terms of the organisation of the work* (office, communications systems, secretaries) are in many cases not provided for or are insufficient.
- The lack of *knowledge of languages* prevents sufficient *communication* from taking place between the meetings and in the breaks between meetings. As is well known, a significant part of the work in these *informal phases*.
- Most of the EWC members find themselves in a very unaccustomed role in the EWC. While they play a leading role in local bodies, in the EWC they are “one among many”. This *change in roles* leads to additional uneasiness and uncertainty. On the one hand, those who play a

leading role in the EWC are not sufficiently prepared for the intercultural dimension of this work. Both have to be sensitised so that this does not have a negative impact on EWC work.

- All EWC members have to come to terms with this situation and be prepared for it. Getting by in a “*foreign environment*” can also be perceived as enriching, but it also takes a lot of energy. In addition, the EWC work does not always enjoy the esteem which it de-serves among colleagues at the local level.

This diagram illustrates the complex information and communication process in which a large number of persons with in some cases different and contrary interests enter into contact and have to carry out complex and wide-ranging tasks. Success or failure are closely related to an efficient information and communication system.

At the heart of the EWC Directive is the dialogue between the central management and employee representatives. Successful communication among the members of the employee side on the one hand has important benefits in and of itself, while on the other hand it serves as the basis for a successful dialogue with the central management. Practice shows: differences of opinion, misunderstandings, communication blockages and deficits in information crop up frequently within the EWC. Preventing or dealing with these barriers and deficits requires skills in different fields. The EWC does not only have to “function” well internally and with the management side, however. Its work is devoted to the employees who it represents and who expect successful interest representation. A key role in EWC work is also played by the national trade unions and their European associations. Thus a broad majority of EWC members are active trade unionists and the trade unions support the EWCs with their European networks.

## Fields of activity and communication in EWC work

<p style="text-align: center;"><b>EWC and management</b></p> <p style="text-align: center;"><b>Central management</b></p> <ul style="list-style-type: none"> <li>• Informs the employee representatives on various topics in accordance with the EWC agreement</li> <li>• Consults the EWC on these topics</li> <li>• Must implement the EWC agreement</li> </ul>	<p style="text-align: center;"><b>Internal EWC / select committee</b></p> <p style="text-align: center;"><b>Employee representatives</b></p> <ul style="list-style-type: none"> <li>• Exchange information and compare experience during the internal EWC meetings</li> <li>• Keep communication open between meetings</li> <li>• Request and receive information</li> <li>• Issue statements of position in response to the information provided by the management</li> <li>• Communicate / negotiate with the central management</li> </ul>
<p style="text-align: center;"><b>EWC and the national level</b></p> <p style="text-align: center;"><b>National employee representatives</b></p> <ul style="list-style-type: none"> <li>• wählt EBR-Mitglieder</li> <li>• wird über die Arbeit des EBR informiert</li> <li>• gibt Arbeitsaufträge an den EBR weiter</li> </ul> <p style="text-align: center;"><b>Staff</b></p> <ul style="list-style-type: none"> <li>• Are informed about the founding of the EWC</li> <li>• Are informed about the work of the EWC</li> <li>• Are included in the main areas of focus in the work of the EWC</li> </ul>	<p style="text-align: center;"><b>EWC and trade unions</b></p> <p style="text-align: center;"><b>Trade unions</b></p> <ul style="list-style-type: none"> <li>• Advise and support the EWC members</li> <li>• Ensure that the trade unions positions are part of the EWC work</li> </ul> <p style="text-align: center;"><b>EWC coordinator</b></p> <ul style="list-style-type: none"> <li>• Takes part in all meetings</li> <li>• Is the contact for all the trade unions</li> <li>• Establishes the contact between trade unions</li> <li>• Acts on behalf of the European Trade Union Confederation (EMF, EFBWW, ETUF:TCL....)</li> </ul>

Four fields of activities and communications in EWC work ( Lecher, Platzer, Rüb,Weiner, 1999, content: Buchholz2004)



### What skills need to be expanded? <sup>3</sup>

Skills which are required at the national level and are also present in many places are expanded to include an international or European dimension. The international dimension changes the perspective on national work, however, which also changes as a result.

### International training work also requires different methodological-didactical approaches and techniques

Experience from 20 years of EWC work shows that a separate intercultural didactical method has to be developed in planning multi-lingual meetings and seminars. Although intercultural skills are trained at companies as well, these are subject to other preconditions. Intercultural skills in

## Internationale Dimension

### Intercultural/ transnational skills

Knowledge about and dealing with different backgrounds and approaches; feeling for “cultural” uniqueness, language skills

### Action-based skills

Skills and qualifications are used in a targeted manner

*e. g. the EWC states a position on company policy and coordinates the policy.*

### Social skills

Weighing out interests, awareness of responsibility, negotiation and conflict resolution skills, communication, perseverance, solidarity and empathy, confidence and balance

*e. g. EWC members ensure open and honest communication and seek common paths.*

### Methodological skills

Organisation of work, project and process-based mode of work, communication and exchange of information, planning meetings and assemblies

*e. g. meetings are designed so that everyone can take part in them.*

### Technical skills

Legal and statutory foundations, company strategies, technical knowledge

*e. g. the EWC knows possible action routes at the European and different national levels.*

### Political skills

Awareness of societal and company role and acting accordingly

*e. g. the EWC states a common position and prevents concessions being made at the expense of others.*

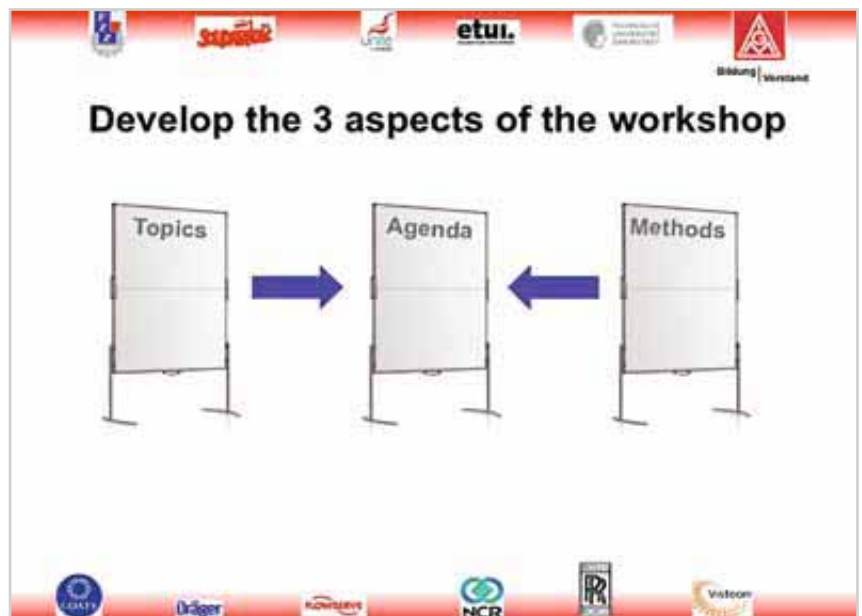
<sup>3</sup> The skills are described in more detail by Tom Kehrbaum in chapter 3.

connection with migration work can also only be adopted here to a limited extent as well. In the context of international trade union work – and thus also in international training work – we are confronted with the following underlying conditions: (Wlecklik, Varga 2007)

- Frequently there is no common language. This applies in particular to EWC work. EWC members are not elected by virtue of their language skills. Meetings accordingly as a rule are held with simultaneous interpreting and documents have to be translated.
- All the participants expect to have an equal say and involvement in processes and decisions. Democracy and solidarity constitute common values among trade union members.
- The actors otherwise live and work in a wide range of political and historical settings and trade union structures. On the one hand this leads to a different approach to problems, which on the other mutual knowledge of each others' working conditions and frameworks for action is lacking.<sup>4</sup>
- It is difficult to organise group processes under these preconditions. There are too few EWC meetings, for instance. Generally no simultaneous interpreting is available for communication between the meetings.
- Company managements have long since “internationalised”, dispose over sufficient resources and usually have no interest in promoting the “internationalisation” of employee representatives.

For these reasons, EWC training work faces very special methodological and didactical challenges, as the following examples illustrate:

- The participants must be able to perceive transnational approaches in the seminar strategy, even if this will also always have a national element.
- The selection of speakers and information sources as well as the composition of the seminar leaders should be international and not dominated by one nationality.
- Visualisation with a wall newspaper or using flipcharts will not work if it is done in German and cannot be read by most of the participants at the meeting and hence cannot be understood, either. The same goes for the popular power point presentations with a lot of text. If it is to be successful, visualisation must work with pictures or symbols. Or it needs terms which are understood by many people.



PPT-Chart, Vorbereitungsworkshop, Bad Orb

<sup>4</sup> See the discussion of transnationality in chapter 3.

- To be able to work in working groups, interpreters and the sound equipment must be split up among the different groups. It is thus often not possible to simply split up into topic-based working groups.
- Methods for relaxing a seminar or a meeting are not always compatible with micro-phones and headsets because the aim is usually especially not to sit at a table. The participants cannot understand anything without headsets and microphones, however.
- Both the diversity of languages as well as the different systems which are represented at the seminar mean that more time is needed. It takes longer to speak with interpreting than when communicating directly with one another. Many terms have to be couched in more precise terms than in national seminars.
- The problems involved in changing roles for the individual EWC members in EWC work and in part the power issues relating to these need to be addressed in the seminar.

### How do EWC bodies initiate a training offensive?

In addition to the programmes offered in the central training programme of IG Metall, the need for training for EWCs is also on the rise at the national and European levels. This illustrates the need of these bodies to organise their work more efficiently and place it on a better footing.

There have been scattered enquiries about training possibilities for the entire EWC body in the past as well. These enquiries have indeed increased slightly in number as a result of the economic crisis. They will continue to increase when the new EWC Directive is transposed into national law beginning in June 2011. Then more EWCs than in the past will

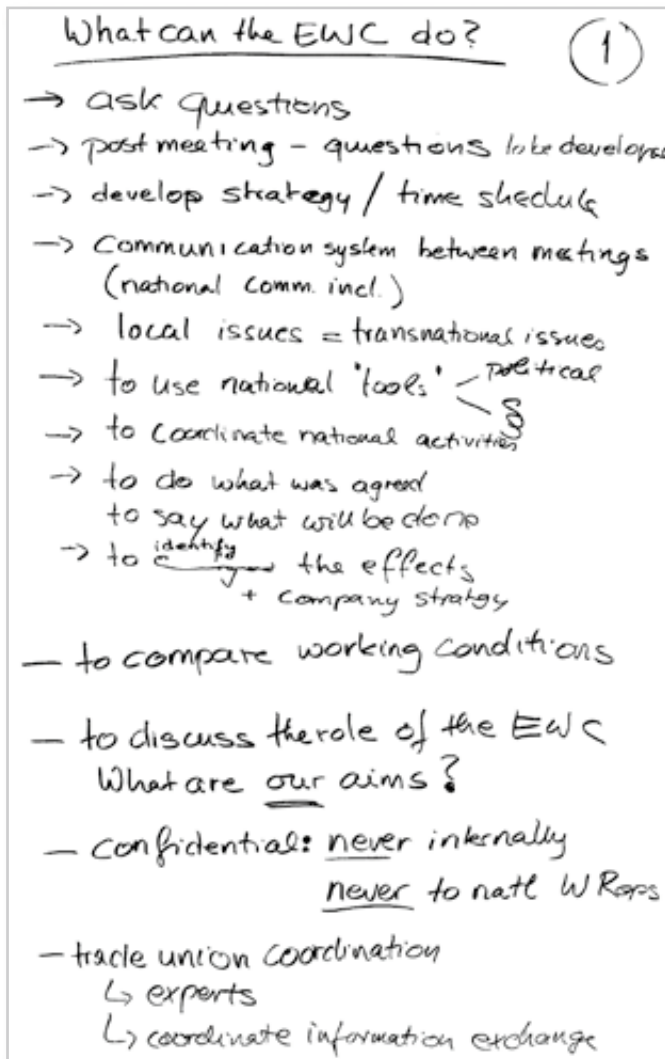
be able to claim a right to training and also satisfy this demand. These trainings programmes are offered “tailored” to each EWC. IG Metall, the EMF and affiliated organisations have a network of experts on technical topics, interpreters and their own personnel. The appropriate programme can be devised quickly for each EWC. The political / content-related coordination is performed by the EWC team of IG Metall Executive Committee in the case of enquiries by “German” EWCs. The specific programmes are designed by the training sites of IG Metall. Measures like these have to be financed by the respective company management.

It cannot be assumed that all EWC members will have the same view and the same approach to a topic, and this is no different when it comes to training. Here as well diversity is that which is held in common and this cannot be changed. There are different levels of training, different national legislative foundations, different company practices and different programmes offered by national trade unions. An EWC for this reason needs to have a preparatory debate on the topic of training in the EWC even more than a national body. This can take place in the following steps: (Buchholz 2004)

#### Step 1:

After consultation with the EWC members or in the executive committee, this topic is addressed at an EWC meeting. An EWC member, the permanent EWC expert or an external expert should prepare this as an item on the agenda and make a record of the results produced. The following objectives should be attained at this meeting:

- Stock should be taken of existing skills and ideas regarding training among the individual EWC members.



- The required skills and knowledge are listed on the basis of the current and future focal points of the EWC's work.
- It is considered how and with what activities the ideas of the individual members and those of the body can best be achieved:
  - at the national or international levels
  - in individual or collective measures.

- Seminar programmes are presented and it is decided whether existing pro-programmes are to be used or whether it makes more sense to design an individual event.
- It must be reviewed whether individual EWC members can claim rights to training based on national laws or collective agreements. Stock should also be taken of the possibilities and programmes available in the various countries in the EWC.

#### Step 2:

A common training plan should be devised at the meeting which can contain the measures for individual members, a working group or the entire body. It is important for the training activities to be accepted by the EWC members and the time schedule for the attainment of the current and future focal points of work are realistic for the entire body.

It must be specified who is to attend to what and what is to happen if the management refuses to approve the measure(s) and bear the costs. It must be decided how the additional communication is to take place, as it will definitely not be possible to wait until the next meeting.

#### Step 3:

The ideas of the EWC regarding training must be discussed with the company management. EWCs which have included training arrangements in their agreement may make use of this right. Beginning in June 2011 EWCs will probably be able to claim a right to such under the new EWC Directive.

#### Step 4:

Preparation is necessary for some seminars; e.g. one should have the required company data available which

could play a role in the seminar. It may further-more be a good idea to come up with questions specifically relating to the company with EWC colleagues in advance which can be addressed in the seminar.

#### Step 5:

After the seminar, reports should be given in the EWC and in the national bodies and a record made of the knowledge which has been conveyed to consolidate it.

#### Literature

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Regarding EU Directive 94/45/EC see also: <http://www.etuc.org/a/125>





## Chapter 2

### Identify and meet challenges!

Results of the online survey of EWC members in the organisational area of IGM

*Alexander Neiß, Holger Rößer and Olga Zitzelsberger*

EWC members from Germany were asked about their experience with the EWC further training programme of IG Metall for the first time between May and August 2010. Staff members of the *Institut für Allgemeine Pädagogik und Berufspädagogik* at Darmstadt University of Applied Science analysed the interests and requirements applying to training measures based on telephone interviews and an online survey.

#### Aim and structure of the study

The objective of the survey was to examine experience with further training programmes to date to determine desires, suggestions and requirements for future training measures. In particular aspects involving intercultural skills were focused on.

In this connection, the following main questions were relevant:

- What are the current challenges facing EWC work with respect to transnational aspects of cooperation taking special account of intercultural skills?
- How can experience gained with training measures to date be assessed?
- What could recommendations for action with regard to the future structure of training programmes look like?

Darmstadt University of Applied Science selected a combination of qualitative and quantitative study methods to conduct this study. The project design was structured in such a way so that the academic debate was first of all evaluated by means of an analysis of relevant data and documents. Prior to the study it was therefore necessary in addition to a survey of the relevant literature to survey the cooperation partners within the framework of the EU trade union project ("Transnational Further Development



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of the Training of European Works Councils to Improve Interest Representation of Employees at the European Level (TRANSQUALI EWC“) and the staff of IG Metall.

In the course of the working meetings in London, Frankfurt, Bad Orb and Posen, the individual steps were coordinated with the staff of IG Metall and the European project partners within the framework of the EWC project. The actual collection of data took place in two steps. First a telephone survey and an online survey of international EWC members from plants in Germany was conducted. The contact data was made available by the Executive Committee of IG Metall. In selecting the dialogue participants an effort was made to duplicate the conditions and structures in German European Works Councils in a balanced manner wherever possible. To this end aspects were discussed which appeared to be of relevance for the development of an online questionnaire using telephone interviews supported by the guide (activity in the EWC, individual experience with EWC seminars and desires and expectations regarding the IGM training programme).

The results of the telephone survey were already available at the time when the online questionnaire was programmed, which meant that suggestions regarding the formulation of the complex of questions were taken into account. In the next step, the representative online survey was carried out by all of the EWC members organised in IG Metall. Based on these results, the findings generated by the study were compiled in order to derive recommendations for measures to be taken.

All those IG Metall members who are members in an EWC were requested to take part in the study. After the expiry of the survey period of three weeks, there was a response rate of 34%. 17 women and 141 men, a majority of them from the electronics sector, took part in the survey.

If one gives people the choice between filtering the most important out of various contents, it leads to conflicts. This always needs to be taken into account in designing surveys. With questions relating to the relevance of political or social subjects, considerable interests is for this reason consistently expressed. In designing a questionnaire, various proposed topics therefore have to be juxtaposed in order to force the respondents to prioritise their interests.

Thus the following aspects became part of the study:

- Questions relating to the individual / an individual's own EWC,
- Assessments of the EWC as an institution,
- Assessments of individuals' own experience with further training,
- Queries relating to personal topical interests,
- Questions relating to the organisation of an EWC seminar (selection of methods, location, duration, etc.),
- Questions relating to individuals' own behaviour with respect to information and
- Questions relating to individuals' own behaviour with respect to networking.

Reference is repeatedly made to the two sources (telephone interviews / online survey) in answering these questions within the framework of this discussion.

### **Characteristics of the EWC members from Germany**

The majority of the interviewees have had many years of experience representing employees, whether this be as members of works councils or central works councils, chairpersons of works councils or central works councils. Newcomers without any experience in representing employ-

ees are rarely encountered among the German EWC members. The majority of the persons surveyed have already had experience in national bodies before the establishment of the EWC. Their commitment in the EWC thus appears to be the logical consequence of this experience.

The decision to allow oneself to be assigned to work in EWCs is usually made as a result of personal encouragement by other members of the local works council. Special skills such as foreign languages, legal knowledge and similar factors were only stated to be criteria for a commitment to an individual's own EWC in one interview.

The founding of EWCs usually took place more than eight years ago. Half of the persons interviewed have been working in the EWC since it was established. Many of the persons surveyed expressed a strong identification with the EWC work.

Many of the interviewed persons are founding members of their EWCs. Knowledge generated by the founding seminars have only been refreshed at irregular intervals. The telephone interviews indicated that the majority of the interviewees make their participation in seminars contingent upon targeted recommendations or invitations. The intention of attending one training session per year in the EWC is rarely kept.

Company seminars which are offered to European Works Councils are among the most frequently attended seminars. EWC conferences and training sessions for individuals' own bodies are not attended quite as frequently.

Works council members in Germany are often subject to an additional strain. In addition to working on the EWC, membership in a works council or central works council is more the rule than the exception. Additional activities of responsibility such as lay judges or city council members usually

come on top of this. If they are not freed from work on the shop floor, the work load is usually a reason preventing them from regularly taking part in seminars. For 26% of the participants in the online survey the last EWC training session was already more than two years ago. 41% of the persons surveyed stated that they have never taken part in a seminar on EWC topics. In some cases several years have elapsed between the individual further training measures – which the persons surveyed usually regret, however.

*“One problem is getting out of here.”*

The multiple sources of stress at the same time show, however, that the EWCs in Germany are socially committed and highly competent.

The statements made by the interviewees in response to the various complexes of questions are in part marked by personal experience and in part by expectations with respect to EWC activity. The long years of commitment representing employees can by the same token be assessed as a major advantage for EWC work. The skills of the interviewees are the result of a host of training processes in which the share accounted for by seminar experience can no longer be precisely determined. The primary reason stated for taking part in seminars especially by members of European Works Councils is interest in the content, followed by an interest in achieving better networking with other EWCs.

## Results of further training behaviour

IG Metall is by far the leader in the providers of seminars whose programmes are made use of by the interviewees. Programmes of the European Trade Union Institute or other providers are not used even half as often.

*“When seminars are offered by IG Metall on topics which I am interested in, then I practically always go to IG Metall seminars.”*

Only 11% of the interviewees would like to have certificates from the seminars. Those who attach importance to this state that they could then demonstrate the quality of the training to managers and colleagues.

The fact that communication during international seminars takes place through headsets and interpreters is not objected to. English is also accepted as the common lingua franca during the breaks.

The majority of EWCs are sensitive to problems relating to their sites domestically and abroad. This prior knowledge of EWCs and their experience with works council seminars leads to a different view of those fields of topics which should be explored in a seminar.

The topics desired are dominated by those offering practical solutions to serious problem cases. Introductory presentations at teaching events should therefore be kept brief so there is more time for background information and case examples.

The persons surveyed prefer a seminar lasting from 2.5 to 3.5 days. The dates for further training programmes should be placed outside school holiday periods. The winter months are usually rejected for seminars in most of the interviews.

Guests evaluate the training sites of IG Metall as being as good as hotels in general. Importance is attached to being able to quickly get to the seminar site by rail or plane, with a location in an urban environment being welcomed. Cleanliness, seminar rooms with natural light and state-of-the-art technology (WLAN) are considered to be necessi-

ties. The easy-to-reach location is ranked even higher than short travelling time and the proximity of cultural sites and events. In addition, a desire to have tours of production sites is voiced frequently in the online survey.

The optimum size of groups is stated at 20 to 50 participants, as this allows a reasonable ratio of plenary sessions and working groups. The composition of the group with full-time IG Metall staff, EWC members and expert speakers is emphasised as an important factor.

Generally speaking, the skill of the expert speakers is ranked higher than their title or status in the selection of seminars. Inviting prominent speakers to explain particular subjects is not considered to be necessary.

*“You don’t do this job in order to hear this or that speech. You do it because you have at least this idea of what you want to attain. At least I do!”*

Because most of the works councils members believe that they are confronted with more tasks than they can handle, the seminars need to strike the right balance between the work and the amount of time devoted to it. The topics offered are the key factor influencing people to attend a further training event. Networking with other EWCs and strengthening one’s own profile are also assigned high priority in the assessment of a programme.

*“It has to bear relevance to your current work. And of course this current relevance is still the ongoing economic crisis; I would definitely like to address this topic right now. The topic of communication is always a good one, as there is a tremendous need to improve cooperation between European Works Councils. Not even in the European Works Councils themselves, but rather to set up networks between the various European Works Councils, that would be an important topic in my mind.”*

The aspect of practical application is mentioned in many interviews. Because the EWC is not able to act as a body in the same way as a local works council, it needs practical descriptions of how this apparent deficit can be compensated for. Case examples should for this reason be presented by expert speakers in order to devise clear step-by-step instructions on what actions to take.

Two different types of interests guide European Works Council members in the selection of seminars. First of all the desire to receive a detailed description of the contents together with the members of one’s own body. On the other hand, it is desired to include as broad a range of sectors and nationalities as possible in seminars in order to be confronted with different problem cases. This results in a clash of interests between aspects involving concentrated work in one’s own EWC on the one hand and learning about experience in other EWCs on the other.

To confront this conflict, separate parts of seminars must be offered for both interests which can be selected by the participants in the working group phase. This allows a ratio to be determined between the amount of time the participants want to be devoted to a topic in the plenary group and which ones they want to work on in the small groups. One complex of questions in the online survey revealed this relationship between the content of the seminar and group constellations.

With regard to topics involving EU policy or “EU & trade unions”, the interviewees stated that they desired a training programme within the framework of their own body. There are no preferences whatsoever regarding the group composition or group size for a seminar in which practical aspects of EWC work are the theme.

There is general agreement in both cases, however, that parts oriented towards the field of practice should alter-

nate with learning content which improves understanding of other (work) cultures. There is little desire for purely legal training programmes with abstract subjects.

*“I profited from those seminars in which the people already had experience. The comparison of experience with inexperienced people is not always very productive.”*

In those places where language courses are encouraged, this should be used to improve communication in the EWC. In addition to general language training, seminars are desired which convey specific terms from EWC activity. Here it becomes evident that seminars are not solely supposed to help people's own profiles, but rather help meet the requirements of European Works Council work.

No reservations regarding foreign cultures could be identified in the study. Because works council members tend to argue in social rather than ethnic categories, reservations were only expressed where this involved lack of understanding for the different priorities set in individual EWCs. In this regard the study indicated that European Works Councils desire additional programmes promoting comparison of opinion especially from IG Metall.

*“Someone from a Mediterranean country, for example, approaches some things in a more emotional manner. It is difficult for some people from different cultures to place a priority on objective work, even if the topic might be very emotional in nature. That is not very much the case with us, either, but Germans tend to be more bureaucratic and suppress the emotional side.”*

The awareness of being confronted with similar problems in different countries also stimulates discussions of the EWC topic outside the plenary meetings. The discussions during the breaks and in the evening hours are considered by the persons surveyed to be as important as the regular presen-

tations. The exchange of experience in working groups or during discussions, but also during free time (coffee break/evening programme) is attached a high degree of importance.

The participants are thoroughly aware of the importance of informal parts of the programme. Meetings in a more social atmosphere definitely promote an exchange, a comparison of experience having direct relevance for EWC activity.

The intention of intensifying cooperation with other EWCs can nevertheless only rarely be kept alive after the period of the seminar. Contact to German EWC members usually takes place by telephone and e-mail. Especially technical and language barriers are stated by the persons surveyed as an impediment to keeping up transnational contact. Social networks are scarcely used at present. The potential offered by this form of communication is recognised, however. 55% of the persons surveyed advocate the establishment of a social online network. The possibility of actively performing interactive networking could be offered as a separate seminar component in the future.

Members of the EWCs primarily inform themselves about seminars on offer through the Internet. The information site of IG Metall is by far the most prominent source here. The technical literature or newsletter are ranked somewhat lower. All of the persons surveyed are in regular contact with the offices at IGM providing assistance. Spontaneous contact by e-mail or telephone is emphasised in the interviews. The EWC members know the contacts personally from further training events and meetings. The internal trade union working groups can be named as can the individual training centres of IG Metall.

In the telephone interviews the persons surveyed are more reserved about new seminar methods. The expectation of



being informed without interruption in an objective manner within a reasonable framework by the same token limits the choice of seminar methods. The desire to use the seminar time as effectively as possible also plays a role in the considerations. In the online survey, alternating the mix of methods, on the other hand, is evaluated as important.

### **Conclusions / recommendations on action to be taken**

One important aspect in the survey was the break-down of items which seminars are supposed to convey in what framework. Because it does not appear to be advisable to address each topic in the plenary group, the persons surveyed should provide an assessment of which group they would like to have address the respective topic.

In the online survey, the topics of “EWC work in practice”, “Europe and trade unions”, “EU policy” and “personal training and qualification” are listed separately. Thus the different groups were able to select seminar units in a targeted manner.

The items “satisfaction of rights emanating from the EWC agreement” and “communication in the EWC between the meetings” under the rubric of “EWC work in practice” were selected especially frequently. The seminar “dealing with several languages” was only chosen a bit less often. The effort to keep an EWC up and running already takes up a lot of the energy of the participants.

Under the rubric of „Europe and trade unions“ the seminar items “employee representation systems and structures in the individual EU countries” leads the list, followed by “working conditions in the individual EU countries”.

Seminar elements on social history or the importance of the unification process, on the other hand, did not arouse much interest. The attitude with such learning modules work to-

wards has already long since become inculcated by veteran EWC members. The EWC members usually inform themselves about political conditions by reading newspapers or dailies. The informal contact with colleagues at other sites further broadens their perspective. A fundamentally positive attitude towards questions regarding improvement of social aspects can probably be generally assumed.

The surveys indicate that the EWC members recognise a need for additional information to supplement their knowledge regarding the needs of employee representation bodies in other EU states. The telephone interviews and the online survey show that significantly more time should be devoted to providing information in this field.

*“Although in the international seminars you learn a lot, I have the impression that the colleagues who take part in these are not properly informed about what is possible in their own countries as far as laws, regulations and rights are concerned. I have that feeling when I see how the foreign colleagues are appointed sometimes. They don’t necessarily have real elections there. And then they say, nobody is really sure, why don’t you do it? The understanding of the differences in the individual countries, I think that they themselves sometimes don’t know what is going on in their country. That’s the feeling I get sometimes.”*

Misunderstandings crop up in EWC work whenever one side does not contribute the same energy and esprit in the process as others. This imbalance is then often expressed in slow communication or delegates being absent from EWC meetings. In addition to conveying knowledge, the seminar leaders often have to devote energy to bringing the individual parts of the group together as well.

Getting-to-know-each-other exercises are only suited to relaxing the atmosphere at the beginning. Special confidence-building exercises should be performed to lessen the distance and break the ice. Even more time should be devoted to explaining the rules for appointing EWC members in the individual states. The different ways of dealing with nomination and appointment procedures can at the same time be analysed in a separate part at the beginning of the further training session.

In the topical group under the rubric of “*EU policy*”, the best ranking for seminar subjects was for “European social policy” and “statutory foundations of EWC work”. Questions relating to “lifelong learning” or “flexicurity” came in behind “promotion of innovation” and “further development of the EU”.

Under the topical rubric of “*personal training and qualification*” the subjects of “interpretation of company statistics” headed the list. Because the manner of dealing with economic data differs throughout Europe, one of the basic tools of works councils is to inform themselves in this manner.

But also “thinking about images of foreigners and oneself in the European context” was considered to be a very important subject in seminars. This can be understood as an indication that EWC members from Germany are keenly aware of their position in the EWC in a critical sense.

*“When one does something like that with a trade union, it is important not to revert to a German understanding of the way to proceed. I know what being a German works council member is all about. He is there because he is a chairman and sees things from German perspective”*

In closing, one can sum up that all the comments involved criticism at a high level. Thus the interviewees were frequently confronted with the question at the beginning of

whether it is really necessary to improve further training programmes.

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## Chapter 3

### Development of transnational skills in European Works Councils

Theoretical, political and content-related foundations

*Tom Kehrbaum*



Tom Kehrbaum

To strengthen interest representation of employees in enterprises operating throughout Europe and to promote the dialogue and cooperation between employee representation bodies and company managements at the European level, special individual skills and qualifications are required.

Bringing the skills and possibilities of the employees, their interests and expert knowledge into company processes in an active manner are an indispensable foundation both for their interest-related commitment as well as for the future of the enterprise and for the economic, environmental and socially sustainable development of the enterprise.

Skills and qualifications in this regard must expressly take into account the growing influence of the transnational sphere on people's everyday lives and work and thus help promote the further development of a European – and beyond this global – community which is oriented towards the common weal.

The individual skills of European Works Councils are always acquired in a complex structure of social processes which develop in a certain context and within a certain framework. Let us look, then, at the transnational “area” in which these social processes are unfolding at present.

#### **Cohesion through diversity – requirements applying to the development of skills in the transnational area<sup>5</sup>**

The question as to the cohesion of society is a fundamental question in sociology, which in particular gained relevance at the end of the 19th century, as sociologists believed that the traditional structures of modern bourgeois-capitalist

society were breaking up as a result of processes such as urbanisation, individualisation and rationalisation. The answer which they offered was astounding, as it was especially this diversity and differentiation in new modes of living that they believed would lead to a new cohesion. How should we understand this?

For Emile Durkheim the new forms of the division of labour were the beginning of an “organic solidarity” (Pries 2008: p. 42). Georg Simmel thought that the diversity of “social groupings” (ibid) allowed individualisation because each individual is able to choose which groupings he wants to belong to, while secondly this is made possible by new forms of cohesion – at a level higher than groupings – which come about through the diversity of social groupings.

This view of things is also applicable to the present-day situation of socialisation, according to Ludger Pries (ibid). People today also belong to widely differing social groupings. The old order of the various estates has largely become a thing of the past. It is preferences and interests, rather, which determine how people get together (still within the framework of their economic possibilities) in sports clubs, passenger pigeon clubs, music clubs and political or religious groups. Especially this possibility and the freedom to decide that one wants to belong to several groupings, and not just one large social grouping, is in Pries' view the “overall context of entangled societal relations” (op cit. p. 43), which he applies to the dynamics of internationalisation of our social world.

The notion of “transnationalisation” thus draws attention to social, cultural, political and economic relations and interactions between people and institutions. It departs from the level of inter-state relations, in which above all governments are the dominant actors. As a result, geography loses its importance as a factor in the formation of identity

<sup>5</sup> The following discussion is largely based on Ludger Pries, 2008, *Die Transnationalisierung der sozialen Welt*, Suhrkamp, Frankfurt a. M., pp. 42 et seqq.

and collectivity, with new transnational possibilities for membership being created. (op cit. p. 44).

These transnational ties can be seen in concrete form in transnational feelings of belonging, cultural commonalities, communications interrelationships, work relations and above all in everyday practical life in the respective organisations relating to this (e.g. trade unions).

Transnational ties also can be seen linking into societal orders and types of regulation which are reflected in transnational social structures and social areas (ibid). This “transnationalisation” must be understood as an expanding, intensifying process in which an increasingly international movement of goods, people and information lead to new social practices, systems of symbols and artefacts. These economic, social, cultural or political dimensions by the same token are dialectically related to one another, ultimately forming “entangled relations” between human beings (Elias 1986 based on Pries, op cit. p. 45).

The hypothesis of “transnationalisation” posits that dense entangled relations in the social area come about during this process, maintaining themselves for long periods of time, spreading across the territories of many national states (ibid.).

The transnational perspective thus focuses on specific practical processes which, for example, come about in international enterprises and develop into transnational company groups. These culminate in transnational cooperation between non-government organisations (NGOs) or migration networks. In the worst case, criminal and terrorist organisations also form.

Transnational social areas have long since become a reality. They come about in different contexts and have different aims and objectives.

From an international trade union perspective it is important to analyse the interplay of factors more precisely. The task is to understand how these processes act on the way people concretely live and work together and how they deal with this. This transnational perspective on development “from below” is much closer to the real processes and experiences of people than cultural-theoretical perspectives, which hold nation-based stereotypes responsible for the success or failure of interaction. The notion of “transnationalisation” must therefore be developed further with regard to theory-building on intercultural skills. Nevertheless, useful ideas can already be derived from this perspective here and now for the further development of transnational skills for European Works Councils.

### **Transnational skills as action-oriented skills**

Skills and qualifications are always acquired in a “social area” which is embedded in certain more national contexts. Certain contents, forms and the different practical design of certain seminars, courses or training events are influenced by these specific context-related conditions. They are very rarely addressed explicitly as a topic, but are nevertheless at the same time a fundamental condition for successful communication and interaction and ultimately for joint action.

The special challenge posed by further transnational development and improvement in the qualification of the EWC is to build a bridge between skills acquired in the respective company and national context and skills above the company level – which are thus also effective at the transnational level (on this see: Buchholz 2004: p.5).

A training process systematically designed according to these aspects builds on the personal experience of works

council members which they have gained in the context of activity at the company level and with regard to company policy as well as the skills which they have acquired in primarily nationally oriented training programmes. This experience and skills are then developed further in a systematic manner within the framework of reflective and action-oriented training processes with reference to transnational contexts and correspondingly expanded “social areas”.

“Transnational competence” is not only to be viewed as an additional or cumulative form of competence. It is expressed, rather, in a process in which certain knowledge and different skills unfolds in deliberately created transnational areas in a targeted and appropriate manner to become effective. This “transnational competence” can emerge as interculturally competent action within the framework of social interaction.<sup>6</sup>

Such a description of “transnational skills” implies an action-oriented definition of skills. This allows the definition of skills which has been adopted in current debates in the area of adult education without consciously reflecting upon it to be spelled out in concrete terms through the connection to actual application in practice.

We want to avoid use of a definition of skills which – depending upon the increase in requirements – expands the list of specified skills ad infinitum. A functionalist perspective on training would be transported along the lines of the slogan “just learn intercultural skills” which would to skills being viewed as “tools”. With regard to the training programmes on offer, this would create the impression that it is only necessary to select the right “toolbox” – course and this will solve all problems involved with transnational cooperation.

<sup>6</sup> This means that from an applications-related perspective there is no categorical difference between “transnational” and “intercultural” skills. See pursuant hereto also: Tom Kehrbaum, Karsten Meier et al., 2010, Aspekte „Interkultureller Kompetenz“ - Methoden internationaler Bildungsarbeit im Praxistest, editor IG Metall Executive Committee, Department for Trade Union Training Work

Such an narrow view off “skills” first of all completely ignores that the acting subject is an individual with a unique biographical background and motives. Secondly it fails to take into account that acting individuals are involved in social interactions which always play out within certain contexts – which give rise to certain requirements. This means in actual practice that individuals take the initiative and act within the framework of social processes within a certain situation or react to this situation.

For the training work of trade unions, it is therefore important to determine the quality which the definition of skills is to designate while taking into account subject-oriented approaches and making reference to the specific social-spatial contexts in actual practice.

A skills orientation in the transnational context draws attention to the analysis of interactive transnational action-related variables and the corresponding expansion of possibilities for action by company and political actors in the context of current requirements and possible structural designs which are to be anticipated.

This perspective on skills forms a close connection between political, technical, methodological, social, reflective and aesthetic skills, viewing these as a unity. We orient the further methodological-didactical development of training programmes for European Works Councils and thus the practical training development of transnational skills towards this definition of skills, which is framed in a holistic, action-oriented manner.

What persons meet up with which contexts of practice and situations, then, and what skills are needed here?

The following diagram shows separate levels of skills so as to be able to better distinguish between them. These “levels” draw attention to respectively relevant contexts

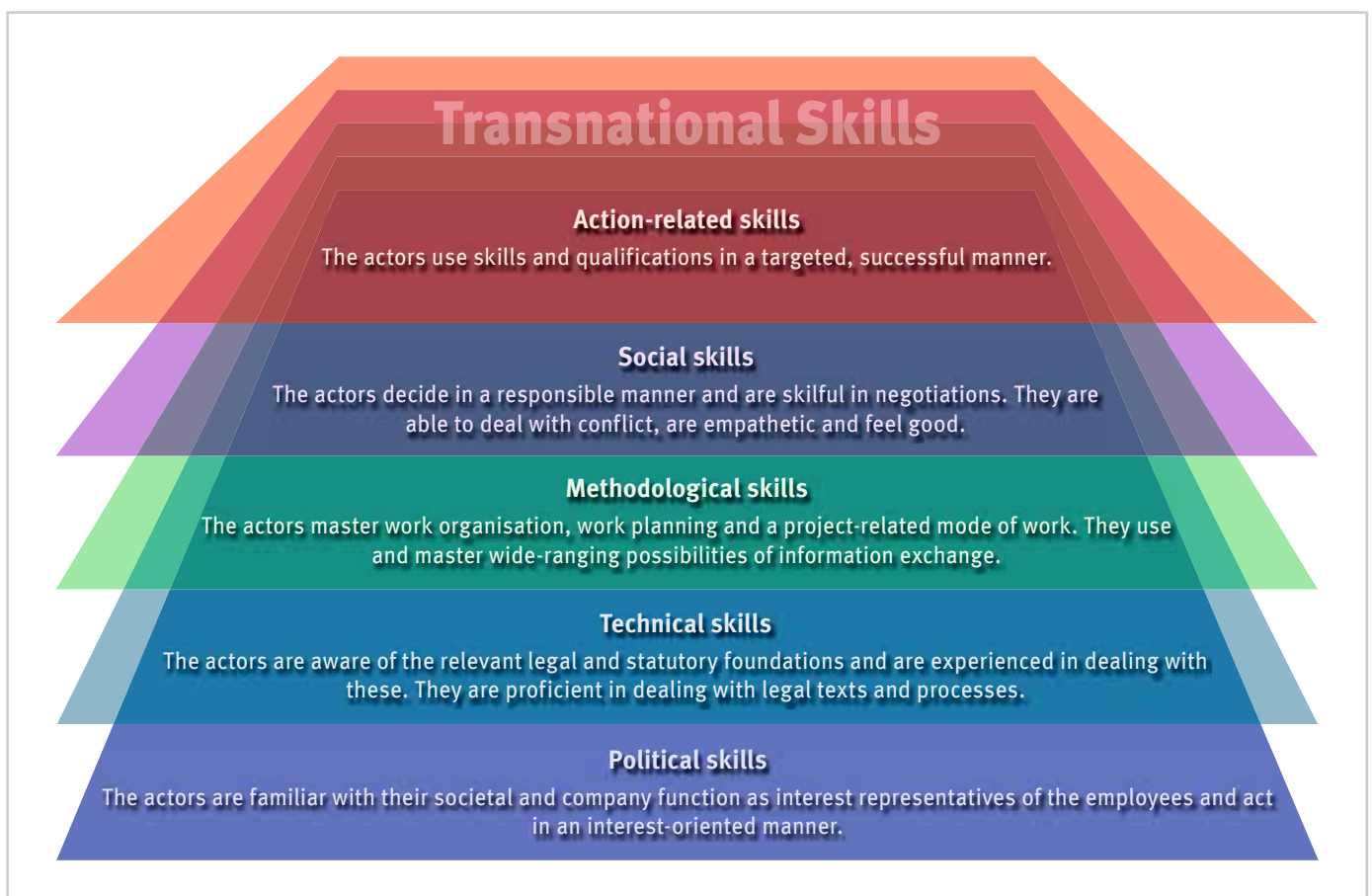


of practice by works councils or interest representation bodies.

Certain knowledge backgrounds and certain skills are of importance within these “levels of skills”. If these are used in a competent manner, they lead to appropriately targeted and effective actions.

In the field of practice these are “skill levels” and cannot be separated from one another. In an interactive action process, wide-ranging skills are interrelated and, depending upon the common subject and persons involved in an interacting group, different skills are more or less needed in the respective situation.

If one regards these skills in the transnational context, the respective levels of skills described undergo an additional, specifically transnational, development and shape. Interest representation bodies must be aware of these additional aspects and take these into account in a systematic manner in their work. This means that the planning, decision-making and action processes of the actors do not remain limited to the national situation of the company and its national context, but rather include the following aspects both within the framework of national processes as well as in transnational interaction processes. In a training process, these aspects must be taken into account in terms of their content and in methodological and system-related terms.



## Transnational aspects of the different levels of skills

### Political skills

We understand political skills to primarily designate the awareness of actors that they operate with their knowledge, abilities and actions in an antagonistic field which is marked by opposing interests. With respect to the structuring function and the structuring mission of employee-oriented actors, we understand the “political” not simply to mean the functioning administration of the respective needs within the framework of the existing order, but rather as intervention which especially also changes the underlying conditions, which determine how things function (Bröckling/ Feustel, 2010: p. 15)

With respect to interests, acting instead of reacting also means that European Works Councils take the initiative when current or future issues involving the interests of the employees are at stake. Political initiatives are thus taken both at the company level and at the company and group levels (co-determination, international framework agreement), both at the national policy-making level (labour laws) as well as at the international level (treaties), both at the supranational (EU directives) and the transnational level (cooperation with NGOs).

If one examines the basis for political skills, the acting interest representation bodies have different political backgrounds in the European context. Here different historical experiences with political systems can play a role as can political-ideological convictions and structures of democratic inclusion and co-determination possibilities of the company and trade union interest representation bodies. By the same token, it is often attempted to simply assume one’s own national conditions are the same in other countries in

order to be better able to assess the statements and actions of “others”. Thus, for example, “politically oriented” trade unions are compared by German trade unions, which in systemic terms are “sector oriented”, with the political parties in Germany and categorised accordingly. This helps one’s own orientation, but cannot necessarily be rigidly applied in assessing the behaviour of the “others”.

### Possible content-related aspects of the training process:

- Political theories, systems and history
- European political and global political treaties, conventions, agreements and strategies
- Political practice of the trade unions
- The role and function of the “works council” and “trade union representatives”
- Participation and co-determination possibilities
- Interest representation structures
- Orientation towards social partnership or a conflict orientation
- International labour movement and international solidarity

### Technical skills

We understand technical skills in general to designate knowledge and the skilful handling of labour law, micro-economic and macro-economic issues relating to occupational health and safety, vocational training and working conditions.

With respect to technical skills, it should be taken into account that the different legal foundations of the individual countries make possible and constrain the latitude for action and options of the interest representation bodies accordingly. Actors operating transnationally must be aware

of these different legal situations and in the best case scenario be very familiar with them, the reason being that discussions always implicitly take place in relation to future actions. Precise knowledge of this difference plays an important role when the issue is, for example, to discuss and devise a common action strategy.

**Possible content-related aspects of the training process:**

- Legal systems
- Impact of legal foundations, laws and regulations
- Existence and function of collective agreements
- Dealing with rights and the law
- Practice in the satisfaction of rights

### Methodological skills

We understand methodological skills to designate the ability to apply work organisation methods and a project-related mode of work in a manner which is appropriate for the situation. Different modes of work and methods of work organisation do not constitute a fundamental problem. These different modes of procedure, which often relate closely to aspects of political and technical skills, need to be taken into account in common projects, however. This is why communication and the exchange of information play a decisive role in the context of transnational work.

**Possible content-related aspects of the training process:**

- Working times and work rhythms
- Work organisation and work methods
- Target-oriented mode of procedure
- Forms of communication and modes of use
- Language skills

- Comparison of information
- Ability to engage in dialogue

### Social skills

Similar to the situation with political skills, there are multifarious differences with respect to social skills, but also above all common features which can also be called intercultural skills with respect to the transnational context. This is also where the most important aspects which decide whether an interactive process is completed on a successful note are to be found.

Important personal prerequisites are an empathetic, open interpersonal, curious attitude which is as free of prejudice towards things foreign and different. These aspects form an important foundation for social skills which has an impact especially in transnational contexts. It may be the case that it has not been possible for these attitudes or “character traits” to be acquired in a comprehensive manner in a person’s biographical development so far. Moreover, unpleasant experiences and insufficient analysis of these may lead to patterns of behaviour which can impede sustained open social interaction. That is why the crucial task in training processes is to “ruffle and disturb” these patterns of behaviour in a positive sense so as to lead the respective actors to reflect upon them.

In this regard, possibilities must be created to generate positive experiences. This is where aesthetics come into play in the form of skills of perception. Educationalists must create a pleasant atmosphere and process contents in such a methodological-didactical manner as to generate different positive experiences. Positive sensual experience additionally activates perception and stimulates an attentive learning process. Systematic training processes must create a “realm of the possible” to this end.

These traits are of immense importance in the transnational context. They form the foundation for communication based on common understanding and for building trust and confidence and they make human interaction possible through mutual interest. This as a result is what makes possible, for example, humour, self-confidence, personal well-being and last but not least solidarity – as an interest shared by different individuals.

Important aspects both in educational theory-building as well as in the methodology and didactics of transnational training measures are at the same time reflection, emancipation, self-determination, co-determination, skills, ability to act, solidarity, transfer and sustainability. In transnational projects aimed at developing training programmes it is a good idea to first share ideas on these aspects and identify common as well as diverging perspectives.

**Possible content-related aspects of the training process:**

- Coping with uncertainty
- Dealing with “things foreign”
- Self-reflection
- Self-perception and perception of others
- Communication and conflict styles
- Emancipation and the importance of self-determination
- Dealing with authority
- Tolerance

**Action-related skills**

Finally, the capability of successful interplay between all skills and qualifications can be termed action skills. At the individual level this is expressed by personal decisions on action and the initiation of action takes place consciously,

in a targeted manner and always with an awareness of the impact on others. These are the result of reflective processes in the analysis of experience and always include aspects of a successful common process. In the transnational context this means that at the national level processes are always reflected upon in terms of their relevance at the European or global levels. Transnational skills are therefore as mentioned previously not to be viewed as an additional skill which can be cumulative in nature, but rather as the transnational extension of the reflection and action context. The skills which are primarily acquired in the national context can as a result be applied transnationally. This changes, for example, the weighting of interests, work and communication processes, but also time frames and the awareness of responsibility.

**Consequences for training work**

Training takes time! That is why the education experts in charge should not attempt to blindly force the systematic development of all of the skills described above at a training event. What needs to be developed in a systematic manner, rather, is a training process over a longer period of time – for example within a term of office. Of course European Works Councils want to perform the tasks which they have assumed as effectively and competently as possible within as short a period as possible. Experience in actual practice which they gather is the ideal point of departure, however, for a medium and long-term training process in which the experience in practice – positive as well as negative – becomes the point of reference and point of departure in the further learning process.

If one has the possibility within the framework of trade union training work to organise fundamental, long-term training processes, a whole range of political, technical, methodological and social aspects can be taken into ac-

count and developed in practice-orientated training events. The content, form and respective practice at training events are then to be concretely planned in detail. The different “stages” of this training process, in which action and training stand in an effective interrelationship, can be depicted in the following manner.

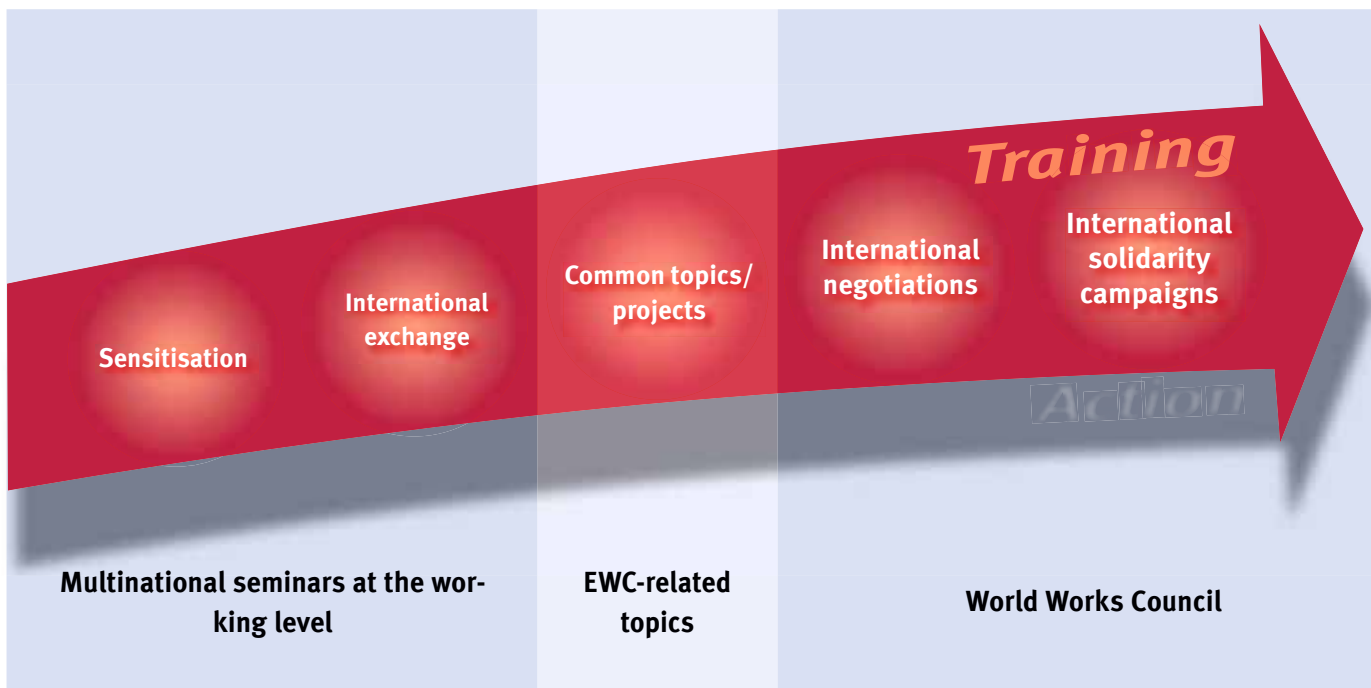
- **Level 1:** Sensitisation for international issues and contexts
- **Level 2:** International knowledge and exchange of experience (working conditions, legal framework, political conditions and trade union traditions)
- **Level 3:** International (interpersonal) processing of topics/projects
- **Level 4:** International (interpersonal) negotiations
- **Level 5:** International (interpersonal) political campaigns

Contents and methods of the first three levels were taken into account in the international seminar held in Sprockhövel from 16-19 May 2010. These are described in detail in chapters three and four of this manual.

IG Metall has further developed the conceptual foundations for its training programmes based on ideas generated by this project. The training programme for 2011 is provided here as an example.







Category	Title	Number
<b>Foundations</b>	Help structure globalisation	3
	Europe step by step for young people	1 Reihe
	Europe step by step for adults	1 Reihe
	Intercultural skills for works councils	1
	Intercultural skills for multipliers	1
	Intercultural skills for speakers	1
<b>Participation in Europe</b>	Basic EWC seminar	1
	Conferences for EWC members Regions of West- South - East	3
<b>Language skills for works council members</b>	English courses	6
<b>Multinational seminars</b>	Upon request by enterprises (EWC)	

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During the break

## Chapter 4

### Integration of theory and practice in EWC training at the transnational level

Challenges and mode of procedure within the framework of the TransQUALI-EWC project  
*Martin Roggenkamp*



Martin Roggenkamp

The training of European Works Councils (EWCs) is an important and necessary basis if co-determination is to be put in action and respected by multinational enterprises (see chapter 1). The majority of existing training programmes for EWCs are at present embedded at the national level – aside from the programmes of the ETUI. These have different cultures of interest representation, have roots in different interest representation structures and also reflect the different interests of the trade unions sponsoring them. The requirements facing a European interest representation body and the transnational setting in which the training measures take place require a European dimension of EWC training, however, the establishment of which poses a major challenge.

Together with its European partners, IG Metall has made a contribution to the “transnationalisation” of EWC training in the guise of the EU-funded project “*transnational further development of training of European Works Councils to improve the representation of employee interests at the European level*” (TransQUALI-EWC) by creating an orientational framework for European training programmes which integrates both the perspective of various European training programmes as well as those of scientific research and actual practice. With their approach the project partners have created a foundation for the further development of international trade union training work in general. The techniques used and the project itself are presented in the following so that both the approach as well as the experience gained in the execution of the project can be made available to other actors and used in other projects aimed at adding a European dimension to training programmes. To be able to understand the mode of approach adopted in the project, it is necessary to first examine the challenges for a transnationalisation of EWC training from a European

perspective (section 1). Based on this, the objectives and methods of the project will then be presented (section 2) with the project itself then being described (section 3).

#### Challenges of EWC training from a European perspective

*„European Works Councils have a key role in anticipating and managing the social dimension of change in large enterprises Europe wide. They also contribute to improving corporate governance – a key factor in sustaining competitiveness. For the sake of both, workers and companies, we need to make sure European works councils can play their full role during the restructuring process and mechanisms for dialogue established at transnational levels.“<sup>7</sup>*

The statement which the Commissioner for Employment, Social Affairs and Equal Opportunity, Vladimír Špidla, made in 2008 in connection with the hearings on the revision of the EWC Directive illustrate the high expectations which the EU Commission has of EWC work. EWCs are expected to attain no less than social cohesion in the context of multinational enterprises and ensure that the social dimension is adequately taken into account in company decisions. This presupposes a high degree of skills on the part of EWC members. On the one hand, the EWC has to have a high level of technical competence with respect to transnational issues internally as well as externally to the company – in particular knowledge about the various underlying legal conditions prevailing in the individual countries where the

<sup>7</sup> Directorate General for Employment, Social Affairs and Equal Opportunities (2008): Commission invites social partners to negotiate about European works councils. Press release from 20 February 2008. <http://ec.europa.eu/social/main.jsp?catId=329&langId=de&newsId=236&furtherNews=yes> (15 October 2010).

company is present in order to be able to exercise influence on company decisions. On the other hand, the ability of the EWC to work efficiently is to a considerable degree a function of its internal cohesion, which is above all influenced by the following factors (see inter alia European Foundation for the Improvement of Living and Working Conditions 2008: 5; Müller/ Hoffmann 2001: 68 et seqq.; Jagodzinski/ Kluge/ Waddington (ed.) 2008):

- Overcoming internal EWC conflicts of interest between individual company sites pre-supposes the *development of a European identity* by the EWC;
- The *different national interest representation systems* of the individual EWC members determine the respective type of interest representation within the framework of the EWC. The internal cohesion of the EWC is for this reason independent of the mutual knowledge of the wide-ranging interest-representation structures in Europe;
- The *different cultural backgrounds* of the individual EWC members determines their social interaction, conflict styles and problem-solving behaviour. The ability of the EWC to act for this reason requires mutual knowledge of and understanding for the respective cultural backgrounds and culturally embedded modes of behaviour (see Lecher et al. 1999);
- One key barrier for cooperation within the EWC is posed by *language barriers* between the members of different countries of origin;
- *Infrequent contact* and *limited continuity* in the composition of the EWC act at the same time as a constraint on stable communication processes, posing an additional impediment on the ability to act.

Coping with these requirements not only requires a high level of knowledge (see chapter 1), but also considerable skills on the part of the EWC (see chapter 3). Given this, numerous studies draw attention to the tremendous importance of training measures for EWCs not only to promote their technical skills, but in particular to raise their internal cohesion and ability to act in an intercultural context (see: Müller/ Hoffmann 2001: 68 et seqq.; Jagodzinski/ Kluge/ Waddington (ed.) 2008; Biehler/ Hahn 2007). The European social partner associations for this reason view the expansion of training programmes to constitute an important foundation with which to foster the ability of EWCs to work effectively (see: ETUC/ UNICE/ UEAPME/ CEEP 2005). This was finally also reflected in the revision of the EWC Directive, which has established a legal claim on the part of EWC members to training measures (see: Official Journal of the European Union (ed.) 2009), which will significantly increase the demand for respective programmes.

From the perspective of their actual content, a distinction is made with regard to requirements applying to training programmes between subject-related and individual training (Müller/ Hoffmann 2001: 68 et seqq.). Subject-related training comprises in particular knowledge of the different systems of national interest representation, collective agreements, the legal foundations of EWC work and the wider economic context in which EWCs operate. Of particular importance to the internal cohesion of the EWC are individual training programmes which convey communication skills and conflict management in the intercultural context. Deserving special emphasis here are foreign language programmes, which provide the required foundations for communication (Harazim 1998; Miller/ Stirling 1998).

From a methodological perspective, it is important to note the special educational goals of EWC training programmes.

Because training measures not only convey the foundations upon which EWCs develop the ability to act effectively, but also in addition themselves constitute a forum for communication-based processes of interaction between EWC members in an intercultural context and (can) in this manner contribute in an active manner to the internal cohesion of EWCs, the methodological-educational approach plays an important role with respect to the success of training programmes (Müller/ Hoffmann 2001: 71).

Training programmes for EWCs are at present largely national in nature. The most important sponsors of training measures are the trade unions, although European trade union organisations are assigned significantly less importance than national trade union organisations as a result of limited resources. Private sponsors of training measures also play a smaller role. According to a survey of EWCs, 56.7% of the 409 EWCs surveyed stated that they had taken part in training programmes offered by national trade union organisations by the middle of the decade, 16.9% in programmes offered by private providers and 12.5% in training programmes offered by European trade union organisations (Waddington 2006).

Various studies and EWC surveys provide insight on the quality of these measures. Here the following features were especially emphasised (Müller/ Hoffmann 2001; Biehler/ Hahn 2007; Kotthoff 2006):

- The quantity of training programmes on offer for EWCs is limited and only has a limited spectrum in terms of their content. Moreover, the programmes in part fail to cover the needs of EWCs (Kotthoff 2006: 144 et seqq.);
- Because the training programmes are for the most part national in nature and only address transnational cooperation between trade unions in an isolated manner, reliable quality standards are lacking at the European level;
- The programmes are frequently prepared in a pragmatic or ad hoc manner. A systematic approach, especially with respect to the methodological challenge of conveying the basics of intercultural interaction skills in the multicultural context, is lacking. In particular, the individual social skills which promote communication at the European level and with respect to which the EWC is supposed to contribute to the forging of a European identity require a European framework, however, and cannot be exhausted in different national – more or less tried-and-proven – strategies and concepts. Although there are some well designed concepts at national trade unions for the training of EWCs (see inter alia IG Metall Executive Committee (ed.) 2004) as well as instances of transnational cooperation by national trade unions in the training of EWCs, a systematic strategy which could serve as an orientation for trade unions sponsoring training programmes which can be adopted at the transnational level is lacking (Müller/ Hoffmann 2001: 70 et seqq.; Jagodzinski/ Kluge/ Waddington (ed.) 2008);
- The lack of a systematic approach in the training of the EWC, finally, means that the various training activities do not dovetail with the sectoral, national and European levels (Müller/ Hoffmann 2001: 70 et seqq.). For this reason there are no programmes for “*advanced persons*” (Kotthoff 2006: 146) as a necessary element in the sustainable, systematic and targeted training of EWCs.

On the whole, the area of EWC training lacks a systematic transnational trade union strategy, a “pedagogy of transnationality” (Miller 1999: 356) – not least as a result of the fact that programmes are created at the national level – which provides an orientation for the design of content, methods and organisation of training programmes for EWCs and in this manner establishes reliable quality standards



which can dovetail with other programmes and constitute a European framework with which to convey intercultural interaction skills and encourage a European identity of EWCs

### Aims and approach of the project

Against this background, the general objective of the *TRANSQuali-EWC* project was to develop, test and disseminate an approach to EWC training which can be adopted at the trans-national level on the basis of a systematic and structured exchange between trade union sponsors of training programmes. This approach encompasses the setting of objectives and challenges for the training of EWCs (see chapter 1) as well as pedagogical categories (see chapter 3) and methods (see chapters 5 and 6) which the training is based on. The strategy is based on offering providers of training measures for the EWC an orientation for action and encouraging a reliable quality and dovetailing capability for EWC training measures at the European level, in this manner boosting the quality of respective programmes on the whole. To this end, the development process must meet the following requirements:

- *Transfer from theory to practice:* In order to be able to guarantee that training models are of a high quality and can be adopted at the transnational level, their development should be based on a systematic exchange between the field of research and actual practice. On the one hand, the quality of the methodological strategy must suffice to meet scientific demands and make use of the state of the art in research findings on sustainability and innovation. Moreover the systematic objective of the approach requires theoretical approach to the field of activity. At the same time, however, the perspectives of the sponsors and speakers in training programmes for EWCs must flow into this right from the outset as well in order to

ensure that the strategy can be implemented in practical terms.

- *Adoption at the transnational level:* In order to guarantee that the approach can be adopted at the transnational level, first of all European trade union organisations which offer training programmes for the EWC and secondly trade union sponsors of training programmes from different European countries should be involved in the development of the approach so that different perspectives can be taken into account. As a result of the different interest representation structures and cultures in the new member countries of the EU, which constitute a special challenge for the internal cohesion of the EWC, the Eastern European perspective should also be considered in the development of the approach.
- *Orientation towards needs:* the development of the training approach must ensure that the strategy corresponds to the actual needs of EWCs.
- *Implementation in actual practice:* To ensure that the approach can be implemented in actual practice, the training strategy should be tested.

In line with the requirements applying to the training strategy to be developed, the partnership was composed of trade union sponsors of training programmes, a research institute and the EWCs of various enterprises.

The trade union sponsors of training programmes involved in the project included IG Metall as the applicant, the *European Trade Union Institute (ETUI)*, *Unite the Union (UK)*, *FZZ "Metalowcy"* and *NSZZ „Solidarność“* (both Polish), which meant that both the European perspective as well as the perspective of two Western European countries with different interest representation structures and cultures and the perspective of a new member state were included. In the

project the trade union sponsors of training programmes were assigned the task of comparing knowledge and experience with training, cooperating in the development of a joint training strategy and its testing and contributing to the dissemination of the strategy.

The *Institut für allgemeine Pädagogik und Berufspädagogik* at the *Darmstadt University of Applied Science* was in charge of the scientific support for the project. Its tasks were to provide input on the development of the strategy in the form of a preliminary scientific study, the execution and evaluation of a survey of EWCs and their training needs, the supporting evaluation of the testing of the strategy and the dissemination of project results at the scientific level.

To test the strategy of training EWCs, *EWCs from seven different enterprises* in the metal-working sector were invited to a seminar. These were from the enterprises Dräger, Flowserve, NCR, Panasonic, Rolls Royce (European members of the World Works Council) and Visteon.

The mode of approach in the project was based on a four-stage development process, whereby each stage of development was guaranteed both by the exchange between scientific research and the field of practice and exchange between the various trade union sponsors of training programmes:

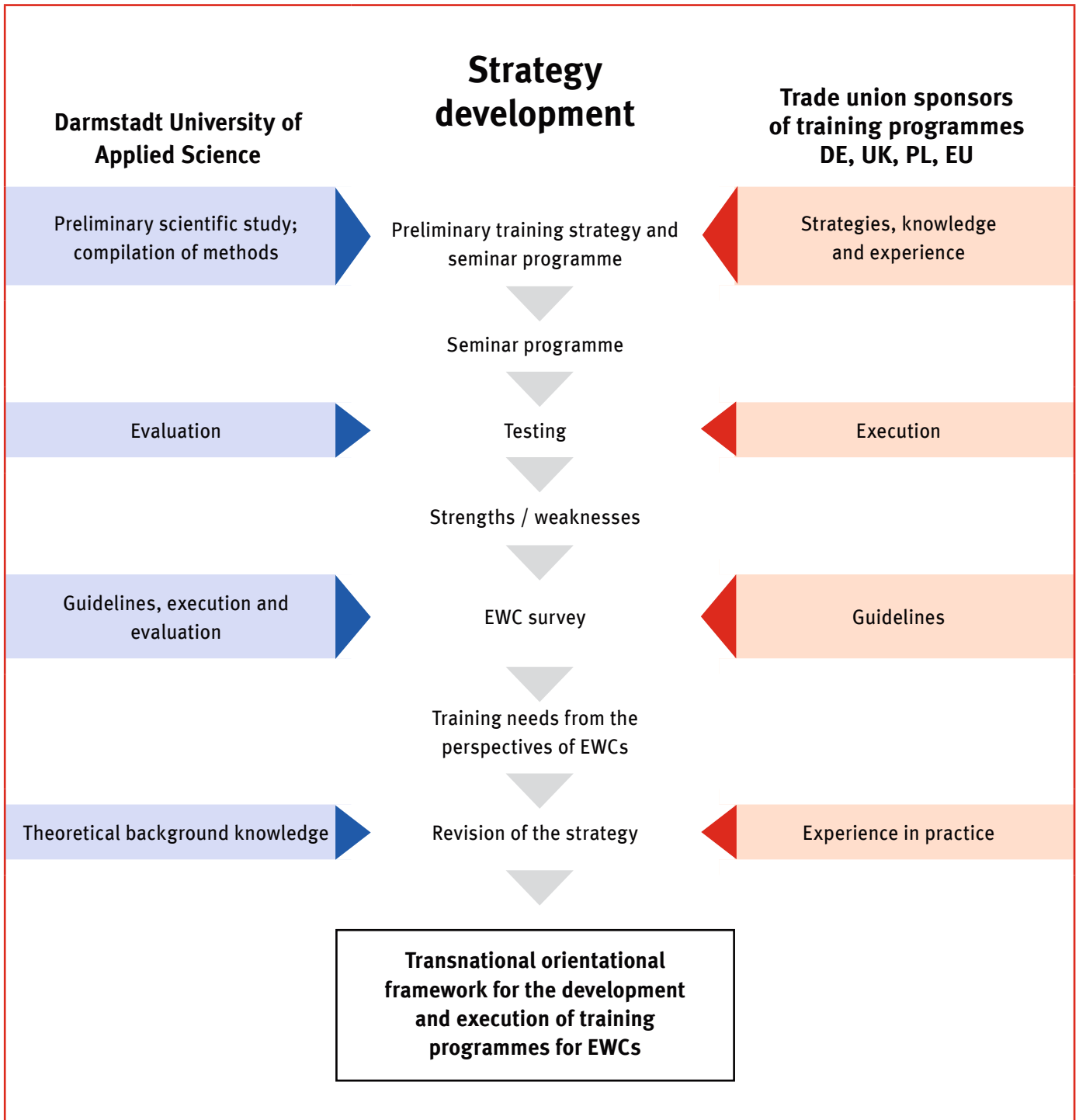
1. *Development of a preliminary strategy for the training of an EWC on the foundations*
  - of a preliminary scientific study and a compilation of methods from Darmstadt University of Applied Science and
  - the transnational exchange between the trade union sponsors of training programmes taking part in the project;

2. *Testing and evaluation of the training approach within the framework of an EWC seminar involving EWC members from six enterprises which*
  - were carried out by the training sponsors involved and
  - is being evaluated by Darmstadt University of Applied Science;
3. *Survey of the training needs of EWCs by means of an EWC survey on the basis of a guideline which includes the perspectives of EWC sponsors and is developed according to scientific criteria and*
4. *Revision of the training strategy on the basis of experience gained in the execution of the seminar and taking into account the identified training requirements*

## The project itself

The project was designed to last twelve months and started up in February 2010 with a kick-off meeting of the project partners in London, within the framework of which the participants agreed on the objectives and the schedule for the project, coordinated the domains of responsibility and set the deadlines for the individual work steps.

In the first step, a preliminary training strategy for EWCs was designed within the framework of a joint workshop of the project partners which was held at the IG Metall training site in Bad Orb (Germany) on 16 and 17 March 2010. This involved the joint specification of contents, the programme and pedagogical-didactical methods as well as the concrete planning of the international EWC seminar. A preliminary compilation of proposals regarding contents, programme and pedagogical-didactical methods based on a preliminary study by Darmstadt University of Applied Science was first presented to serve as the basis for a preliminary discussion of the importance of international training work by trade unions.



After this, possible individual topics for an EWC training programme were first collected. These included

- the new EWC Directive and its impact on the EWC agreements;
- joint promotion by the EMF with regard to precarious work and a discussion of how this promotion can be supported by activities at the company level;
- the internal communication of EWCs – here it was noted that this is a demanding topic for the EWC seminar;
- negotiating at the level of European enterprises;
- good work / occupational health and safety;
- impact of the financial and economic crisis at the company level and how the EWC can cope with these effects;
- EWC principles regarding restructuring;
- the discussion of case examples:
  - merging parts of companies (*Flowserve*)
  - closure of sites (*Bosch*);



PPT-title, Workshop, Bad Orb

- addressing political topics such as flexicurity and the Directive on the Organisation of Working Time;
- economic data and its interpretation;
- organisation of the EWC work (structure and internal communication);

Possible contents	Possible programmes	Possible methods
<ul style="list-style-type: none"> <li>• New EWC Directive</li> <li>• Impact of the financial and economic crisis</li> <li>• Precarious work</li> <li>• Political background of the Flexicurity approach</li> <li>• Possible counter-measures by EWCs at the company level and at the level of national and European policy</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction and ice-breaking</li> <li>• Information on the EU project</li> <li>• The new EWC Directive</li> <li>• The “information rectangle”</li> <li>• Case studies</li> <li>• Company-related contents in working groups</li> <li>• Work at the company and political levels</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction and ice-breaking</li> <li>• Presentations</li> <li>• Dealing with the new EWC Directive</li> <li>• Working groups</li> <li>• Presentation of results from the working groups</li> <li>• Discussion of different results in the plenary group</li> <li>• Activation</li> <li>• etc.</li> </ul>

- intercultural communication;
- national interest representation systems;
- expectations regarding the work of the EWC.

On the whole, it was urged that the seminar remain open to the desires and interests of the participants. It was noted that one important aim of the EWC seminar is to convey the interrelationship between company and political levels. This can be effectively addressed by creating a link, for instance, between the political strategy of flexicurity with the challenges posed by precarious work and the level of action of the company. At first it was unresolved whether the political or the action level should stand at the forefront. It was decided that it is necessary to focus on a certain topic to convey the interrelationship between the political and company levels.

After this, the programme of the EWC seminar was discussed in a detailed, differentiated manner. At the centre of attention here were especially those aspects which can encourage a commitment by the participants and their getting to know each other through the range of items in the event programme and how social contact and exchange between the EWC members both during and outside the events could be supported and in what form interaction between different types of events (plenary group, working groups, forums, etc.) could bring about positive effects. The discussion produced the detailed programme for the EWC seminar (see chapter 5).

The staff members of Darmstadt University of Applied Science presented a series of approaches differentiated according to social and content-related levels (see chapter 6) as input for the discussion of the methods to be used within the framework of the seminar.

A special objective in the use of pedagogical-didactic methods was the strengthening of the ability to deal with conflict and sensitisation for different cultural backgrounds of the participants. This presupposed the actors assuming the perspectives of their peers. For this reason, role-plays were considered to be an especially well suited instrument in this context. These are difficult to perform in an intercultural setting, however, as a result of language barriers and the considerable amount of time they take. Nevertheless role-plays which reflect different interest-representation systems, institutions and different intercultural approaches to conflict were held to be a suitable method for EWC training.

It was discussed to what extent the participants are to be given open space to design the content and structure of the seminar themselves. Providing the participants a large amount of open space would offer the advantage of activating them and fostering participative training objectives. Specifying the structure for the participants, on the other hand, would be more likely to guarantee that the respective training objectives are met. The question was ultimately left unresolved.

After clearing up organisational questions relating to the execution of the EWC seminar, the representatives of the trade union sponsors of training programmes were requested to support Darmstadt University of Applied Science in developing categories and items<sup>8</sup> for the guidelines for the EWC survey. For this purpose, cards with categories and items were put on the wall. The participants were supposed to make additions to these in writing and were also encouraged to provide feedback by e-mail. The lists which were pinned up on the wall offered the possibility to identify additional items or to mark items already listed as “*not necessary*”.

<sup>8</sup> An item is a research unit which relates to one of several features in a category.



The organisation was spelled out in more detail by the staff of IG Metall in the period between the preparatory workshop and the execution of the EWC seminar in May 2010. Furthermore, work was commenced to create a project website so that it could go online by the execution of the EWC seminar and be presented within the framework of the seminar. A presentation of the project, the project programme, the individual events, the partners including contact addresses, publications in connection with the project and a forum for exchange between the participants internally are provided at the site [www.bildung-international.de](http://www.bildung-international.de).

At the same time the staff of Darmstadt University of Applied Science developed a strategy to evaluate the EWC seminar.

### Step 2: Testing of a training strategy

The preliminary training strategy for the EWC was tested at an EWC seminar at the IG Metall training site in Sprockhövel (Germany) from 16 to 19 May. A total of 43 participants took part in the European Works Council seminar. In addition to the project partners, who in part contributed actual content to the workshop and in some cases helped organise the seminar, 23 EWC members from six multinational enterprises (see above) and eight European countries took part in the seminar.

In addition to content-related modules in the plenary group, forums and working groups, the seminar programme comprised leisure-time activities and seminar elements which were oriented towards the promotion of contact, networking and exchange between EWC members (see chapter 5).

In addition, the seminar was evaluated by the staff of Darmstadt University of Applied Science. The evaluation was made up of five instruments (see *ibid.*):

- A written survey of the participants at the end of the seminar;



Preparatory group

- A snapshot within the framework of the final round of the seminar;
- Daily enquiries about the atmosphere on a wall newspaper at the conclusion of the day;
- Participative observation by the staff of Darmstadt University of Applied Science and
- An additional written survey of EWC members who took part in the seminar six months after the event.

### Step 3: survey of training requirements through an EWC survey

At the same time as the EWC seminar was being prepared and carried out, staff members of Darmstadt University of Applied Science worked together with members of the EWC team of IG Metall to develop guidelines on the surveying of training needs of EWC members and then performed the survey. The basis for the development of the guidelines was first of all the collection of categories and items within the framework of the workshop in Bad Orb and secondly interviews with experts conducted with the project partners.

In preparing for the survey, the staff members of Darmstadt University of Applied Science and the project coordinators concluded that the originally planned execution of one hundred telephone interviews would first of all only achieve a limited representativeness of results, while at the same time the number was so large that it would not be possible to conduct in-depth surveys. The project coordination and Darmstadt University of Applied Science there-upon resolved to expand and intensify the survey without increasing the costs of such by first of all carrying out thirteen in-depth interviews with EWC members on the basis of the guidelines in a preliminary study in order to then, based on this, perform an online survey of around 500 EWC members. The linking up of qualitative and quantitative methods of social research makes it possible to survey training needs more in-depth and at the same time re-view these on a representative basis.

The online survey had a response rate of approximately 34%, which meant that a total of 158 EWC members took part in the survey. The results of the survey are presented in chapter 2.

#### **Step 1: Revision of a strategy taking into account the results of the evaluation and the results of the EWC survey**

Within the framework of a follow-up meeting of the project partners in Posen (Poland) on 9-10 September, the results of the evaluation and the EWC survey were finally presented to the project partners and the consequences of the results for the training strategy discussed. The revisions of the training strategy were spelled out in detail and explored in greater depth at two additional workshops attended by staff members of IG Metall and Darmstadt University of Applied Science. The revised training strategy was then comprehensively documented and disseminated in the form of a manual.

## **Conclusion**

The structured exchange between research and the field of practice as well as between trade union sponsors of training programmes from various European countries and at the European level has proven to be a successful model in the development of a training strategy for EWCs which can be adopted at the transnational level. The preliminary scientific study and the systematic collection of methods by Darmstadt University of Applied Science made possible a broader, more systematic approach in the development of the training strategy and widening of the horizon of possibilities, which is only possible in the everyday practice of trade union training work to a limited extent in this form. At the same time, taking into account the perspectives of the trade union speakers assured the practical implementation of the strategy and the contribution of long years of comprehensive experience in the execution of transnational training events. The scientific support for the project moreover allowed the testing of the training project to be systematically evaluated and the training needs of the EWC identified in a robust manner so as to flow into the creation of a training strategy.

The central foundations for the entire project, however, were the transnational exchange between different trade union sponsors of training programmes from different European countries or at the European level. The productive integration of wide-ranging experience and knowledge of the participating sponsors and respect for different training cultures and traditions make it possible to adopt the training strategy at the transnational level in the first place and to create a European dimension for training.

The relatively short project term proved to be a special challenge in the execution of the project, as it led to a high level of intensity of cooperation. Given the short project

term, one special objective in the cooperation was the integration of different time rhythms of scientific and academic work.

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Team meeting

## Chapter 5

### International EWC workshop at Sprockhövel Training Centre: programme and additional notes

Rosi Schneider

The international EWC workshop from 16-19 May 2010 was a central element of the EU project for the further development of training work for European Works Councils. Even if the partners involved and the respective persons in charge of policy and pedagogy already had experience in preparing and executing major events, the workshop was the climax of the project work. The theoretical insights, ideas and new methods were successfully implemented at the event and reviewed in terms of their practical relevance.

The strategy of the workshop was developed in the preparatory international planning meetings, always focusing on which elements were suited for a multilingual event with simultaneous interpreting. It was with this in mind that methods and ideas such as, for instance, open space were rejected – even though they were found by the preparatory group to be methodologically appropriate, they did not appear to be feasible for multilingual groups.



Rosi Schneider

The preparatory meetings with the persons in charge and the close cooperation with the European Trade Union Institute (ETUI) first of all made it possible to correct the solely national outlook on the conception of the event and secondly to map the various perspectives and approaches of the countries involved. By the same token, it should be kept in mind that this form of preparation takes greater amounts of time, organi-

#### Project partners:



sational effort and expense, as international travel along with interpreting have to be arranged.

The underlying conditions were: The time frame for the workshop was deliberately set at three days in order to encourage attendance and on the other hand to keep the relationship between travelling time and the seminar time in a reasonable balance. A deliberate decision was also made to limit the number of EWCs taking part and thus achieve a composition of participants which allowed as many EWC members from an EWC body as possible to take part. For this reason bodies were selected in the planning group which had already indicated to their trade unions that they had current needs for advice and training. The aim of the workshop was to train the EWC members in content terms and to provide them the opportunity to further develop the work in their own EWC body.

The following description of the seminar itself is thus an example of how certain contents can be addressed with appropriate helpful methods and how the overall procedure in an international seminar receives a didactical setting. This example can be adopted for other seminars – changes and further refinements and developments are expressly desired.



## Sonntag, 16. Mai 2010

	In advance	Additional notes
		<i>Invitations</i> and <i>information</i> on the event location are sent out in the languages of the countries taking part or in all the working languages. This reduces misunderstandings and mistakes regarding the process and the aims of the event. It is important to achieve an overview of the languages spoken by the participants in advance in order to make working group and forum planning possible.
12.00 a.m. – 3.00 p.m.	<b>Preparation of event location</b> <ul style="list-style-type: none"> <li>• Arrange the <i>room</i> in an appealing, international manner</li> <li>• Set up a <i>book and brochure table</i> with material in various languages</li> <li>• Place <i>direction signs</i> in all languages at the seminar site</li> </ul>	<b>Additional notes</b> <p>The event location should be designed in such a manner as to clearly indicate the international atmosphere from the very outset. That is why information should either be prepared in a pictorial language so that it can be understood without language skills or the most important information should be provided in all the working languages. Providing an orientation and reducing uncertainty at the beginning of a seminar is always the task of the seminar leaders. In international settings this is even more important.</p>
3.00 – 7.00 p.m.	<b>Reception of the participants</b> <ul style="list-style-type: none"> <li>• Travel and arrival of the participants</li> <li>• Receive the participants in a friendly manner; the team and participants receive <i>name tags</i> stating their languages so that these are clearly visible</li> <li>• Explain the meeting points and the procedure for the evening: seminar room, dinner, breakfast, the beginning of the seminar on Sunday evening and on Monday morning.</li> <li>• Make <i>photographs</i> to present to the company group</li> </ul>	<b>Additional notes</b> <p>A welcoming committee receives the participants and is available for the first questions regarding the organisation and procedure. The best approach is to appoint one person to attend to all questions regarding travel (delays in flights and trains and delays resulting from this). Information brochures on the building are placed in the rooms. A small snack and beverages should be available, as some of the participants will have travelled a great distance.</p>
19:00 – 20:00	<b>Dinner</b> <p>A festive dinner in the banquet room at the training site</p>	<b>Additional notes</b> <p>During the dinner there is a brief official welcoming address and information is furnished on the further course of the evening. For this international workshop we have decided to have the first evening without interpreters, i.e. all the announcements will be translated by the team itself or the participants in the respective working languages.</p>

8.00 – 10.00 p.m.	Get to know each other	Additional notes
8.00 – 8.10 p.m.	Brief welcoming address	The team becomes visible as event leaders
8.10 – 9.00 p.m.	<p><b><i>Get-to-know-one-another methods</i></b> – this works with no or little interpreting:</p> <ul style="list-style-type: none"> <li>• Everyone greets the others in their own languages and shakes hands (see page 70).</li> <li>• A <b><i>map of Europe</i></b> (see page 73) shows where all the participants come from</li> <li>• <b><i>Welcome Diversity</i></b> (see page 69)</li> <li>• Put together a <b><i>puzzle of Europe</i></b> together (see page 78)</li> </ul>	<p>These methods have been deliberately selected in order to inspire the participants to use these or similar methods in their work, e.g. at the EWC meetings. The arrival of the EWC members by the same token frequently takes place the evening before and there is a danger that without any interpreting the individual colleagues will cling to their language groups instead of taking advantage of the opportunity to initiate informal contact.</p> <p>Information can already be requested when the map of Europe is presented and the Welcome Diversity is performed, e.g. What trade unions are there in your country? Are you all trade union members? Who is member of an EWC? Who is an EWC coordinator? Who knows his or her EWC coordinator? etc.</p> <p>Jointly putting the puzzle of Europe together is supposed to show that certain team tasks can also be performed without words or a common language.</p>
9.00 – 11.00 p.m.	<p><b><i>Culture game</i></b> (see page 76): everyone has been requested in advance to bring something typical from their country and to present it.</p>	<p>Several objectives are attained at once with this method. An organised evening event together offers a beginning and orientation point. All the participants become visible and tell something about their own country, a task which most of them find quite easy. Many bring along food, beverages or music which are typical of their country. The subject of food is an especially good one to stimulate conversation with little language skills and because it is desired for the objects the participants have brought with them to be consumed after being presented, a communicative evening full of variety is virtually assured.</p>

## Monday, 17 May 2010

08.30 – 09.30 a.m.	<b>Good morning and organisational notes</b>	<b>Additional notes</b>
	<p>A joint start into the day:</p> <ul style="list-style-type: none"> <li>• Official welcoming address by the project leaders and head of the school</li> <li>• Presentation of the procedure for the workshop</li> <li>• Lists of participants and questions regarding the settling up of expenses</li> </ul>	<p>After the official welcoming address, information is provided here on how the project came into being with EU funding, on the project partners and participants, on the framework conditions and possible results. At the same time, it will be made clear what roles and tasks come about for the participants by virtue of the fact that the workshop is taking place within the framework of the project (request to take part in the evaluation and questionnaire on training needs, etc.).</p>
09.30 – 11.20 a.m.	<b>Round of introductions</b>	<b>Additional notes</b>
09.30 – 10.00 a.m.	<p><i>Company based working groups</i> (see page 71)</p> <p>Presentation of the company (locations, employees, since when the EWC has been in existence, composition of the EWC, site of the central management, photographs) on one wall newspaper. Prepared example wall newspaper to explain the task.</p>	<p>This creates a rapid overview of the participants and companies involved. Each participant is requested to state at least one sentence about themselves and perhaps assume part of the presentation of the results of the working group. The work staff, project partner and interpreters can also introduce themselves using this method. Wall newspapers are hung up and remain visible throughout the entire event.</p>
10.00 – 11.20 a.m.	Presentation of the results of the working groups	
11.20 – 11.50 a.m.	Break	
11.50 – 12.45 a.m.	<b>The new EWC Directive</b>	<b>Additional notes</b>
	<p><i>Part 1</i></p> <ul style="list-style-type: none"> <li>• Overview of how the new Directive came about and its revision</li> <li>• A look at political struggles at the European level</li> </ul>	<p><i>Presentation</i> by <i>Bruno Demaitre</i> from ETUI. Before this the presentation will be translated in all of the working groups. The more the participants work with pictures and symbols, the less translating effort is required. Allow for time at the beginning of the presentation in order hand out a copy to all the participants in their own languages. Don't forget the interpreters.</p>
12.45 a.m. – 2.00 p.m.	Lunch	

2.00 – 3.15 p.m.	<b>The new EWC Directive</b>	<b>Additional notes</b>
	<p><i>Part 2</i></p> <ul style="list-style-type: none"> <li>• Contents and new elements</li> <li>• What does it mean in concrete terms for the work of EWCs?</li> <li>• Notes on the revision of existing EWC agreements</li> <li>• Questions and answers</li> </ul>	<p><b>Presentation</b> by <i>Bruno Demaitre</i>. EWC agreements for the EWCs of the participating companies will already be compiled in advance (if this is possible) and the participants will be requested to bring the respectively valid agreement in their own language with them. In this way questions as to whether the EWC works on the basis of the old Art. 6 or Art. 13 can be quickly answered and appropriate instructions given on the right way to proceed.</p>
3.00 – 3.35 p.m.	Break	
3.35 – 5.30 p.m.	<b>The current policy of the EU and its impact on employee representatives and trade unions</b>	<b>Additional notes</b>
	<ul style="list-style-type: none"> <li>• Impact of the strategy of Lisbon, a look back on 2010 and look forward to 2020</li> <li>• Flexicurity and precarious employment</li> <li>• <i>Discussion</i></li> </ul>	<p><b>Presentation</b> by <i>Mélanie Schmitt</i>. The objective in this part of the seminar was to cast an international glance “from the outside or from the field of research” on the situation and conditions under which the EWCs and trade unions perform their work at the European level. With a global topic like this, it is advisable to agree with the speaker in advance to prepare a concise but informational presentation e.g. in a 3-point approach with hypotheses, figures or evidence and possible impact. This simplifies the interpreting and the ensuing discussion. A translation of the presentation must be available, otherwise a targeted debate will not be possible.</p>
5.30 – 6.00 p.m.	<b>Finishing the day</b>	<b>Additional notes</b>
	<ul style="list-style-type: none"> <li>• Notes for the forums and working groups on Tuesday; request the participants to sign up for a working group.</li> <li>• Notes for the evening event</li> <li>• Ask the participants about their opinion of the day? How did they like it? Use symbols: 😊, 😐, ☹️</li> </ul>	<p>One aim of the EWC workshop was to have as many working phases in smaller groups as possible. This requires a considerable logistical effort, however. For Tuesday morning we have decided to offer 2 forums and decide in advance what languages are to be respectively offered. One forum took place in 2 languages (German-English, without interpreting) while the second forum was offered in all languages with interpreting. For the working group phase in the afternoon, the participants were requested to choose two out of four possible working</p>

		<p>groups and at the same time to write down the possible languages in which the working group or interpreting would have to take place so that they could take part in the working group. After this, the participants, the working groups they had chosen, the available interpreters and rooms with simultaneous interpreting equipment were sorted and arranged until a satisfactory result was arrived at.</p> <p>Asking the participants how they liked the event by using symbols is a very good idea, as the dynamics of the seminar, in which many discussions are conveyed through the interpreters, is somewhat difficult for the team to determine. There was a great willingness on the part of the participants to provide brief feedback on how they liked the seminar and the atmosphere there.</p>
6.00 – 7.00 p.m.	Break	
7.00 – 9.00	<b>Dinner and a social evening</b>	
	<ul style="list-style-type: none"> <li>• Barbecue</li> <li>• Cosy get-together</li> </ul>	



## Tuesday, 18 May 2010

08.30 – 09.10 a.m.	<b>Good morning and organisational notes</b> Start together into the day: <ul style="list-style-type: none"> <li>• Welcoming address for the new participants joining the seminar</li> <li>• Overview of the day – show the scarlet thread leading through the event</li> <li>• <i>Lemon exercise</i> (see page 82)</li> </ul>	<b>Additional notes</b> Lemon exercise in 2 groups, one group English, one group in all languages.
09.10 – 10.40 a.m.	<b>Jointly tack topics in the EWC</b>	<b>Additional notes</b>
09.30 – 10.40 a.m.	<ul style="list-style-type: none"> <li>• <b>Forum 1:</b> Joint promotion of the EWC: precarious work. Speakers: <i>Ralf Götz, Aline Hoffmann</i></li> <li>• <b>Forum 2:</b> good work, occupational health and safety. Speakers: <i>Iris Becker, Günter Kasch</i>. Moderation and support: <i>Rosi Schneider</i>.</li> </ul>	It was important to the participants to be able to choose the forum based on their own interests or current company needs. They definitely did not want to be forced to go to the other respective forum because there was no interpreting available. There was a great interest in the forums in successful company examples and specific proposals on how the topics were approached in EWCs. Moreover, information material available in various languages was highly coveted
10.40 – 11.00 a.m.	Break	
11.00 – 12.30 a.m.	<b>Optimise the EWC in practice</b>	<b>Additional notes</b>
11.00 – 12.30 a.m.	<ul style="list-style-type: none"> <li>• Exchange across company borderlines on topics in <i>working groups</i></li> <li>• Mergers of parts of companies: <i>case examples</i></li> <li>• Internal communications: problems, causes, approaches to solutions</li> <li>• Restructuring of companies at the European level – 10 basic principles of the EMF.</li> </ul>	The objective of these working groups was to enter into a dialogue on various topics above and beyond company borderlines in small groups, receive input on a topic and then jointly develop ideas on how to expand and improve one's own EWC work based on experience, case examples and hypotheses.
12.30 – 1.30 p.m.	<ul style="list-style-type: none"> <li>• Intercultural aspects of EWC work</li> </ul> <p>Lunch break</p>	
1.30 – 2.45 p.m.	<b>Optimise the EWC in practice</b> Continuation of the working groups	



3.00 – 5.30 p.m.	<b>Intercultural communication and conflict management styles</b>	<b>Additional notes</b>
	<ul style="list-style-type: none"> <li>• Brief presentation of the speakers and the AFS</li> <li>• Overview on the afternoon unit</li> <li>• Getting started with the <i>animal exercise</i> (see page 90)</li> <li>• Execution of the <i>test Intercultural Conflict Style Inventory</i></li> <li>• PPT <i>presentation</i></li> <li>• <i>Installation in the room</i> using the results of the test</li> <li>• <i>Working groups</i> on the strengths of the individual conflict styles</li> <li>• <i>Discussion</i></li> </ul>	<p><i>Training unit with AFS Interkulturelle Begegnungen e. V.</i></p> <p>The objective in this seminar unit is to sensitise people to self-perception and perception of foreigners in the transnational context. Based on certain theories of intercultural differences, processes of reflection are to be initiated. (see also Kehrbaum/Meier u. a. 2010)</p> <p>The interactive methods will bring movement into the room. An installation diagram is made in the middle of the auditorium. At the same time cognitive methods are linked to physical-sensual perception.</p>
5.30 – 5.45 p.m.	<b>Finishing the day</b>	
	<p>Perceived atmosphere through the arrow symbol question: How did you find the contents, methods, time planning, atmosphere? (↑ → ↓)</p>	
5.45 – 6.30 p.m.	Break	
6.30 – 10.30 p.m.	<b>Cultural event/final evening</b>	<b>Additional notes</b>
	<ul style="list-style-type: none"> <li>• Travel from Sprockhövel to Wuppertal by bus</li> <li>• Tour of the Museum for Early Industrialisation or travel with the Wuppertal Schwebebahn (suspension railway)</li> <li>• Evening dinner in the vaulted cellar of the Engels House (in the building of the museum)</li> <li>• Return to the training centre by bus</li> </ul>	<p>Analogously to the cultural game on the first evening, the aim of the cultural design of the last evening was to <i>provide the participants insight into the culture of the host region</i>. The participants liked the options presented to them.</p>

## Wednesday, 19 May 2010

8.30 – 9.00 a.m.	Good morning and organisational notes	Additional notes
	<p>Start into the day together</p> <ul style="list-style-type: none"> <li>• Overview of the day</li> <li>• <b>Documentation</b> – photos of the event are shown with the beamer</li> <li>• Information on the departure/travel home</li> <li>• <b>Small language course</b> (see page 77) to get started into the day</li> </ul>	<p>The exercise of a small language course serves to motivate the participants to carry on small talk during the breaks in the seminar with people whose language they do not speak. A <b>small text is read</b> using the interpreters (Hello. How are you ...) and the participants are requested to take this down in notes. The participants break up into pairs which speak two different languages (this has to already be prepared). Each person practices the text in the language in which he or she is not proficient. 2 to 3 pairs will be requested during the exercise to demonstrate their proficiency to the remainder of the group.</p>
9.00 – 10.40 a.m.	EWC work in companies	Additional notes
09.10 – 10.40 a.m.	<p>Specific planning of the EWC in company-based working groups</p> <ul style="list-style-type: none"> <li>• <b>Planning work:</b> Which of the seminar contents do we want to tackle</li> <li>• Select committee meetings</li> <li>• <b>Planning of training</b></li> <li>• Reviewing one's own EWC agreement in terms of the new EWC Directive</li> </ul>	<p>In this part of the seminar, the task is to work on the needs of the EWCs as concretely as possible. It will be asked at the beginning who would like advice/moderation from the speakers present or from the EWC team. Rooms and interpreting will be assigned so as to allow effective work in the brief amount of time available.</p>
10.40 – 11.05 a.m.	Break	
11.05 – 12.00 a.m.	Evaluation of the event	
	<ul style="list-style-type: none"> <li>• Explain the <b>evaluation questionnaire</b> and have the participants fill it in</li> <li>• Possibility for <b>personal feedback:</b> In addition, I wanted to say that ...</li> </ul>	
12.00 – 12.30 a.m.	Conclusion of the workshop	
12.00 – 12.30 a.m.	<ul style="list-style-type: none"> <li>• Present Internet platform</li> <li>• Word of thanks</li> <li>• Official end and farewell</li> </ul>	
12.30 – 1.30 p.m.	Lunch	
1.30 p.m.	Travel home / shuttle to the airport and train station	Literature
		<p>Tom Kehrbaum, Karsten Meier et al., 2010, Aspekte „interkultureller Kompetenz“ – Methoden internationaler Bildungsarbeit im Praxistest, ed. IG Metall Executive Committee, Department for Trade Union Training Work</p>

## Chapter 6

### Evaluation of the EWC workshop within the framework of the Trans-Quali-EWC-Project

Undine Memmler, Holger Rößler



Undine Memmler



Holger Rößler

#### Introduction

The workshop was evaluated in order to process the experience gained in the execution of the workshop with members of European Works Councils (EWCs) in a systematic manner and use this to further develop the workshop concept. The evaluation was developed and carried out by Darmstadt University of Applied Science in close collaboration with the other project partners. The approach adopted in the evaluation and the methods will first be examined here. To present the results of the evaluation in detail, we have split up the workshop into three phases. First of all the arrival with the welcoming address and the chance for the participants to get to know one another. Secondly the actual presentations, which among other things involved analysing the new EWC Directive. The third phase is the exchange in which in part an exchange of experience took place on a certain topic in the working groups. Finally, conclusions shall be drawn from the evaluation and ideas forwarded on how to further develop and refine the concept.



#### The design of the evaluation and methodology

The evaluation of the workshop was intended to serve the purpose of reviewing the methods, group sizes and compositions used as well as analyse the topics and the time frame of the event to determine whether they are appropriate for further training measures for members of EWCs or whether and in what form improvements are possible or necessary. The task was thus to determine how the participants perceived the respective workshop phases, to what extent they participate in the workshop and how they themselves evaluate the individual components of the workshop in order to assess in this manner the extent to which contents, the procedure, setting and methods corresponded to the specific training needs and expectations of political actors at the transnational level. The objective of the training programmes for EWCs is, in addition to conveying knowledge and impart skills, to promote exchange and networking between the EWC members. For this reason it was also relevant to the evaluation whether participants were able to use the workshop in order to come into contact with other EWC members, whether an exchange of experience took place and progress could be made in the direction of a sustained networking of EWC members.

Four instruments were used for the evaluation. The core of the evaluation was a written survey of participants at the close of the event. The questionnaires asked about the motivation to take part in the seminar, requested two respective aspects of the programme which the persons surveyed liked best and liked least (*highlights/lowlights*) to be assessed. They were asked to what extent the contents which were conveyed could be used in everyday EWC work and what additions to the content would be useful. Finally, they were asked to what extent the seminar had contributed to the establishment of contacts and networking of the participants. The written survey was supplemented with a round of verbal

feedback (flash) at the end of the event and daily assessments of the seminar and meta-plan boards.

In order to go deeper into the results produced by the surveys, participatory observation of the course of the seminar was performed by the staff and personnel of Darmstadt University of Applied Science. The observers team consisted of four persons and was assigned in such a manner so that each workshop part which took place in the plenary group was observed by two persons at the same time. In the case of separate groups, it was ensured that there was one observer in each group. The basis for the observation was categories which determined what things the observers should focus on in order to ensure the comparability of observations by the different observers. At the forefront here were attentiveness and interest as well as the active participation of the participants. On top of this, the exchange between the participants within and outside the events was observed.

### The results of the surveys

In terms of content, the surveyed EWC members preferred topics which have a *concrete connection with the work of the EWC* and can be directly used for EWC work. This is indicated first of all by the answers to the question as to the motivation for taking part in the EWC seminar. Most of the persons surveyed cited information on the new EWC Directive, which has a fundamental impact on the work of the EWC, followed by *“impulses, ideas and information for participants’ own EWC work”*. It was moreover important to the participants in the seminar to have possibilities to *exchange views and network* with other EWCs within the framework of the seminar. The exchange of experience and networking were emphasised with respect to the motivation to take part in the seminar, for example.

The pragmatic orientation with a view to the training needs of the EWC is also reflected in the *highlights* and *lowlights*. Thus the presentation on the new EWC Directive headed the list of highlights by far. The list of lowlights was led by the presentation on the impact of EU policy on EWC work, which related to more abstract political aspects and was not able to establish any direct connection with everyday EWC work. It was interesting in the evaluation of this question that the seminar elements on *“intercultural communication and conflict management styles”* were cited six times among the highlights and the lowlights even though this topic is of direct relevance to everyday EWC work. This is also suggested by the approval expressed for the treatment of the topic within the framework of the seminar under questions 9a and b. The citing of lowlights was probably primarily due to the type of implementation in the seminar, which was not able to establish a direct link to EWC work.

The answer to the question regarding possibilities for improvement in the content also reflects the primary need for concrete connections with EWC work and the exchange of experience beyond company borderlines. Here the respondents cited a deepening of the statutory foundations for EWC work, the exchange of experience between enterprises and concrete example cases. This was followed by more abstract topics, however, such as the relationship between trade unions and the EWC as well as the future of EU labour and social policy. On the whole, the respondents thus felt that direct relevance to EWC work was the most important thing, but that it should be embedded in and connected with additional political factors. The mixture within the framework of the seminar was assessed in this respect as positive on the whole (see questions 6 and 7). The seminar was assessed particularly positively with regard to the exchange of *experience beyond company borderlines and the*

## Evaluation of the EWC seminar Sprockhövel 16 – 19 May 2010

### Evaluation of the questionnaire

#### Motivationen für die Teilnahme am Workshop?

EWC Directive (EC 2009/38)

Impetus, ideas and information for the participants' own EWC work

Invitation

Exchange of experience

Networking (internal/external)

#### Content-related "highlights"

#### Number of times cited

EWC Directive

15

Impact of EU policy on EWC work

6

Forum 2: occupational health and safety

6

Intercultural communication and conflict-resolution styles

6

Forum 1: precarious work

5

EWC work at companies

5

Internal communications

3

Intercultural aspects of EWC work

3

Restructuring of companies at the European level– EMF

1

Mergers of companies

1

#### Content "lowlights"

#### Number of times cited

Impact of EU policy on EWC work

7 (also cited once as highlight)

Intercultural communication and conflict management style

6

Forum 2: occupational health and safety

4

Restructuring of enterprises at the European level– EMF

4 (also cited once as highlight)

Intercultural aspects of EWC work

3 (also cited once as highlight)

Forum 1: precarious work

3 (also cited once as highlight)

EWC Directive

2 (also cited once as highlight)

Merger of companies

1

EWC work in the companies

1

Internal communication

1

**The following content was lacking:**

Statutory foundations need to be explained more (in particular EC/2009/38)

Exchange of opinion with other companies

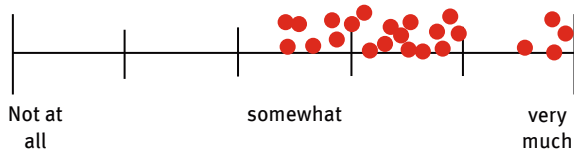
Concrete examples (in the case of presentations)

Relationship between national trade unions, EMF and EWC

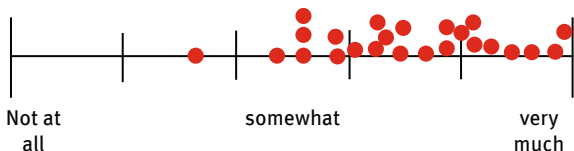
Future of EU labour and social policy

**Impact and degree to which it can be adopted?**

6) Did the workshop help you as an EWC body?



7) How do you assess the possibility of adopting the contents of the workshop in your own every-day EWC work?



**Plans for the future?**

**Number of times cited**

Remain in contact with colleagues from my own company

14

Remain in contact with colleagues from other companies

13

Prepare a joint campaign

5

Do not have any plans as of yet

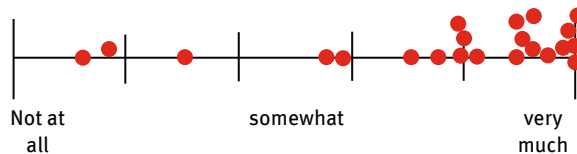
3

*Other:* amendment of own EWC agreement in line with new legal framework conditions, pass along pictures, need for extraordinary meetings has been recognised

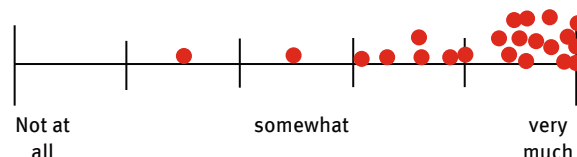
**Intercultural aspects of model?**

9) To what degree do you agree with the following statements?

a) I thought it was good to do something like address the different international conflict styles for a change.



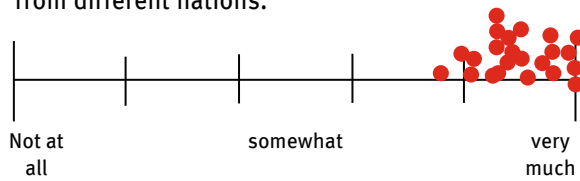
b) It is important in my EWC work to know about cultural differences between the various nations.



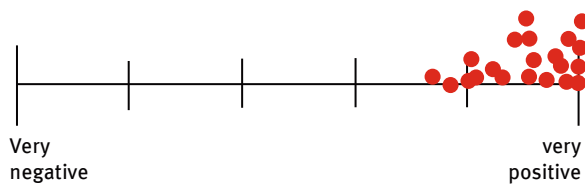


### Composition of the participants?

c) I thought it was positive. That participants came from different nations.

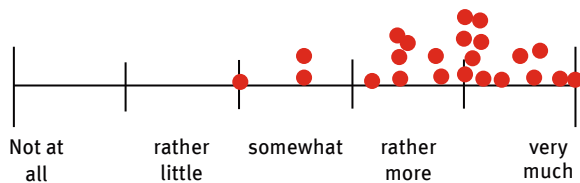


d) It is important in my EWC work to know about cultural differences between the various nations.



### Contact problem language?

e) In spite of different languages I developed contacts with others.



### Repeat seminar?

Soll der Workshop nochmal gemacht werden?

Number of times cited

24 Yes – 0 NO

### What is in need of improvement?

Time schedule planning

Greater exchange of experience

More intensive analysis of hypotheses

More discussions

Fewer intercultural aspects

Technical aspects

### Conclusion

More time for exchange

More time for discussions

More in-depth analysis of contents (especially EC/2009/38 and other legal foundations)

*composition of participants from different companies and countries*, as the above-average approval expressed on questions 9c and d indicates. This was affirmed in spite of the language barriers (see 9e).

The persons surveyed stated that they felt that there was a need for improvement above all through a more in-depth exchange of experience and an expansion of the time frame to *address topics in more depth*.

In the verbal survey at the end of the event, above all the exchange of experience beyond company borderlines and the establishment of contacts were emphasised as a positive aspect of the event. The support provided by the interpreters opened up completely new opportunities here which the persons interviewed said they would like to make use of more extensively. They suggested, for instance, that the group be expanded by including additional enterprises and also trade unions and to include the exchange of each others' EWC agreements and a joint discussion of case examples from the companies involved. The idea was expressed of establishing permanent networks on the basis of multi-company seminars. The EWC members stated that they were very satisfied with the content, but suggested that practical case studies be given more attention.



Culture game

### The evaluation of the individual workshop phases

The individual phases of the workshop are discussed in the following. First of all the content, the methods and settings (group composition, interpreting, room) are to be described. This will be followed by a discussion of whether and where possibilities for improvements are to be found based on the results from the questionnaires, the flash rounds, the meta-plan enquiry and the observations.

#### Arrival and getting to know one another

The methods which were supposed to promote the initiation of contact on the day when the participants arrived (see chapter 5) turned out to be useful in lowering barriers to autonomous initiation of contact. While before this getting-to-know-one-another phase the EWC members primarily clung to their own EWC groups, which was what the communication primarily focused on as well, the getting-to-know-one-another methods cited in chapter 5 helped achieve an (encouraged) thawing of the atmosphere and a dismantling of barriers to communication. Particularly successful here was the "culture game" which followed, within the framework of which the individual participants had to present items typical of their cultures which they had brought with them to the entire group. Almost all of the participants used this in order to present aspects of their respective cultural backgrounds in a slightly self-ironic manner. This method thus proved to be especially effective in eliminating intercultural barriers to contact while at the same time providing a vehicle or subject for initiation of individual contact after the conclusion of the presentation. The effort to promote contacts between members of different EWCs among the participants in the course of the evening was accordingly successful.

The method of initiating contact at the institutional level the next morning was equally successful. Each EWC was suppo-

sed to present a standardised wall newspaper on their own company and their own EWC. To create a personal connection, the wall newspapers were equipped with photographs of the EWC members who were present. This wall newspaper was then presented and explained in the plenary group by the various EWCs. This method turned out to be extremely successful in encouraging contacts at the work level based on the individual contacts which had already been made. The respective persons making the presentations primarily took advantage of the opportunity to report on specific difficulties and challenges in their everyday work at their company, which immediately led to stimulating discussions and an exchange of experience between the participants. It appeared that this method going from the primary interest cited above to a more pragmatic exchange beyond company borderlines offered an especially effective start into the joint work.

### **Presentations on the actual content**

There were two presentations in the plenary group in this phase and then two more presentations which were split up between two forums. The first presentation was devoted to the new EWC Directive. The speaker – *Bruno Demaitre* – is a staff member of the European Trade Union Institution (ETUI). The lunch break split the lecture up into two parts. The first part related to how the new Directive came about, while part two examined specific content and changes in the old Directive and the implications of this for the practical work of the EWCs. Two media presentations were used to support the lecture. The lecture and the presentations were in English and text versions were handed out afterwards. During the first part of the lecture the speaker was sitting, while after lunch he delivered his lecture standing up. The participants attached great importance to the new EWC Directive. Thus, eight out of 24 participants explicitly

cited the Directive as their motive for participating in the seminar. In response to the question about personal highlights, 15 persons stated the lecture on the new Directive, with two persons stating that it was the part of the seminar which they liked least.

Nevertheless, it was noted by the observers taking part that the attentiveness and active participation of the participants tapered off considerably during the second part of the lecture compared to the previous presentation of the EWC. This was possibly due to the fact that the first part of the lecture following the stimulating presentation of the EWC did not have any direct link to EWC work, instead moving at a more abstract political level which, as the EWC survey (see chapter 2) and the written survey within the framework of the evaluation also showed, were not the primary interest of the EWC members, and a chronological structure which from a didactical perspective generally speaking has a negative impact on the attentiveness of the listeners. The part which was of more relevance to EWC work, on the other hand, came after lunch at an unfavourable time for human biorhythms. The contributions of the EWC members to this lecture were accordingly lower, particularly given the great interest in the topic. On the whole, this lecture showed that the range of topics was structured unfavourably. It was not possible to maintain the high level of attentiveness after the presentation of the EWC as a result of the initially abstract political topic without any direct relationship with EWC work and this could no longer be built up after the lunch break through the topic bearing greater pragmatic relevance.

The second lecture also took place in the plenary group in this phase. The lecture was given in French in a very calm, objective manner. The speaker did not use any aids such as transparencies or handouts whatsoever. She discussed the Lisbon process, its strategy and the impact on social

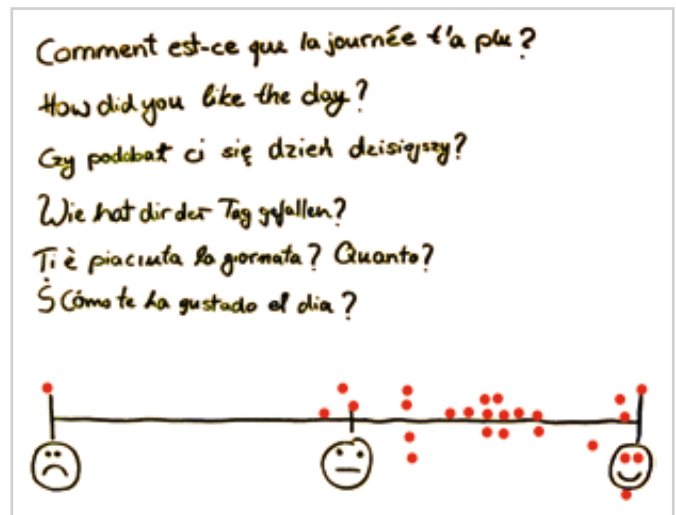
policy. On the whole the lecture was sophisticated and required a high level of attentiveness. Almost two-thirds of the participants took part in the ensuing discussion. It was calm and objective, even if little reference was made to the respective prior lectures. A total of 16 statements were made. In the questionnaire this part of the workshop was cited as a highlight six times and thus along with two other parts of the seminar ranked second among the highlights. It was also listed as a lowlight seven times, however, and was thus the leader among the lowlights.

During the second lecture some participants showed signs of tiredness. Here it would no doubt have been helpful to support the presentation with

A change in methods might also have been advantageous. The fact that the lecture was nevertheless able to stimulate several statements and comments suggests, however, that it was followed with interest on the whole.

The first day of the workshop ended after this discussion and was assessed as predominantly good by the participants in the wall newspaper enquiry. Merely one participant did not like it at all.

The last part of the content-related presentations/lectures was split up into two forums. Because there were not enough interpreters and the interpreting equipment was not available, Forum 1 on 'precarious work' was only performed in English. Forum 2, 'occupational health and safety', was interpreted into all the languages. Forum 1 began with a lecture which was supported by a power point presentation. In addition, each participant received a printed version of the presentation. The discussion was very lively, with jokes occasionally being made. It was apparent in the discussion, however, that those persons whose active English was not as good participated significantly less. On the other hand,



Flash survey on the conclusion of the first day of the seminar.

the discussion was perhaps so lively because the interpreters were not in the middle of it all, making it possible to respond to that which had been said more quickly. On the whole, the relationship between discussion and lecture was lacking structure somewhat: after a lively discussion came about already at the beginning of the lecture, it was interrupted by the moderation after a while in order to bring the lecture to a conclusion. Due to time constraints the discussion could not be carried on in the same manner after the end of the lecture, however. In view of this, it should be decided at the outset whether priority should be assigned to the exchange or the lecture and then stick to this decision.

Forum 2 was interpreted into all the languages. The speakers spoke German, and the presentation was also in German. A translation of the presentations was to be handed out later. The lecture was split up into two topical blocks, which ended with a detailed discussion – part 1 addressed the current situation of occupational health and safety at companies, part 2 examined the possibilities EWCs have to improve occupational health and safety.

In the discussion following the first part, the participants reported on their situation in the respective country. After part two several participants presented their own strategies from their practice or reported how an attempt was being made in their companies to improve things. Almost all of the participants contributed to the discussion, which led to the planned seminar time being exceeded.

The fact that the discussions in both forums were more lively than after the lectures the previous day was also due to the fact that the groups were smaller and the topics were more inviting of an exchange in experience as a result of their greater relevance to the field of practice.

#### **Exchange of experience and planning of future cooperation**

In the third phase of the workshop the participants worked in small groups made up of a maximum of nine persons. Four working groups took place in the first block. For technical reasons only three working groups (“internal cooperation”, “intercultural aspects in EWC work” and “company mergers”) were included in the participative observations. On the previous evening the participants were able to decide which workshop they wanted to take part in so that the interpreting could be organised accordingly.

The working group on internal communication took place in German and Spanish. The interpreting was performed consecutively. The group was made up of three Spaniards and five Germans. The working group addressed the various groups of persons with which the EWC or individual members of EWCs have to deal with and how this can take place in the optimum situation. After a brief introduction, the participants reported on how they deal with the topic and a discussion developed which everyone took part in. At the beginning the consecutive interpreting tempted the

participants to engage in discussions in the other respective language when the interpreters were performing, but this gradually stopped.

In the working group on the topic of company mergers a case example from the field of practice was analysed. The objective in the group work was to assess the actions of individual persons in the described case and to look at other options for action.

The speaker described the case with the aid of a flipchart. The notes were translated by the interpreters. The participants were asked to assess the actions of the person in the example. The first ones only slowly expressed their opinion regarding the reactions in the case, but gradually everyone expressed an opinion and a discussion developed.

After the lunch break, the alternative options for action developed in the discussion were put down in writing. Although the ideas had already been developed the previous day and hence nothing new was addressed, the note-taking on the results dragged along slowly.

The working group on intercultural aspects of EWC work was conducted by the speakers from AFS. The language in the presentation and the documents were English. There were three Germans, three English nationals and one participant each from the Netherlands and Austria. The working group phase consisted of a presentation which was presented in a very striking, entertaining manner, and an exercise which was perceived more as a game by the observer. During the working group there was little or no reflection on the topic. In the discussion at lunchtime, the participants stated that they would have liked to have had other nationalities, as there were almost solely Germans and English. Moreover they found that the content was presented in an oversimplified manner.



It was observed in these three working groups that the discussions or exchange between the participants there was more active participation, even if in one case the lunch break led to a longer run-up time being needed for the discussion in the second half. In this regard it should be considered whether to structure the workshop in such a way that individual phases are no longer separated by longer breaks. On the whole, the moderated and structured, pragmatically oriented exchange of experience proved to be successful.

In the second section of this phase the participants had the opportunity to get together in their EWCs and carry out joint planning or discuss the contents of the workshop more in-depth. This phase took place without any observers. It can merely be reported that everyone appreciated this period and everyone got together in their EWC. In part they also made use of an interpreter, while others spoke to each other in English and helped each other with the translating.

### **Methods for developing intercultural skills**

What was new about the workshop concept was that a lot of time was devoted to intercultural skills. For this reason the units were examined separately in the evaluation. This included the lemon game or the puzzle of Europe (on this see chapter 6) on the first evening, but also an entire session which was conducted with the external speakers from the American Field Service (ASF). This session consisted of a presentation on various conflict styles, the filling in and evaluation of a test on the personal assessment of individuals' own conflict styles, group work on the advantages of various conflict styles and a final discussion. Except for the working groups, this took place in the plenary group with interpreters. It started with an exercise involving reactions in conflict situations. The participants were presented certain situations and were then supposed to assign their styles to

certain animals. Before this individuals were asked what kind of animal they would assign to certain types of conflict behaviour. The interpreters had to switch very rapidly between the languages, which often did not work. There was amusement over this. The participants too part in an active, lively manner and the atmosphere was good.

After this there was a presentation on various conflict styles. Here the individual styles were illustrated using small film sequences. The films were usually in German without subtitles. Here as well the participants showed considerable attentiveness and the atmosphere was buoyant. In filling in the questionnaire the participants were calm and concentrated. All of them filled in the test and took part in the installation in the room in accordance with the results of their tests. The advantages of the individual discussion styles were explored in the following working group phase. The presentation of the working group results and the ensuing discussion were slow. Here the questions for the working groups and the discussion impetuses need to be better tuned to the client EWCs.

### **Conclusions and outlook**

The testing and evaluation of the seminar concept within a limited period can of course not allow any conclusive, representative or comprehensive conclusions to be drawn on the training of EWCs. But some fundamental, important conclusions can be drawn for the structure and design of training programmes for EWCs.

First of all, the training strategy (see chapter 5) devised with the project partners was evaluated as very positive on the whole. As a basic model, it is well suited to being used in other contexts as well.

From a content perspective, it was determined that EWC



members attach special importance to an exchange of experience above and beyond company borderlines. This means that one takes the training needs of EWCs into account in a special manner when one makes sure that the EWCs of several companies are among the participants in the seminar. At the same time, the conveyance of knowledge within the framework of seminars should if possible be linked to the possibility of an exchange of experience between EWC members.

In addition, EWC members attach particular importance to topics bearing direct *relevance to the everyday work of the EWC*. It is therefore advisable for this connection to also be established in the conveyance of abstract or general political content. This also applies to the conveyance of intercultural skills, which is generally desired by the EWC members.

With regard to the *time frame* of the event, it should be ensured that more abstract topics offer a framework for pragmatic content and in the schedule do *not* follow modules which are more focused on practice-oriented exchange, as they will not be able to maintain the same level of participation and attentiveness.

In the selection of the *settings* a lot of space should be reserved for exchange in smaller groups. A combination of plenary group, forums and working groups has proven to be successful.

There should be plenty of variety and change with *methods*. Several presentations in sequence are very demanding for the participants, especially in a multilingual context. Presentations should generally be accompanied with a visualisation or handouts. This makes it easier to follow the presentation and it is easier to tune in to the ideas in the presentation again when one's mind has wandered for a moment.

With regard to the *methods of getting to know one another* the procedure consisting of individual contact in a relaxed atmosphere and mutual presentations of the EWCs based on this proved to be very successful.

It should definitely not be attempted to do without *interpreting*, as this excludes people from the debate who have a good passive knowledge but only a limited active vocabulary and thus understand a lot but may hesitate when it comes to making comments themselves. This could be seen



Interpreting booth

## Observations from the booth – the role of the interpreters

Interpreters have a different perspective at a meeting / seminar – for example:

- Role behaviour of individuals
- How do people speak at a seminar?
- How often – when communication does not work – is it “blamed” on the interpreters instead of one’s own communications problems
- What roles do interpreters have during the break? Often they are the only ones who can chat with the colleagues who are there from a particular country informally.
- In many cases are interpreters “used” to address problems which are not discussed in the meeting (even though that is actually where they should be discussed).
- Interpreters frequently help ensure that EWC members have contact with somebody in the first place. The group of “host” EWC members often neglects social contacts both during the official meeting, during the breaks and at the evening social events.
- Interpreters can provide important ideas and tips on the design and organisation of the meetings, for instance that certain rules need to be abided by when speaking which the meeting chair should note at the outset in order to be able to remind the participants of these whenever necessary during the meeting.

in a working group which only took place in English. Those individuals who were not that proficient in English did not participate very actively in the discussions.

Finally, as regards the *materials*: wall newspapers, flip-charts, handouts and direction signs should be available in all the languages of the participants. Here it should be ensured that these have been completed in good time before the seminar so that enough time is still available to translate these in all the required languages. With regard to translation businesses, an eye should be kept on the quality, especially with technical legal or trade union terminology.





## Chapter 7

### Seminar methods

#### Methods for getting to know one another

##### Welcome Diversity



##### Objectives

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.



## Welcoming address in people's own language



### Objectives

Welcome one another, establish contact with colleagues without interpreting



### Technique

Each participant is requested to walk around the room and great each person present in his/her own language and to welcome them by shaking hands or with the common gesture in their country.



### Size of groups

Up to 80 persons



### When can it be used?

As the first exercise in the welcoming part



### Time required

Depending upon the size of groups 3 to 20 min



### Additional note

The explanation has to be interpreted.



### Variation

The exercise can be linked to an additional assignment, e.g. stay standing near the last colleague who you greeted.

## Presentation of the EWC



### Objectives

Gain a rapid overview of the EWC members and companies present. Visualisation. The results remain visible during the entire event and can be examined by the persons present at their leisure.



### Technique

In the best case, photographs are made of all the participants when they arrive, the work staff and the interpreters. Speakers provide prepared example wall newspapers explaining the task: a brief visualisation should be performed on a wall newspaper:

- Name of the company
- Mark the sites on the map of Europe
- Employees at the respective sites
- EWC composition and when it was founded
- Headquarters of the central management
- Photographs
- ...

The participants are requested to tackle this assignment in working groups based on companies. If need be interpreters can be requested. The presentation is made in the plenary group with simultaneous interpreting. The EWC members are requested to all come forward to present the results and each assumes a small part of the presentation.



### Size of groups

Bis 8 Arbeitsgruppen



### When can it be used?

In der Kennenlernphase des Seminars oder Workshops



**Time required**

30 min in working groups, presentation depending upon the number of bodies a max. of 1.5 hours.



**Material**

Wall newspapers, photographs, map of Europe (these can be ordered at the *Bundeszentrale für politische Bildung* or EU publications), markers/pens, glue, moderation cards.



**Additional note**

The interpreters are also requested to design a wall newspaper.



**Variation**

Include more or fewer criteria in the presentation (e.g. products manufactured, ...)



## Map of Europe



### Objectives

Get people talking to one another, overview of the places where the persons attending come from. Possibly find out additional information.



### Technique

The speakers request the participants to present a map of Europe in the room (decide first on north, south, east and west) and then have everyone stand at the place where their home would roughly be located. When everyone believes that they are standing at the right place, the participants walk through the various countries (question: Where do you come from?) and greet the participants from the respective country. Possible additional questions: What trade unions are in your country? Are you all trade union members? What trade union are you in?



### Size of groups

Up to 50 persons



### When can it be used?

Before the round of introduction or as part of it.



### Time required

Depending upon the size of groups and additional questions 10 to 25 min



### Additional note

The explanation and the answers to the additional questions have to be interpreted. (make use of the language knowledge of the experts and participants, this works without interpreting)



### Variation

(additional) questions

## My workplace



### Objectives

This exercise can be used to facilitate getting to know one another.

By the same token, the participants tell each other about their working lives.



### Technique

All the participants have brought two pictures with them. One of their company/office buildings and another one of their own desk (without any person there). Each person keeps the picture of the building in their hand – the pictures of the desk are passed out. It is now the task of each person to determine to whom the picture of the desk corresponds. The persons present are called upon to contact as many other persons as possible in order to put the matching pictures (desks and buildings) together.



### Size of groups

15 to 40 persons



### When can it be used?

At the first meeting together in order to promote communication.



### Time required

Approximately 45 min



### Material

Two photographs each should be made before the beginning of the seminar and sent to the seminar organisers by e-mail so that the photos can be printed in time for the event.



### Additional note

If there is an odd number of participants, one the seminar organisers can fill in.



### Variation

After the search is performed, the respective partners are introduced. Here the photos of the workplace are shown and a few traits explained to the other person (where one comes from, language, hobbies).

## Milestones path



### Objectives

The most important milestones in the history of the participants' own EWC are documented.



### Technique

The key data and facts are recorded on Din A2 sheets and chronologically placed on the floor. The person who has been a member the longest stands on the sheet which represents when he or she began EWC work. Then the relevant data is discussed. As soon as a milestone is passed, the step is taken to the next sheet. If a new person joins in, he or she can tell his or her involvement in the EWC history.



### Size of groups

4 to 5 EWCs



### When can it be used?

This variant can be opted for instead of a round of introduction before the plenary group. Because more and more new persons join the milestones path, observation illustrates how the EWC has grown over time.



### Time required

About 7 minutes per EWC



### Material

10 sheets of Din A2 paper per participating group.



### Additional note

The participants should be aware of their own EWC history.



## Breaking-the-ice / relaxing methods

### 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”.

## Small language course



### Objectives

Work together with someone which whom you do not have a common language. Motivation to carry on small-talk between persons from different countries, for example during the breaks. Showing appreciation for the other language.



### Technique

The speakers are interpreted slowly, best of all 2 times in a row, a small text is read out and the participants are requested to take notes: for example: Hello. How are you? Where did you go on holiday last year? Oh, the break is over, we have to go back. Bye. Catch you later. Pairs are formed with persons who speak two different languages (these have to be selected by the speakers in advance). Everyone practices the text in the language which they are not proficient in. 2 to 3 pairs are requested during the exercise to present the results publicly.



### Size of groups

Up to 60 participants



### When can it be used?

To get started into the day or to break the ice



### Time required

15 min in pairs' work, presentation by example teams: 5 min each



### Material

- Cards and markers/pens for the participants.
- Prepared text,
- Determine the names of the pairs in advance



### Variation

Variants: Hello, My name is James Bond and I am from Bavaria. I have been working at IG Metall for 10 years and am a works council member there. (This can be used in the round of introduction – perhaps not with the participants who are at an international event for the first time).

## 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.



## Quiz on trade union names



### Objectives

Read the names of trade unions in the original language (including Estonian, Hungarian, Finnish, etc. ...) and try to find out which trade unions they could be.



### Technique

Prepare a sheet with 10 trade union names in their original languages and countries in another order next to them. The participants are supposed to match up the trade union names with the countries. Whoever is first and gets everything right receives a small prize (chocolate, pin, cloth bag ...)



### Size of groups

Up to 60



### When can it be used?

Ice-breaking in the seminar, getting started in the morning or after the lunch break



### Time required

Around 30 minutes



### Material

Sheet with the names and countries for all participants, markers/pens



### Variation

Names of company employee representation bodies in various languages

## Logo designer



### Objectives

Raise awareness for the employee representatives' own work and identify the relevance to the company. A logo/picture for individuals' own EWC should keep this awareness present in the room later.



### Technique

The international networking of the enterprise should be explained by using classified ads or advertisements. The EWC can then design its own EWC logo in order to present its position in the company and within the staff.



### Size of groups

4 to 5 EWCs



### When can it be used?

As a warm-up on the second day in order to strengthen commonalities among the individual EWC members.



### Time required

Creative phase 30 min, round of introduction 30 min.



### Material

Marker pens, magazines, brochures, Din A3 print-out of the company logo, Din A 0 forms/ pinboard for the presentation



### Additional note

The persons attending should already know each other reasonably well in order to be able to exchange their creative ideas. Brochures and advertising material should be brought by the respective EWC itself.



### Variation

Instead of creating one's own logo, the corporate design or the logo of the participants' own company can be explained.

## Quiz



### Objectives

Relax the line-up of lectures and presentations. Inculcate knowledge.



### Technique

Before starting it has to be thought over whether groups are to be formed or everyone is to play against everyone else. In the case of groups, one could pair up a somewhat more experienced participant to a somewhat less experienced participant.

*There are two variations of the game:*

1. The questions are forwarded during the presentation. Here a question is inserted after every fourth transparency or so and the lecturer reads it aloud. After the question is translated into all the languages it can be answered. If the question is answered correctly, the person or group receive a point or a prize.
2. The quiz is played after the presentation. The procedure is the same as in variant 1.



### Size of groups

As desired



### When can it be used?

With presentations on legal framework conditions. To relax the line-up of lectures and presentations.



### Time required

Depends on the variant and the number of questions



### Material

Questions, prizes



### Additional note

A list of questions is provided to the interpreters. In order for all the participants to have the same opportunities, it must be ensured that answers are only given when the questions have been translated into all the languages.



### Variation

Can also be used to start the day or to wrap up the day.



## Lemon exercise



### 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

**Evaluation****Evaluation question:**

- “How sure are you that that is ‘your’ lemon? How did you recognise it?”
- 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



## Methods for analysing topics

### Important information for the wall newspapers



#### Objectives

The participants should understand as much as possible from the very beginning. Wall newspapers with times, important information on where what is at the training centre should therefore be prepared with pictures and/or in several languages.

Good morning or hello in various languages on the seminar door.



#### Technique

Speakers prepare the wall newspapers before the beginning of the seminar



#### When can it be used?

A pleasant introduction to the seminar



#### Time required

2- 3 hours



#### Material

- Wall newspaper, markers/pens (colour), pictures with symbols.... (e.g. from the “ohne-Wörterbuch” from Langenscheidt or clipart files).
- Have certain terms translated ahead of time.
- Write down cell phone numbers and names of persons to contact who have language skills.

## Presentation of trade union structures



### Objectives

Presentation of the trade union structures of a country; visualisation on the wall newspaper completely without or with a minimum of text.



### Technique

#### *Variant 1*

Working groups (2 to 5 participants) receive a brief text on a country and are requested to present it in the plenary group. Visualisation on the wall newspaper with drawn-on symbols and terms which are understood in as many languages as possible.



#### *Variant 2*

Working groups (2 to 5 participants) are requested to present the trade union structures in their own country. This is also possible without written text, but all the questions should be predetermined (which will be interpreted or have to be made available in the various languages), for example: “What trade union federations are there? How many members do they have? What company employee representation bodies are there and how are they made up? Who attends to what tasks at the company? Where are which topics negotiated? (examples)



### Size of groups

Up to 60



### When can it be used?

Topic of industrial relations in the various countries. The exercise can only be introductory in nature. If need be one can go into more detail or provide additional sources. For example: [www.worker-participation.eu](http://www.worker-participation.eu)



### Time required

15 minutes introduction, 40 min in working groups, per country 15 minutes report including discussions



### Material

Texts (e.g. articles from the journal “Arbeitsrecht im Betrieb” 2000 and 2003 on F, UK, E in German, if need be select texts in other languages; important: must not be too long – possible to read in around 15 minutes) or questions on countries which are to be presented. Wall newspaper, pens/markers, sheet with examples for symbols and terms which can be used for visualisation in multi-lingual groups. Or show photos of a previously developed wall newspaper.

## The initiative curve



### Objectives

The members of the EWC should be shown the strengths and weakness of cooperation over the last few years.



### Technique

A form (DIN A5) is handed out. The relevant data of the participants' own history (body, founding, first joint seminar, etc.) is entered on the time-line. Above these facts a curve is drawn manually showing individual initiative during these phases.



### Size of groups

3 – 10 in the same EWC



### When can it be used?

Processes of reflection can be stimulated in this manner for all the members of an EWC at meetings, which may be helpful for future work together.



### Time required

Explanation 5 min., creative phase 10 min., discussion 20 min.



### Material

One copy of a time-line (DIN A5) is required per participant.  
Coloured pencils, markers/pens



### Additional note

The participants should know rough data on their own EWC history.

The seminar leadership should moderate the discussion phase in order to smooth any tensions. This method can be used before the “to do” exercise

## Riddle corners



### Objectives

The most important terms which have already been addressed are to be memorised.



### Technique

A large number of public domain crossword puzzle editors make it possible to design complex crossword puzzles in a brief span of time today. To quiz the terms which have been learned, it suffices to set up a matrix of 20 terms.



### Size of groups

20 persons split up in pairs



### When can it be used?

To recall terms which were learned in the morning after the lunch break, a small riddle session can be performed as soon as the participants return to the seminar room. To do this, two or three persons each fill out the riddle sheet together. The persons get to know each other better, while their thoughts and concentration centre on the topic.





**Time required**

- Preparation of the terms and the layout 60 min.
- Solution phase 10 min.
- Discussion 20 min.

**Material**

PC, a crossword puzzle editor, printer, print-outs depending upon the number of participants, ball-point pens

**Additional note**

A large number of public domain crossword puzzle editors make it possible to design complex riddle pages in a brief span of time. To quiz the participants on the terms they have learned, it suffices to set up a matrix of 15 terms. The actual preliminary work involves thinking up a brief description as a memory device for each of the most important terms.

**Variation**

The search for appropriate descriptions can be designed by oneself as an item on the programme. To do this, the attendees make notes of the terms which they would like an explanation of on cards right after the morning get-to-know-one-another session. If these terms are really addressed in the course of the day, they can be included in the riddle.

## To do



### Objectives

The aim of this exercise is to gather, analyse and note the different situations with which an EWC is confronted over the course of time with targeted intervention steps.



### Technique

All the participants briefly reflect on what different problems they have had to deal with in their EWC career to date. Each of these problems is listed on an individual note card. After approximately 20 minutes the individual cases are read aloud and arranged on a pinboard in chronological order. If it is a topic which occurred during the founding phase of the EWC, it should be towards the top, if it only occurred later, it should be moved downwards. If it was a problem which was more internal to the EWC, it is placed further to the left, if the EWC was confronted with the problem from outside, the respective card is moved to the right. In this manner a matrix of different topical areas can be read from the pinboard. A brief description of this solution is then stapled to a coloured sheet for problems for which practicable solutions have already been submitted. Cases which have not been processed yet can be discussed in the plenary group.



### Size of groups

Approximately 4 to 8 persons



### When can it be used?

On the second or third day of a seminar, when the persons have already built up trust and confidence, this exercise can be used to structure proposals for solutions from different areas and sectors in such a manner so that others can profit from this experience or can join in the effort to solve problems faced by others.



### Time required

Approximately 90 min.



### Material

Coloured sheets DIN A5, pinboard, coloured pencils/markers/pens



**Additional note**

A trade union moderator should be present in the analysis of cases in order to help out wherever the group work does not produce any results.



**Variation**

The results can be summarised on a “to do” list. This can be made available to all the other seminar participants.



## International comparison of EWC agreements



### Objectives

Recognise and categorise differences in the EWC agreements specific to the countries. Recognise and discuss the reasons for these specific differences.



### Technique

The speakers form working groups with a maximum of 5 participants from different nations. The working groups are handed out text fragments from various EWC agreements. These should be assigned by the participants to the countries in which the headquarters of the company is located. This is followed by the analysis. In the discussion it should be pointed out that the differences are based on the different national industrial relations and practice by employee representation bodies. These differences should be jointly explored and discussed.



### Size of groups

Up to 30



### When can it be used?

To illustrate different models of interest representation and industrial relations.



### Time required

15 min. working group phase, 30 min. discussion



### Material

Text fragments from various EWC agreements in the respective languages.



### Additional note

Because each participant has fragments in his or her language, this can be done in the working group without interpreting. To improve the exchange and arrive at a better understanding as to why the individual agreements are different, however, it is better to use groups in which a common language is spoken or where interpreting can be provided.

## Role-play: contractual negotiations



### Objectives

Plan and carry out negotiations. Put yourself in the different roles of the individual negotiating partners.



### Technique

Four teams are formed – the representatives of the employees and the employer and one respective group of observers who observe the behaviour of their group in the separate preliminary discussions and the simulated negotiations. The group of employee representatives splits up into five works council members from the various branches and an EWC expert from the trade union in charge. The employer's side is represented by five managers. The remaining participants in the seminar split up into two groups as passive observers of the employees and employer.



Each of the two interest groups receives a manual on their task in the planning game. The employer representatives are assigned the task of defending a proposed EWC agreement. The employee representatives, on the other hand, are given objectives in their negotiation manual which they are to attain in the negotiations.

The groups then go into separate rooms in order to discuss a strategy, arguments and possible modes of behaviour by individuals. After 45 minutes the groups get together again to conduct the negotiations.

After the negotiations, the participants reflect on the preparation and the negotiations.

**Size of groups**

Up to 30

**When can it be used?**

To prepare participants to found an EWC. To prepare negotiations.

**Time required**

30 min. working group, 20 min. negotiations, 20 min. evaluation and discussion

**Material**

Sheets stating the tasks for each group in the respective languages.

**Variation**

The contents of the negotiations can be adjusted to meet respective needs.



## Animal exercise on intercultural conflict styles



### Objectives

The aim of the exercise is to show the participants that conflicts can be managed and solved in a wide variety of ways. Moreover, the participants learn more about their own conflict style and learn to solve conflicts more effectively.



### Technique

- Write definition of “conflict resolution“ on the flipchart:

*Conflict resolution is a process in which it is attempted to resolve or mediate a conflict.*

The chart and the depictions of animals are shown. Make sure that the participants are able to recognise the animals.

- Short group discussions and collection of ideas on what different conflict resolution styles these animals could represent.
- The participants are requested to stand up and the rest will be explained to them:

*“I will present a series of situations. Please listen closely to the descriptions.*

*Go to the animal symbol which best symbolises your own reaction in this situation.*

*There are no right or wrong answers – it is important that you reflect upon your own style of conflict in these situations.“*

#### *Descriptions of the situation*

(Descriptions can be adjusted to the target groups; they should involve the following situations: conflicts in the private sphere/in public places, conflicts with friends/strangers)

- a) You are angry about your best friend because he/she does not show up for a dinner date in a restaurant.
- b) Your boss/teacher does not give you clear instructions on how you are supposed to perform your task and you are under pressure because you have to complete the project.
- c) Somebody close to you (parents, friend, etc.) does not want to help you move a heavy piece of furniture because he is lying on the couch watching television.

d) You are riding a bike and a car driver cuts in front of you, almost causing you to have an accident.

- After each description of an individual situation the participants are given the following instructions: “Go to the symbol of that animal which best describes your reaction in this situation.”
- In the second step, a participant from each ‘animal group’ is requested to briefly describe what conflict-management style the animal stands for in his view.
- Additional situations can be described if there is enough time available.
- After this the group gets together again for discussion.



### Evaluation

To evaluate the exercise, the participants are requested to state different elements/strategies in dealing with conflicts (only write down on flipchart, if need be draw attention to the definition of conflict management on the flipchart).

The seminar leaders explain that every participant has his or her own conflict style. This is individual and culturally specific.



Additional questions and techniques could include:

- Splitting up the participants into four small groups: what strengths does each of the individual conflict styles have? (note: only analyse the strengths and the positive sides of conflict behaviour). Then the results are presented in the entire group.
- What strategies could be used to successfully move people away from the various styles in resolving conflicts?



### Target group/size of groups

10 participants and more (minimum age of 16)



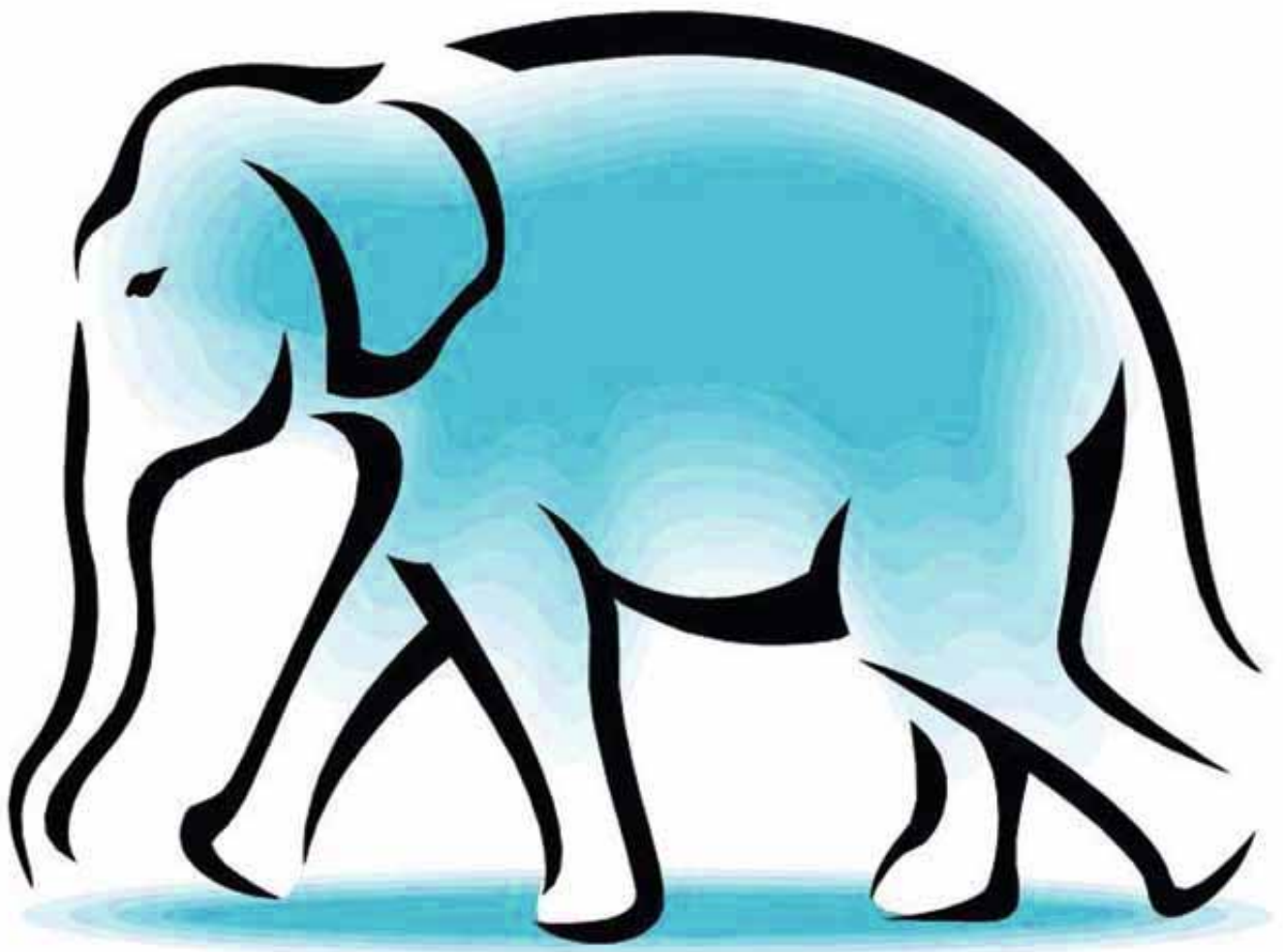
### Time required

60 min.

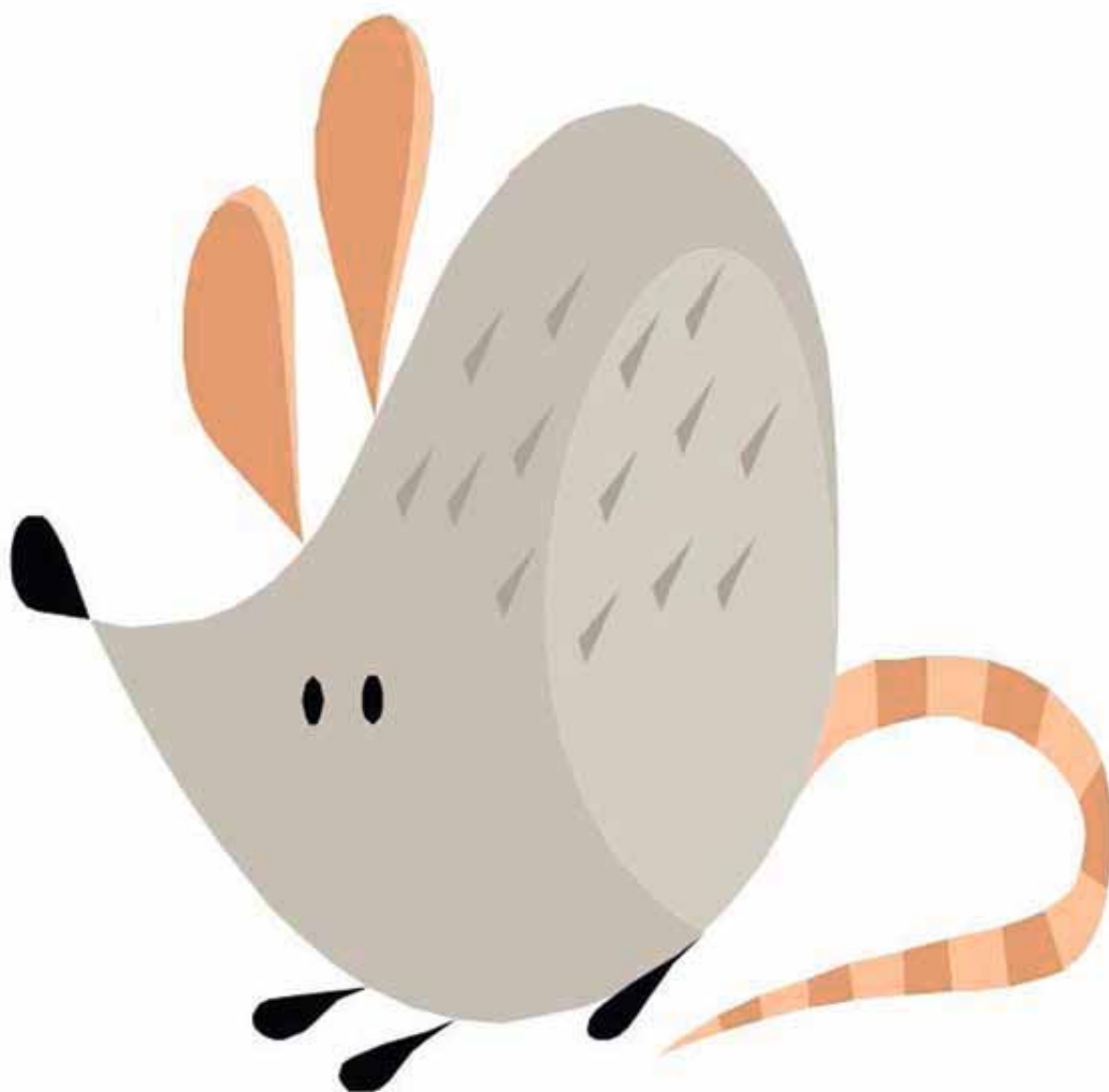


### **Preparation and material**

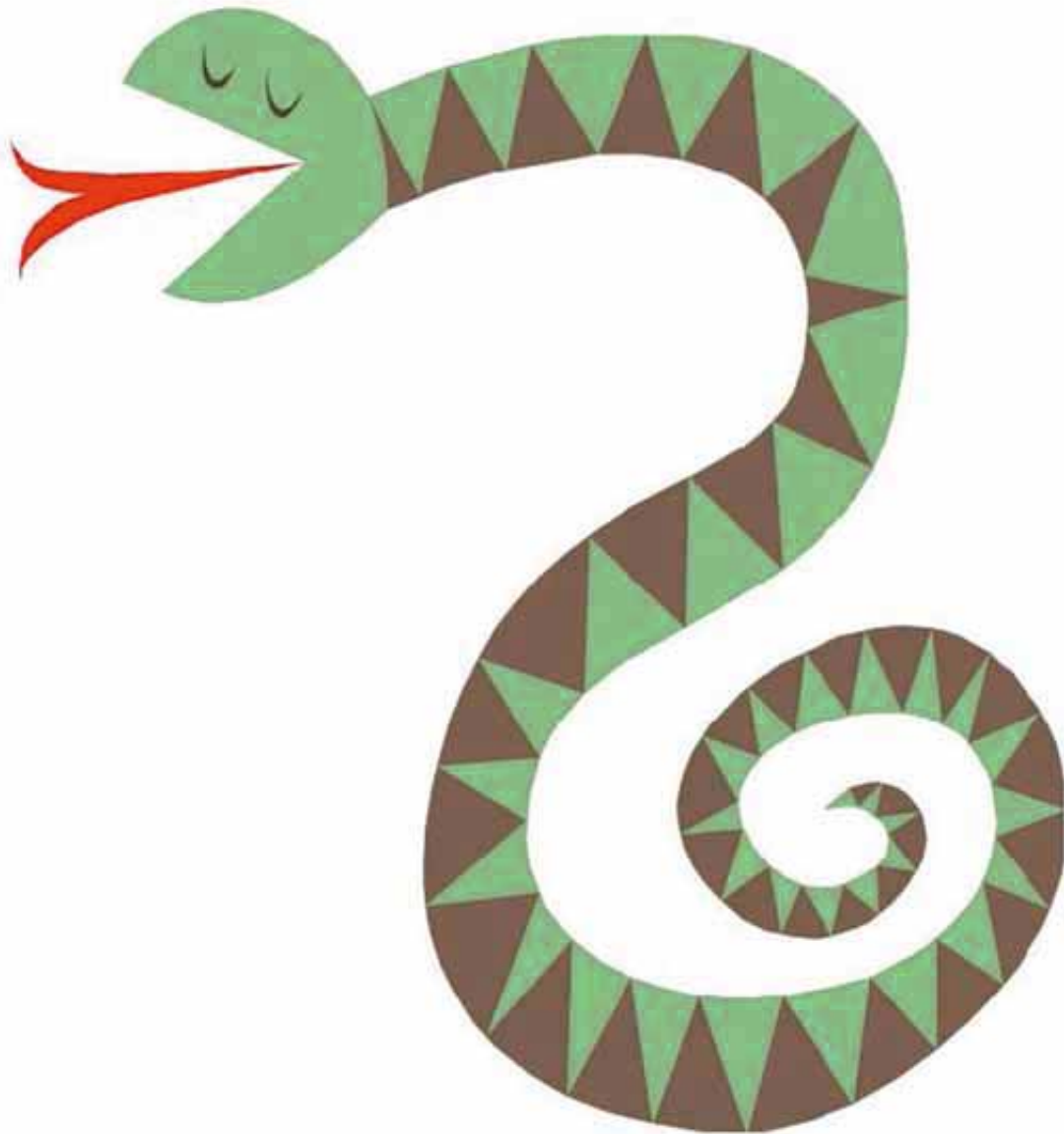
- Different depictions of animals (e.g. mouse, snake, elephant, owl, lion). Place pictures of animals on walls or pinboards – space these out in the room with sufficient distance between them.
- Flipchart and felt-tipped pens













## Methods for reflecting on the seminar

### Memoscope



#### Objectives

The most incisive results, persons or objects in the training programme are presented one again in a game-like setting.



#### Technique

A variant of Dalli-Klick is played in the form of a power point presentation. The persons attending see distorted images and have to guess how they are connected to the seminar. Text passages, diagrams or even pictures from social events can be viewed in this manner one after the other.



#### Size of groups

Up to 40 persons



#### When can it be used?

This exercise can be inserted at the beginning of the final plenary group in order to address the various topics once again.



#### Time required

Around 30 min. per EWC



#### Material

Beamer, laptop, power-point, photoshop, photographs, charts, texts



#### Additional note

It takes about 1 hour to arrange the various image files for a sequence of 15 pictures. Each picture has to be stored on the laptop as a jpg file and then distorted using an image-processing program. The 4 individual distorted pictures are inserted in a power point presentation one after the other. Each picture is blurred at first. Each following picture reveals more details.

## Head – heart – hand



### Objectives

At the close of the seminar, the relevant aspects which the participants will remember should be reflected upon.



### Technique

Each participant receives a form with 4 symbols: a head, a heart, a hand and a hand-shaking symbol.

After each symbol the participants should briefly note what they will remember, what parts of the event really moved them and what useful information they have received. After the fourth symbol the farewell typically used in each country should be written. This allows all of the participants to once again state their desires and suggestions in a final statement.



### Size of groups

4 to 5 EWCs



### When can it be used?

As a farewell exercise



### Time required

Filling in the symbol form 5 Min, round of presentations 30 min.



### Material

Felt-tip pens, ball-point pens, paper with symbols on it



### Additional note

The exercise is suited for seminars lasting several days.

## Checklist for international events

Using the example of the International EWC Workshop form 16 – 19 May 2010

What	by when	completed
Have invitation and provisional programme translated into all the languages and sent out	8 weeks in advance	
Equipment – organisation: interpreting system (including a mobile one if an excursion is planned), booths, plan enough space	8 weeks in advance	
<p>Languages – Organisation:</p> <ul style="list-style-type: none"> <li>• Simultaneous interpreting in the respective languages</li> <li>• Submit all presentations and documents in advance to be translated.</li> </ul> <p>It would be best to have both done by one translation office (synergy effects), use translators with trade union experience.</p>	8 weeks in advance	
<p>Send questionnaire to participants with a request that they respond</p> <ul style="list-style-type: none"> <li>• Times of arrival and departure</li> <li>• What language skills they possess</li> <li>• Bring some typical object from their country with them</li> <li>• Bring their own up-to-date EWC agreement in all available languages with them.</li> <li>• Cell phone no.</li> <li>• Bank accounts for reimbursement of costs</li> <li>• Additional organisational notes</li> </ul>	6 weeks in advance	
Workshop procedure – detailed planning, domains of responsibility for moderation and inputs	4 weeks in advance	
Complete materials, working group tasks and have them translated into all the languages	4 weeks in advance	
Deadline to submit presentations, lectures and speeches to be translated	4 weeks in advance	
Send last information to the participants: Information on the Sprockhövel Training Centre in several languages, Updated procedure, Information on being picked up at the airport, train stations, etc. Send the translated documents and presentations to the interpreters.	2–1 week(s) in advance	
Make name tags stating the language abilities	1 week in advance	
Print out the right number of presentations and documents and keep in digital form	1 week in advance	
Room arrangement, book table, informational material from the trade unions	1 day in advance	

## Chapter 8

### Outlook

*Tom Kehrbaum, Martin Roggenkamp*



Tom Kehrbaum



Martin Roggenkamp

This manual is the result of a comprehensive and wide-ranging process of cooperation between trade union sponsors of training programmes from Germany (IG Metall), Great Britain (Unite), Poland (FZZ “Metalowcy” and NZZ “Solidarność”) as well as at the European level (ETUI) and scholarly research. Thanks to the productive, committed cooperation between the trade union sponsors of training programmes from various European countries, the different training traditions and cultures, training objectives and methods have been successfully integrated into the training strategy. In addition, they have contributed their comprehensive knowledge and their long years of experience in the actual field of practice in international training work to the development of the strategy. In this they have received the support of the research staff at Darmstadt University of Applied Science. The cooperation between research and the field of practice ensures a systematic mode of procedure in the development of the strategy – establishing the crucial foundations to make it possible to adopt the results of the project more generally. The scholarly research perspective on EWC training makes it possible for current research findings on methods of international training work to flow into the strategy while providing trade union speakers a wider perspective beyond their everyday work. In addition, the involvement of Darmstadt University of Applied Science makes it possible for the strategy to be evaluated in terms of scholarly standards and a reliable survey of training needs performed. On top of this, the numerous EWC members who took an active part in the trial use of the strategy and provided constructive feedback made an indispensable contribution. Through their participation in the EWC survey, they have helped make sure that actual training needs from their perspective could be taken into account in the development of the strategy.

The productive cooperation and the commitment of the project partners made it possible to take all relevant perspectives into account in the development of the training strategy: the providers of training measures, the persons and organisations these measures are aimed at and the general scholarly perspective.



In spite of the different perspectives and motives, all the parties involved were united by the aim of making a contribution to placing trade union training work for EWCs – and beyond this trade union training work in general – on a European foundation. The result of the work together is an orientational framework for the design of training programmes for EWCs at the translational level, which is intended to provide content-related, in particular methodological-didactical suggestions for trade union training work at the European level and in this manner make a contribution to a common orientation of trade union sponsors of training in Europe towards quality standards in international training work. The impact of this productive exchange between the project partners is moreover inestimable.

To meet these requirements, the manual first of all examines the requirements applying to trade union training



work for European Works Councils. Marika Varga first explains why training constitutes an essential foundation for an EWC to be able to meet the strict demands placed on its work while facing unfavourable framework conditions. The basis for EWCs to be able to act effectively is first of all their internal cohesion, which in addition to foreign language skills also requires knowledge and information on the conditions under which the individual EWC members act (interest representation structures and cultures, production conditions, etc.) in order to bring about mutual understanding and trust. Additional substantive, content-related, social and political qualifications are furthermore necessary in order to coordinate positions with international interest representation bodies and trade unions and to assert these vis-à-vis the company management and gain their acceptance. Methodological-didactical requirements applying to EWC training are formulated and guidelines presented on the initiation of training measures for European works councils from the perspective of practical work with the EWC.

The perspective of the trade union EWC expert is then supplemented with the results of the EWC survey which set out to identify the actual training needs of EWCs. Alexander Neiß, Holger Rößer and Olga Zitzelsberger examined the further training behaviour of EWCs and their interest from a content and formal perspective. They confirm the training requirements from the perspective of persons working in the field of practice and draw attention in particular to the more general interest of EWCs in a direct orientation of the conveyance of knowledge towards the everyday work of the EWC.

Tom Kehrbaum approaches EWC training from a theoretical and political perspective. Based on the foundations of a theoretical categorisation of trade union training work, he formulates requirements applying to the design of interna-

tional training work. In doing this, he first of all relocates the international training work of trade unions to the “transnational area” in order to then, based on this, determine skills and to distinguish which of these are necessary for political work at the transnational level.

After determining the content and methods of training, training needs and skills requiring political work in the transnational area, the book in part two first provides a description of the mode of procedure in the development of the training strategy. Based on the need for development which exists for EWC training from the European perspective, Martin Roggenkamp first of all presents the requirements which apply to the development process – transnational exchange, exchange between research and the field of practice and the orientation towards practical implementation and actual needs – to then describe against this background how the project developed.

Rosi Schneider developed the programme for the EWC seminar developed within the framework of the project and tested it in a circumspective, practice-oriented manner with the help of 23 EWC members and provided it with methodological-didactical suggestions. This offers speakers for



trade union sponsors of training a helpful, detailed framework for the execution of their own training programmes.

The presentation of the results of the evaluation of the seminar by Holger Röβer once again provides practical tips on the impact of individual elements of seminars, the respective methods and the time frame. Both articles together offer a comprehensive set of instruments for the planning and execution of training programmes for the EWC into which the complex development process and the testing of the workshop have flowed. This is supplemented by a comprehensive collection of additional didactical methods in transnational training work through Alexander Neiß, Holger Röβer, Rosi Schneider, Marika Varga and Tom Kehrbaum, which come both from the scholarly literature as well as practical trade union work.

More than 50 people from the field of research, trade union training work and labour representatives in companies from eight European countries worked together at the European level. The aim was to reflect on and categorise EWC training in theoretical terms while at the same time offering a set of instruments for EWC training oriented towards the field of practice. This strategy can claim to be an initial, important step on the road to a European dimension of trade union training. The process of further development of political training work in the transnational area is without a doubt still at the outset. We hope, however, that other persons will use this basis to forge ahead in the “transnationalisation” of trade union training work and that this project has been able to establish a basis for European political training.

IG Metall believes that it is necessary together with other European trade unions to turn transnational training of interest representatives into a key topic. So-called national training programmes on specific topics are from an



employee-oriented perspective also always embedded in transnational political contexts. That is why trade union training is increasingly taking place in transnational political contexts. This political context, in which the employees, the interest representation bodies and their trade unions work on a day-to-day basis, is the practical point of departure and reference point for transnational cooperation. These transnational interpersonal contexts are the basis for economically, ecologically and socially sustainable societal change.

Our project has shown how productive a deliberate, systematic transnational cooperation between trade unions and their members can be if the stakeholders are involved in all issues relating to the project process and have an equal say in all decisions and their development. This not only practices and improves work processes, but rather also develops the foundations for a transnational understanding of democracy which is indispensable for a common social Europe. In this connection our focus is especially on the new training opportunities offered by the revised

EWC Directive. The implementation of the training rights set out in the Directive requires a coordinated procedure among European Works Council members within a company. Thanks to the transnational approach to the training of European Works Council members developed in the project, this can now be provided systematic support. The results of the project are for this reason arriving at just the right time.

We hope that as many colleagues as possible would like to and will have the courage to try out our concepts, strategies and methods. Practice in the field of training work will produce new experience and findings which we can compare and exchange with the help of Europe-an project funding – which also made this project possible.

Let's continue to work together to foster and develop transnational solidarity along these lines.







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