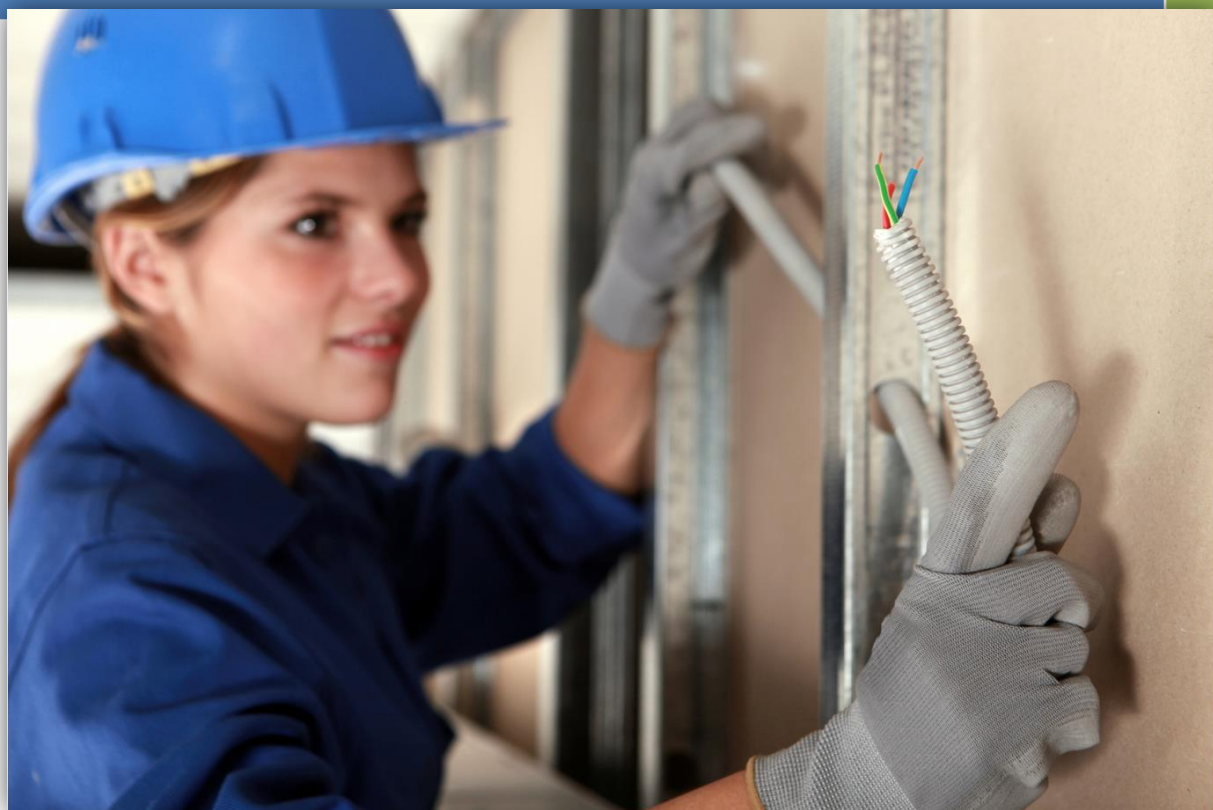


MANUAL FOR THE CONTINUING TRAINING OF CORPORATE SOCIAL RESPONSIBILITY (CSR) EXPERTS FOR SMALL AND MEDIUM-SIZED ENTERPRISES



Hanse Parlament e.V.

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LUND UNIVERSITY



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1. Introduction

1.1. What does CSR mean?

CSR – Corporate Social Responsibility is understood and treated as “responsible company management”. According to the definition of the European Commission the CSR is “a concept which serves as a basis for the enterprises to integrate on the voluntary basis social requirements and environmental requirements in their company activity and in the interrelations with the stakeholders”¹. In other words CSR is the economic, social and ecological responsibility in all the areas of the company activity – be it the direct social environment, the employees, customers or trade routes. Thus CSR is an integral enterprise concept which integrates all the sustainability dimensions with measures which are, on the one hand, strategically planned and implemented and, on the other hand, should imply certain long-term nature and also regularity.

The responsible company management is specified in four main activity fields²:

| Market | Environment | Workplace | Community |
|--|---|--|--|
| <ul style="list-style-type: none"> - Product quality - Product information - Consumer protection - Suppliers and purchasing - Fair dealing with business partners - | <ul style="list-style-type: none"> - Climate protection - Resource consumption - Energy saving and renewable energies - Environmental burden at the site - Environmental consciousness of employees - ... | <ul style="list-style-type: none"> - Compatibility of family and profession - Further training & qualification - Equal opportunities & diversity - Working safety - Employee participation - ... | <ul style="list-style-type: none"> - Company donations - Sponsoring - Award of contract to social organizations - Foundations - Voluntary engagement of management and employees - ... |
| Economy | Ecology | Sociology | |

These activity fields reflect the CSR principles: accountability, transparency, ethical behavior, respect for the interests of stakeholders, respect for the rule of law, respect for the international standards for conduct, respect for human rights as the basis and the precondition for a contention with social responsibility³.

¹ European Commission 2001, p.4.: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2011:0681:FIN:DE:PDF>

² Felix Dresewski (2007): Responsible Corporate Management. Corporate Social Responsibility (CSR) in medium-sized companies. UPJ: Berlin, in: Corporate Social Responsibility (CSR) in small and medium-sized business: http://csr.schnittsteller.de/uploads/media/UPJ_Multiplikatorenpapier_CSR_ENG.pdf

³ Principles of social responsibility according to ISO 26000; ISO 26000 User book for SMEs in different languages: <http://www.normapme.eu/de/page/537/iso-26000-normapme-benutzerhandbuch-fur-europaische-kmu-erhaltlich>

1.2. Why is CSR important for small and medium-sized enterprises (SME)?

CSR is an important component of a future-oriented enterprise and it is understood as a future model of a smart, innovative and successful SME. The “meaning of the topic CSR will constantly grow in the future because it will be more and more important for the customers and the consumers to know: where does the product come from? What environmental burden is the manufacture of the product associated with? Under which working conditions was this product developed? The awareness and the sensibility for sustainability, environment and fair working conditions of the economic activity of the enterprise are more or less available in many countries of the Baltic Sea Region and are becoming even stronger”, emphasizes a CSR lecturer in Hamburg.

Major enterprises have already been implementing CSR for a long time and they profit from it very strongly. Some aspects of the CSR concept are not unfamiliar to SMEs and some SMEs have been working according to CSR principles for quite some time; however, it is still not possible to speak about broad implementation of CSR in SMEs. Anyway, the small enterprises, like the crafts, have major advantages as compared to major enterprises: SMEs can have the most flexible reaction to changes of market conditions and demands of their customers and employees.

CSR presupposes the interaction of internal and external stakeholders and makes it possible for the enterprises to adjust better to the expectations of the society and the operating conditions which are subject to a rapid change and they benefit from it. Thus CSR can promote e.g. the opening of new markets and open possibilities for growth⁴.

SMEs can profit strongly from CSR. Several examples thereto:

- saves costs through resources and energy efficiency
- improves management: strengthens human resources and innovation capacities
- increases the motivation and satisfaction of the employees
- improves the company reputation and *branding*
- increases the respect of the customers which put emphasis on products and services which are created fairly and sustainably
- improves customer relations and the opening of new markets
- new business possibilities within the ethical and “green” product field
- raises the competitive ability of the enterprises

Also during the CSR course held within the framework of the project the enterprises have rapidly realized that if CSR is implemented for a long term and strategically it can bring economic advantages to an enterprise, and it can be used not because of altruism but it can be also associated with economic objectives such as increase of turnover and profit. However,

⁴ Cf. KOM/2011/0681

the CSR is legitimate and permitted as long as the actual sustainability performance complies with the communicated engagement.

1.3. Why the project “CSR for SMEs”?

In SMEs there is a very strong need to deal with a broadly defined social responsibility as well as provide further training to the owners and management personnel in this regard. Separate elements of the social responsibility are already addressed in different further training courses or otherwise comprehensively practiced at major enterprises. However there is no comprehensive further training and consulting program specifically for Small and Medium-sized Enterprises (SME).

Therefore the goals of the project are the development of a comprehensive CSR further training and consulting program specifically for SMEs which contains

1) a **modularized course concept** with a curriculum which conveys indispensable key competences to the participants.

Thereby partners from Norway and Sweden introduce their extensive experiences for the successful CSR usage in SMEs. Higher schools and universities introduce their relevant further trainings and develop pedagogical concepts. Chambers with their further training institutions as central SME promoters are important project partners for practical tests, implementation and sustainable use of the developed programs. At the same time they introduce national and regional conditions as well as specific needs in the project works.

The developed course concept was tested in practice by two partners in Germany (Hamburg University of Corporate Education) and Poland (Lodz Chamber of Crafts) and after the corresponding revision the concepts were transferred to 50 chambers which represent more than 450.000 SMEs in the whole Baltic Sea Region and 15 higher schools in 9 Baltic Sea countries, implemented, trainers were trained and the sustainable implementation for SMEs was achieved with broad effect.

2) a **manual for future use of the SCSR course** and also

3) and implies a **further training regulation**. For Germany an **official further training regulation** is developed which includes evaluations of competence on the ECVET basis, thereby transparency is created and the international acknowledgment and the transfer of competences are ensured. In Germany the course is completed with an **official Chamber examination**.

Further goals of the project pertain to

4) **Trainings** (Train-the-Trainer) for employees, lecturers and consultants of the project partners as well as further transfer partners.

Using these methods the social responsibility of SMEs of the Baltic Sea Region is promoted with a very broad effect, at the same time the innovative strength and the competitive ability

are enhanced and the chances for the entrepreneurs and employees at the educational and labor markets are improved.

For the successful transfer and implementation of the developed course and in order to ensure the sustainable effect the following was performed:

- 1) a **test phase** of the course and
- 2) comprehensive **evaluations** of the whole course.

1.4. CSR in EU

The European Commission takes the pioneering role in the promotion of CSR in SMEs and co-finances numerous projects across Europe within the framework of the Leonardo da Vinci program or ESF program “Social Responsibility in the Middle Class” (CSR action plan). Only within the period from 2006 to 2008 the EU has promoted 14 projects in total, e.g. “CSR and Competitiveness of SMEs – European SMEs’ Good Practice“, “CSR and Innovation in SMEs, Integrating CSR in Education“ or projects which are related to the country clusters such as “CSR in Estonia, Latvia and Lithuania: Measurement, Dissemination, Awareness”.

Besides project financing the European Commission (EC) develops EU strategies in respect to CSR whereby on 25.10.2011 the Commission has adopted a new EU strategy (2011-14) for the Company Social Responsibility (CSR). The new strategy contains an action plan for the period 2011-2014 which covers eight areas: sensitization and exchange of exemplary procedures, support of multi-stakeholder initiatives, cooperation with the member states, consumer information and transparency, research, education, small and medium-sized enterprises as well as the international dimension of the CSR.

There are further internationally acknowledged CSR principles and guidelines which the enterprises can orientate at. Here the recently actualized OECD principle for multinational enterprises should be mentioned which summarizes the ten principles of the “Global Compact” of the United Nations (the ISO norm 26000). This OECD principle is to be understood as a code of conduct according to the determined norms and standards related to the social responsibility at the enterprises. This core number of international acknowledged principles and guidelines stand for further developing and recently revalued global CSR framework.⁵

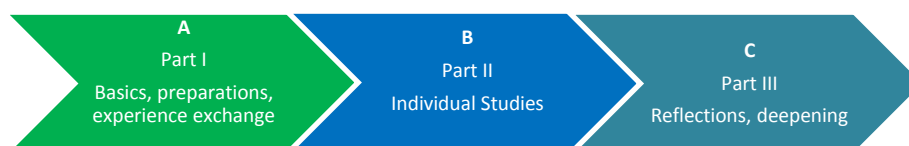
⁵ More about ISO norm 26000 at: <http://www.normapme.eu/en/page/527/iso-26000-normapme-user-guide-for-european-sm>

2. The CSR course of the project

2.1. Structure and contents

Recommended number of participants: 12 – 18 persons (owners + management personnel from SMEs, employees, young professionals)

The course is structured in chronologically consecutive further training parts:



Further training part I – at least 15 hours, e.g.

- Fridays from 14.00 – 19.00 Transfer of knowledge + Best Practice
- subsequently from 19.00 – 21.00 Exchange of experience with a light meal
- Saturdays from 9.00 – 13.00 Transfer of knowledge + Best Practice
- subsequently from 13.00 – 15.00 Exchange of experience (with a light meal)

Alternatively the program could be arranged for several evenings from e.g. 18.00 – 21.00. The period for the training can be selected variably and should be subject to country-specific conditions.

This part I serves the following purposes:

- ✓ Transfer of knowledge and Best Practice
- ✓ Preparing a program for the self-studies (the part II)

Modules of the first further training part:

- Module A: Fundamentals, Definitions and Meaning
- Module B: CSR Action Field Market
- Module C: CSR Action Field Environment
- Module D: CSR Action Field Workplace
- Module E: CSR Action Field Community

Further training part II “Individual Studies/self-study” 120 – 180 hours during at least 3 – 4 months

The self-studies take place in the company and serve the practice of conduct as well as the implementation of a specific CSR project at the enterprise.

- Module F: Project Workshop I

After 2 weeks at the latest the topic and the abstract of the first written work are submitted, which are reviewed by the lecturers (the part I). The written work should con-

tain the intended changes at the enterprise using an example (goals, measures, achieved success etc.) and should receive a planning how the process should proceed at the enterprise after the part III of the further training.

- **Module G: Project Workshop II**

The second written work has to be prepared and discussed in the company: development of a value-oriented model for the enterprise

Participants receive from the lecturers (the part I) at least 3 x one at least 2-hour individual coaching and namely

- + 1 x for the agreement of the topic of the written work

- + 1 x approximately in the middle of the individual studies (incl. discussion of the model outline)

- + 1 x after the submission of both written works for their evaluation/assessment

The participants shall get the possibility to meet with other participants for the exchange of experiences, e.g. a regular reserved table in the evening every 14 days.

The focus of the whole further training is in Part II of the course in which own practical experiences are gained at the enterprise and project ideas are developed and if necessary they are implemented completely during further training. The participants are consulted during this phase by lecturers at the individual or group coaching.

Whenever possible the self-studies shall be supported by information and training materials at a specific internet site. Using this platform at the same time the exchange of experiences can be independently organized among the participants.

Further training part III - at least 15 hours, e.g.

- Fridays from 14.00 – 19.00 Transfer of knowledge + Best Practice
- subsequently from 19.00 – 21.00 Exchange of experience with a light meal
- Saturdays from 9.00 – 13.00 Transfer of knowledge + Best Practice
- subsequently from 13.00 – 14.00 Exchange of experience (with a light meal)
- Subsequently 14.00 – 17.00 together with other representatives of the enterprise (owners, managers etc.) reflections and exchange of experience as well as program for the continuation of work at the enterprise

Alternatively the program could be arranged for several evenings from e.g. 18.00 – 21.00.

This third part serves the following purposes:

- ✓ Further transfer of knowledge and Best Practice
- ✓ Reflection of the practiced conduct
- ✓ Preparing a program for the continuation of the work

Modules of the third part of the further training:

First of all the third part shall serve the reflection and the exchange of experience. In this regard the participants shall be able to deepen their specific knowledge according to their needs, to ensure the sustainability of the introduced measures and strengthen the consciousness for CSR also in the future. Therefore for this part contents can be preliminary determined and described for separate modules only to a limited extent. E.g. the following modules and focuses are possible:

- Module I: Models and instruments
Social responsibility at the enterprise on the basis of three pillars of sustainability:
(1.) Economy / “Profit“
(2.) Social / “People“
(3.) Environment / “Planet“
Strategic instruments, communication of CSR
Practical CSR examples
- Module J: Steps and implementation
Step 1 Evaluate the present situation at the enterprise
Step 2 Determine what is already available at the enterprise in respect to CSR in order to be able to build on this basis
Step 3 Identify what is successful in order to implement the CSR measures
Step 4 Find the indicators for the realization
Step 5 Make a plan on how the planned activities can be implemented
Step 6 Check what results you have achieved and adapt the activities correspondingly
- Module K: Reflections
Reports and experiences of the participants
Reflections from the project workshops of the members
Planning of continuation
- Module H: Demand-oriented further deepening
Deepening separate modules according to the demand of the participants
- Module K: CSR Workshop
Workshop with other persons from the enterprises: practice meets science; new developments; planning at the enterprises, exchange of experience, practical examples etc.

Final examination⁶

- The whole further training consists of all 3 parts and spans at least 200 to 275 class hours and is assessed with 10 credit points in total.
- The course can be completed in Germany with an official further training examination (chamber examination).
- In other countries the final examination can be held according to the German model and on its basis the participants receive a qualified certificate.

An overview of the course is given in the flyer developed during the project, which was successfully implemented for the information transfer and for the acquisition of participants for the project. The flyer was developed in the German and the Polish languages because the further training concept was tested in these two countries. As an example the German version of the flyer is attached below.

⁶ See the detailed description in Chapter 5

Mit CSR zum Erfolg!

- ➔ Unternehmen, die CSR anwenden, genießen ein herausragendes Image und wirtschaften nachweislich erfolgreicher.
- ➔ Für Unternehmen wird es immer schwieriger, qualifizierte Führungs- und Fachkräfte zu finden. Mit CSR Konzepten bieten Sie Ihrem Personal entscheidende Mehrwerte und tun sich bei der Nachwuchs-Gewinnung sehr viel leichter.
- ➔ Personen mit CSR-Kenntnissen und CSR-Erfahrungen haben beste Beschäftigungschancen auf dem Arbeitsmarkt.
- ➔ Der Lehrgang wird abgeschlossen mit einem **anerkannten Abschluss**, der durch ein qualifiziertes Zertifikat bescheinigt wird. Teilnehmer, die ein Bachelor-Studium an der Berufsakademie Hamburg durchlaufen, können unter Umständen über diesen Lehrgang Credit Points für das Studium erwerben.
- ➔ Während der Durchführung des Lehrgangs wird ein **freiwilliger Aufenthalt in einem ausländischen Unternehmen**, das erfolgreich CSR anwendet, angeboten.
- ➔ **Lehrgangsgebühren** fallen nicht an, es wird lediglich ein Unkostenbeitrag von 45 € pro Teilnehmer erhoben!

Machen Sie mit und melden Sie sich bei uns!



Berufsakademie Hamburg
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Fortbildungsteil 1

Vorzugsweise Freitag-Nachmittag bis Samstag-Mittag

Ziel

Wissensvermittlung, Best Practice Darstellung, Erfahrungsaustausch

Themen-Schwerpunkte (exemplarisch)

Markt

Kunden- und Dienstleistungsorientierung in der Region, Qualität und Sicherheit der Produkte und Dienstleistungen, CSR-orientiertes Marketing und Vertrieb, Faire Preisgestaltung und Zusammenarbeit mit Dritten etc.

Umwelt

Relevanz von Umweltschutz, Energieeinsparung und Ressourcenschonung für nachhaltiges Wirtschaften, Einsatzmöglichkeiten erneuerbarer Energien, Verwertung von Abfallstoffen (Recycling) etc.

Arbeitsplatz

Förderung von Mitarbeitern, Gesundheitsmanagement, Arbeitsplatzgestaltung, geeignete Aus- und Weiterbildungsangebote, Maßnahmen gegen Mobbing, Vereinbarkeit von Beruf und Familie, etc.

Gemeinwesen

Unterstützungsbedarf von gemeinnützigen Organisationen, Möglichkeiten des zweckgebundenen Marketings zur Förderung und Unterstützung des Gemeinwesens etc.



Fortbildungsteil 2

Eigenstudium und Anwendung im Unternehmen

Ziel

Praxiserfahrung und konkrete Anwendung im Betrieb, Eigenstudium als Projektarbeit

Themen-Schwerpunkte

Weitere Aneignung von Wissen gemäß dem individuellen Bedarf, Anwendung des erworbenen CSR Wissens im Unternehmen, Erstellung eines wertorientierten Leitbildes für das Unternehmen, Projektarbeit.

Das Eigenstudium wird unterstützt durch Informationen und Lehrmaterialien in einem spezifischen Internet-Auftritt sowie durch Beratungen gemäß dem individuellen Bedarf. Außerdem wird der Erfahrungsaustausch zwischen den Teilnehmern organisiert.

Fortbildungsteil 3

Vorzugsweise Freitag-Nachmittag bis Samstag-Mittag

Ziel

Wissensvermittlung gemäß dem Bedarf der Teilnehmer; Vermittlung Best Practice Beispiele, Reflexion der geplanten und umgesetzten Veränderungen sowie Erfahrungsaustausch für die Anwendung im Unternehmen

Themen-Schwerpunkte

Modelle und strategische Instrumente der Realisierung von CSR im Unternehmen, Reflexionen, Planung der Fortführung, bedarfsorientierte weitere Vertiefungen

CSR – verantwortungsvolles Wirtschaften und Arbeiten!



2.2. Module descriptions

Modules for parts of the course I, II, III were developed and elaborated by Prof. Dr. Uwe Schaumann/Hamburg University of Corporate Education

2.2.1. Modules – Part I of the course⁷

| Module | | Abbreviation/Code |
|---|--|-------------------|
| Principles, definitions and meaning of CSR for enterprises | | |
| Lecturer/Trainer/Teacher | Duration (minutes/s) | |
| TBA | 45 - 90 | |
| Teaching methods | Language | |
| Presentation, discussion, lecture | Country-specific | |
| | Preconditions for participation | |
| | Employers, owners/managers and employees who are responsible for CSR from SMEs | |
| Special information | | |
| The following goals and contents of the module represent the possible range which has to be adapted by the persons responsible for the seminar region-, target group- and interest-specifically and organized with a view to the curricular core of the module. Limitations, extensions and setting of priorities are thus possible. | | |
| Goals of the lesson and / or course | | |
| <p>"Social responsibility of enterprises (Corporate Social Responsibility / CSR) is a concept which serves to the enterprises as a basis in order to integrate social and ecological concerns in their enterprise activity and their relations to the stakeholders on a voluntary basis." (EU definition)</p> <p>In many small and medium-sized enterprises activities have been already performed in the past which had and still have a direct or indirect connection to CSR as defined earlier. However often the possibilities or potentials are not known or are known a little which can offer the CSR perspective for the company-related activities. In this first module it shall be presented what is understood nowadays under CSR in politics, economy and first of all in the operational practice and what potentials CSR can offer. Thereby also the special meaning shall be shown which the CSR has gained (again) for the enterprises. For the better understanding of increase in the importance of CSR the principally country-specific and, if possible, region-specific importance of CSR shall also be studied.</p> <p>The participants should...</p> <ul style="list-style-type: none">- get to know the definition of CSR and the ideas of politics in the economy related thereto- to learn to anchor the European, national and regional definitions and activities, CSR stronger in the enterprises- to realize the importance of CSR for the corporate activities in the company everyday operations- get to know the first, ideally region-specific practical examples for CSR with various focuses in the activity fields (Market, Environment, Workplace, Community) | | |

⁷ Facts and numbers, examples, case studies etc.:

www.cs-training.eu

<http://www.csr-training.eu/csr-training/aktionsfelder-von-csr/>

http://sozialpolitik.com/webcom/show_article.php/_c-58/_nr-47/i.html

<http://www.mg.gov.pl/Gospodarka/Zrownowazonyrozwoj/Aktualnosci/zrownowazonybiznes.htm#>

http://ec.europa.eu/youreurope/business/doing-business-responsibly/taking-sustainability-further/poland/index_en.htm

http://www.reportingcsr.org/_poland-p-213.html

| Module | | Abbreviation/Code |
|--|--|-------------------|
| Activity field "Market" | | |
| Lecturer/Trainer/Teacher | Duration (minutes/s) | |
| TBA | 90 - 135 | |
| Teaching methods | Language | |
| Presentation, discussion, lecture | Country-specific | |
| | Preconditions for participation | |
| | Employers, owners/managers and employees who are responsible for CSR from SMEs | |
| Special information | | |
| The following goals and contents of the module represent the possible range which has to be adapted by the persons responsible for the seminar region-, target group- and interest-wise and organized with a view to the curricular core of the module. Limitations, extensions and setting of priorities are thus possible. | | |
| Goals of the lesson and / or course | | |
| <p>Enterprises identify and satisfy the demands and requirements of their customers and orderers at the markets according to the financially profitable procedure. According to the logic of the markets the increasing demand of market participants represents the economic driving force for Corporate Social Responsibility (CSR) according to the social, ecological or also health criteria of products and services by market-oriented management of the enterprise:</p> <p>In this module the participants should study and reflect on the essential activity and organizational fields of the enterprise in the sphere “Market” and also define the own focal point fields:</p> <p>The following comes into consideration as focal topics, for example:</p> <ul style="list-style-type: none">- customer and services orientation in the region- quality and safety of the products and services (to meet more than only legal minimum requirements)- consumer protection and product information- fair pricing and cooperation with the third persons (e.g. suppliers and cooperating enterprises), for example through the transparency and sustainability of the whole supply chain oriented at definite standards, use of acknowledged quality seals, eco-labels etc. for the building of trust among the customers)- CSR-oriented marketing and sales <p>Referring to these possible focal point topics the participants should emphasize essential own activity fields of CSR in the action field “Market” for their enterprise and show basic improvement potentials and specific implementation possibilities through stronger consideration of CSR at their enterprise</p> | | |

| Module | | Abbreviation/Code |
|---|--|-------------------|
| Activity field "Environment" | | |
| Lecturer/Trainer/Teacher | Duration (minutes/s) | |
| TBA | 90 - 135 | |
| Teaching methods | Language | |
| Presentation, discussion, lecture | Country-specific | |
| | Preconditions for participation | |
| | Employers, owners/managers and employees who are responsible for CSR from SMEs | |
| Special information | | |
| The following goals and contents of the module represent the possible range which has to be adapted by the persons responsible for the seminar region-, target group- and interest-wise and organized with a view to the curricular core of the module. Limitations, extensions and setting of priorities are thus possible. | | |
| Goals of the lesson and / or course | | |
| <p>The gentle use of energy and further resources as well as the minimization of environmental risks are important parameters which should be considered by the enterprises nowadays for the sustainable presence at the market.</p> <p>In this activity and organizational field the participants should...</p> <ul style="list-style-type: none"> - study the relevance of environmental protection, energy saving and resources conservation of the sustainable economic activity - identify/find/think about possibilities for the utilization of environmental protection, energy-saving and resources conservation at the own enterprise - study the possible applications of renewable energies and also check and evaluate according to economic aspects - underline/discover examples for a better (recycling) utilization of waste materials at the own enterprise - plan the minimization of negative environmental impacts at the site of the own enterprise - to check the available quality management system if any for its contribution to the environmental protection, for the energy-saving and resources conservation or plan an environment-oriented QM system | | |

| Module | | Abbreviation/Code |
|---|--|-------------------|
| Activity field "Workplace" | | |
| Lecturer/Trainer/Teacher | Duration (minutes/s) | |
| TBA | 90 - 135 | |
| Teaching methods | Language | |
| Presentation, discussion, lecture | Country-specific | |
| | Preconditions for participation | |
| | Employers, owners/managers and employees who are responsible for CSR from SMEs | |
| Special information | | |
| The following goals and contents of the module represent the possible range which has to be adapted by the persons responsible for the seminar region-, target group- and interest-wise and organized with a view to the curricular core of the module. Limitations, extensions and setting of priorities are thus possible. | | |
| Goals of the lesson and / or course | | |
| <p>Interested, motivated and responsible-minded employees who have a high level of identification with the (previously) experienced social, ecological and economic values and goals of an enterprise build the benchmark for the competitive ability and success.</p> <p>CSR at the workplace is highly diverse and can pertain to the personnel relevant topics like, for example</p> <ul style="list-style-type: none">- Transfer of enterprise values and ethical codes of conduct- Transparency of the remuneration system and fair compensation- Support of employees by appropriate education and further education offers- Creation/expansion of health care and industrial protection- Support of employees participation and/or of participation in the decision-making of the company- Promotion of equal opportunities- Avoidance/reduction of discriminations- Compatibility of profession and family- Support of the Work-Life Balance- Measures against mobbing and similar topics. <p>Within the framework of this action field with regard to the presented topics the participants should...</p> <ul style="list-style-type: none">- realize the special relevance of capable and committed employees for the achievement of goals of the enterprise- study the importance of leadership of employees as an essential contribution to the organization of corporate cooperation- study the exemplary function of the management personnel by everyday operations and of the company and show benefits- know the possibilities of promotion and support of employees during their corporate membership- realize the necessity of reduction of demotivation and performance-hampering factors of the employees- to realize the possibilities for the discovery of various needs of the employees and for the care for improvements- other... | | |

| Module | | Abbreviation/Code |
|---|--|-------------------|
| Activity field "Community" | | |
| Lecturer/Trainer/Teacher | Duration (minutes/s) | |
| TBA | 60 - 90 | |
| Teaching methods | Language | |
| Presentation, discussion, lecture | Country-specific | |
| | Preconditions for participation | |
| | Employers, owners/managers and employees who are responsible for CSR from SMEs | |
| Special information | | |
| The following goals and contents of the module represent the possible range which has to be adapted by the persons responsible for the seminar region-, target group- and interest-wide and organized with a view to the curricular core of the module. Limitations, extensions and setting of priorities are thus possible. | | |
| Goals of the lesson and / or course | | |
| <p>Small and medium-sized enterprises do not act at abstract or anonymous markets but they are integrated in a region, a city, a community. At the corresponding location of the enterprise with its overall social framework conditions and peculiarities the enterprises bear social, economic and ecological responsibility in the interests of the Corporate Citizen.</p> <p>The participation in this community in various material and immaterial forms and the contribution of enterprises to the solution of specific problems or for the meeting of forthcoming challenges are the central point. Thereby enterprises are also integrated in strategic partnerships with local and/or nationwide acting stakeholders.</p> <p>The following learning purposes are to be transferred in this activity field.</p> <p>The participants should...</p> <ul style="list-style-type: none">- identify potential regional and national stakeholders as possible cooperation partners- learn the chances and risks of donations and sponsoring- learn about the needs for support of non-profit organizations in the region (e.g. through economic know-how, equipment, voluntary involvement of employees or others)- learn the possibilities of goal-related marketing (Cause-Related Marketing) for the support of community- to check the own enterprise for possibilities for the promotion and support of the community and show potential contributions, measures, actions- other... | | |

2.2.2. Modules – Part II of the course

Introduction and organization of transition from part 1 to 2

Within the framework of the further training “Corporate Social Responsibility for SMEs” the central content objectives are the following:

- to inform basically the participants about the topic CSR,
- to show the various activity fields of CSR and also
- to emphasize the particular importance of the strategic CSR.

Thereby the emphasis is methodically made on an activity- and problem-oriented transfer of contents which is particularly in the fact that the theoretical findings and available analyses for the development, planning, implementation and review as well as documentation of the CSR at appropriate moments during the seminar are combined with practice-related experiences of the participants.

It is based on the idea and the assumption that experienced employees and entrepreneurs in SMEs possess already at least basic knowledge in respect to the CSR even though it is not formulated or addressed under this term. Partly small and medium-sized enterprises have own experiences in the implementation of measures and activities, which definitely falls under the term CSR.

However in the first part of the CSR further training the assumption was also confirmed that the available knowledge and the gained experiences with CSR activities in the SMEs were observed very little or were not observed at all with an economic perspective for the strategic CSR. It means basically that the definitely available CSR activities don't have particular attention for the pursuit of strategic goals, which also (!) bring economic benefits in the medium to long run. This benefit with the view of different activity fields of CSR can, for example, consist in the achievement of increase of the interest of future applicants and employees at the enterprise through CSR activities in the field “workforce” or, for example, cause the opening of new customer groups through methodical and conscious dissemination of “good actions of the enterprise” for the promotion or strengthening of the regional community.

Organization of the second part of the further training

Based on the depicted preconditions related to the seminar participants the organization of the second part of the further training is therefore especially characterized by the following features:

Central training goals:

- Promotion of capabilities of the participants to classify their available knowledge or their gained experiences with CSR in a comprehensive economic relation.

- Promotion of capabilities of the participants to identify, to plan, to implement the own potentials for CSR at the enterprise and to determine and to check the economic benefits.

Central methodical orientation:

- Incorporation of partly available knowledge and partly gained experiences of the seminar participants in the CSR field for the pursuit of the learning goals
- Representation of Good Practice examples in order to show possible practice and for the constructively critical examination or reflection for the development of own systematic CSR activities
- Representation of the guideline for the development, planning, implementation and checking as well as documenting the own CSR activities

By the end of the first part the central task of the trainers is to prepare the participants through the pursuit of the above-mentioned learning goals and the methodic orientation for the demanding second part of the further training. Corresponding guidelines and materials are presented and made available to the participants for this purpose (passive form of support).

Active trainer support for the CSR interested SMEs as an open process

The characteristic feature of the second part of the further training is the high proportion of reflexive individual studies, which must be pursued by the participants within the period of about 2 – 3 months. This type of support may be described as a combination of consulting and partly coaching activities in an open process.

Consulting activities in the support process

Within the framework of the further training the trainer as a (specialist) consultant takes over directly the beginning phase of the development of CSR ideas and activities for the participants; he plays also the role of an expert who essentially works or checks the availability of fundamental economic orientation of the individual CSR ideas and activities.⁸ Thereby he supports first of all the analysis and the reflection of the systematic pursuit of CSR activities by the soon-to-be CSR expert. By the test of the concept, after the depiction and the economic analysis and reflection of practical CSR examples it could again and again be determined that there is no lack of “good CSR ideas” for one or several CSR activity fields by the participants.

The integration in well-thought out economic process was however first of all quiet difficult for most participants. Especially the question how the comprehensible checking of CSR activi-

⁸ cf. the term Consulting e.g. <http://wirtschaftslexikon.gabler.de/Definition/beratung.html> (Access: April 02, 2013)

ties (definitely for the purpose of CSR controlling) could look like created not insignificant challenges for several participants. The adjustment could be determined at the seminar, CSR should often be considered as a self-purpose without economic benefits. The adaptation or dissemination of this attitude with regard to the aspect of economic benefit represents an essential element in the support of own activities of the participants during the whole further training.

Coaching activities in the support process

In addition to this consulting input the trainer also comes into picture with central coaching activities as a support of individual studies in the second part of the further training. Thereby the basic purpose is the further development of the participant through individual support of his learning and performance processes on the way to the CSR expert.⁹

But here the limits of support which a trainer can provide within the framework of further training are also obvious. When he is also able to achieve a high level of result- and solution-oriented (specialist) consultation for the sustainable pursuit of CSR ideas chosen by the participants under economic criteria and thereby to take into account the complex economic influence factors of the observed enterprise so this form of support which is focused on economic aspects but which is fragmentary at the same time does not make possible ultimately comprehensive and holistic view of the person of the soon-to-be expert how it should be in the professional coaching processes at least on the basis of demand.

Operative support of the participants by the further education trainer

Several essential conditions and restrictions of the operative support planned within the framework of the developed CSR further training concept and mainly granted are shown below.

The core of development of own sustainable CSR ideas and activities by the seminar trainer which is essential in the second part of further training is formed by the individual analysis of possibilities and limits of pursuit of CSR ideas and activities at the own enterprise. The support provided for this purpose by the trainers of further education (combination of consulting and coaching activities) included particularly

- the availability and possibility of utilization of the trainers within determined time periods and points in time and also
- the support of seminar participants related to the specific case for the check of the basic feasibility and practicability of the developed CSR ideas and activities.

⁹ cf. the term Coaching particularly: <http://www.dbvc.de/der-verband/ueber-uns/definition-coaching.html> (Access on April 02, 13)

For this purpose the participants are provided with corresponding possibilities for use via mail, through telephone and/or personal contact at the selected period of time within self-study phases. In addition to that the participants are asked for the utilization of trainers to provide in advance of the utilization a variety of information and facts, which concern the whole structure of CSR ideas and activities of the participant seeking advice.

On the basis of correspondingly provided or especially on the basis of absent information and facts for the development, planning, implementation and checking as well as documenting of individual CSR ideas and activities the trainer can already recognize essential points which are relevant in the process of support and provide consulting services with business and economic orientation.

During the further training seminar which was held the support services were as a rule limited to information and references to the applicability of the developed CSR idea also with a view to sustainable pursuit and checking at the enterprise. In addition thereto it could nevertheless be determined that the time period of 2 – 3 months was too short for various reasons for several participants for the complete development, planning, implementation and checking as well as documenting of the CSR ideas. Mostly these participants remained by the development and planning of CSR ideas, the implementation was prepared in respect to the enterprise to a large extent but still was not performed completely. The reasons for partial performance of the whole CSR process were:

- too small support at the highest management levels
- too small/absent temporal freedom for the elaboration of the whole CSR project
- too extensive CSR development and planning activities in advance of implementation
- too extensive organization of involvement of many persons or large units at the enterprise
- other

Except for the first reason which refers to persuading work which is still to be performed extensively in respect to the necessity of performance of a comprehensive CSR project the other reasons were regarded by the participants more as common temporary initial difficulties and less than basic exclusion criteria for the performance of the CSR project.

In total due to the combination of initial creation of comprehensive activity-oriented knowledge in relation to CSR in the first part of the further training in combination with the promotion of individual studies for the development, planning, implementation and checking as well as documenting of the individual CSR project a high level of know-how and experience can be achieved through further training for the (soon-to-be) CSR expert for small and medium-sized enterprises.

2.2.3. Modules – Part III of the course

In the third part of the further training first of all the following training goals are pursued within the framework of creation and enhancement of competence of the participants:

Training goals:

- Enhancing and strengthening the ability to analyze and to evaluate basic principles and structures of development, planning, implementation and checking as well as documenting of the individual CSR project economically
- Checking the corporate suitability for daily use of the CSR project idea developed in the second part
- Emphasizing the economic benefit aspects of the CSR project
- Constructive dealing with obstacles and resistance by the pursuit of a CSR project at the own enterprise
- Transfer of gained knowledge and experiences to further CSR activity fields at the enterprise
- Demonstrating optimization possibilities for the improvement of actual and future CSR measures and/or CSR projects

Didactical and methodical comments

Within the framework of the carried out further training the immediate trustful exchange with gained knowledge and experiences of other participants is important and valuable for the pursuit of the training purposes. Especially the knowledge of other CSR activities and projects helps most participants to analyze and to evaluate constructively critically both the CSR activities of the others and the own CSR activities.

Also here it is necessary for the trainers to create the trustful atmosphere by the presentation of own CSR project examples and to indicate to the participants at the necessity to consider examples also (!) according to the economic benefit aspect or to support this point of view.

The possibilities demonstrated through the trustful exchange and also the demonstrated limitations could be used in addition thereto for the further pursuit of CSR projects at the own enterprise.

On the part of the trainers special attention shall be paid in this part of further training to which good and also less good examples can be demonstrated and discussed for the separate phases of development, planning, implementing and checking as well as documenting of various CSR projects of the participants. Thanks to this exchange the knowledge horizon, one could say also, the room for possibilities for the participants related to which solutions are found by the pursuit of various CSR projects of the others and for which detailed problems and also which are rejected again is considerably expanded.

The exchange of the participants in respect to their separate CSR projects serves thereby as a reference framework for the further strengthening of the knowledge how to be able to systematically organize all the activities in the structure of the CSR project (from the development to the documenting) predetermined by the separate phases. Therefore the experiences and the examples from the didactical and methodical point of view first of all serve as a means for the purpose of sustainably recognizing further using the hierarchic correlation of development of each pursued CSR project.

2.3. Seminar sheets

As an example of documentation for the lecturers for use by the classroom teaching (Part I) presentation sheets of the Hamburg University of Corporate Education are attached in the Annex 1.

2.4. Work manual for the participants

For the participants of the course a work manual was developed by the Hamburg University of Corporate Education, which besides coaching served as an aid for the task accomplishment for the participants during the individual studies. In the separate chapters the work manual contains aids for the implementation of training tasks presented during the course in the abbreviated form and in the form of questions. In the last chapter there is a classification, which should serve as a basis for the documentation of the own CSR project. The work manual is attached in Annex 2.

2.5. Best Practice examples

The following Best Practice examples are at the same time the CSR project concepts developed by the participants during the CSR training course in Germany and in Poland.

Example 1:

The enterprise

A painting enterprise, which exists in Othmarschen (a district in Hamburg) and carries out high-quality paint, works/trowelling technique. The enterprise has two employees.

Painting enterprise with conviction – “*Success through green responsibility!*”

Although it is a very small enterprise it has already engaged strongly from the beginning with distinct consciousness in respect to the social responsibility. Many measures are to be named such as donations for the children in need, practical training offers for pupils, partially flexible working time for the female employees (studies/child), educational bridge of the Hamburg Deaconship and also fair partnerships were established with the business partners.

Within the framework of the course the enterprise has learnt new aspects of the sustainable company management in the field “Environment”. The motivation to involve stronger in the field “Environmental protection” and to work with orientation to the future is very big through the personal persuasion and the prevailing eco-trend. For the enterprise it is also important to reduce own costs through environmental protection, to improve the image or to acquire and to retain new customers.

Sustainable strategy

- Switch to the eco-product line
- Waste prevention/recycling
- Purchase of hybrid transport
- Switch to eco-electricity providers
- Switch to climate-neutral pressure
- Integration of online correspondence
- Digital data security
- CSR implementation at the website
- Certification

A 9-months plan was prepared, in the Phase I the actual state analysis, the target concept and partially the implementation are carried out. Phase II implies the execution of measures and Phase III serves for the control and optimization. The realization of the measures is additionally supported by regular CSR enterprise event and clear allocation of tasks (“everyone cooperates”). A fixed time and task plan was developed and all the employees were involved.

The most important thing that the enterprise takes from the course is:

*„Additionally to the general information related to the CSR I have learnt that for the implementation of CSR strategies it is important how to deal and what to deal with, how to act strategically, which components are to be used, what the central question is, and I think that this is an additional motivation factor.”
(employee from the enterprise)*

Example 2:

The enterprise

A medium-sized craft enterprise from Hamburg specializing in heating, sanitary, solar and climate equipment, which was established in 1906 and has 27 employees (1/4 bureau, 3/4 fitters) today. The enterprise counts among the circle of customers private, industrial and commercial customers.

“Employee is our first priority!”

For this enterprise the implementation of CSR measures in the activity field “Workplace” plays an important role and it happened due to various reasons: acute shortage of specialists (last hiring in 2010, 2 dismissals in 2012 although the order situation has definitely improved), lack of apprentices (young specialists) and employee loyalty. Based on this situation the following purposes were determined for the CSR actions:

- 1) Hiring new employees,
- 2) Decreasing the rate of illnesses,
- 3) Improvement of the enterprise climate and
- 4) Motivation of the employees.

To achieve these goals the following measures were introduced:

1. Fruit basket – 2 times per week with fruits from the region
2. Extension of the range of beverages – provision of juices, lemonades etc.
3. Working clothes adapted to the demands of the fitters
4. Participation in the donation marathon – registration fee as a donation for a good purpose, invitations to non-runners and families, catering by the enterprise.

The measures were introduced during the phase of the individual studies at the enterprise and during this short implementation phase an astonishing success was achieved. The employees evaluated the introduced measures very positively which improved the working climate and the working motivation. Apart from that three new employees were hired.

Example 3: Project concepts from Poland

- An owner of the hair salon within the framework of the CSR at the own enterprise put the focus on the activity field “Workplace” and devoted his interest to the following aspects:
 - ⇒ Interrelation between the employer and the employee which affects the finances of the hair salon and the salaries of the employees.
 - ⇒ Interrelation Master (teacher) – Apprentice which influences the learning ability of the apprentice and the turnover of the hair salon.
 - ⇒ Employer as the motivating and integrating or demotivating and destroying force and the relation between employees/apprentices and the company.
 - ⇒ Effect of the working climate which is created by the employer on the working and learning results.
 - ⇒ Authority of the employer at the enterprise
 - ⇒ Influence possibilities of the enterprise at the environment and the community

- The owner of the car repair shop in Lodz has made changes to the CSR in the enterprise management and business operations.
- A female employee from the building company which she presented as a small all-round building cooperative focuses her attention on the issues of the employees at her enterprise. The cooperative represents the group of microenterprises which have less than 5 employees. During the consultation with the CSR lecturer the following strategy was elaborated: to limit the risk for employees at the enterprise and in this regard to introduce a common procedure at all the enterprises of the cooperative.
- Such a measure presupposes first of all the close cooperation with the entrepreneurs. An advantage would be in the possibility to make out favorable prices for the insurance products.
- One female confectioner presented her enterprise as a small company which has distinguished itself well at the local market. The owner of the company presented a project concept for the introduction of a new technological solution using which more healthy products can be manufactured. For this purpose a new fat under the specific mark – Kruszwica – should be used for baking. Subsequently the products should contain fewer calories and the taste should be slightly changed, however the price has to be increased by about 20 %.

3. Evaluation

3.1. Subject of the evaluation

On the one hand the subject of the evaluation is

- 1) the course itself with the further training part I, II, III and, on the other hand,
- 2) the framework conditions for the carrying out of the course: organization, lecturers estimation, materials etc.

This comprehensive evaluation was carried out to check the course, to reveal eventual weak points or to incorporate new aspects.

3.2. Evaluation concept and methods

The following concept represents the basis for the evaluation of the course.

Used evaluation forms:

- Process evaluation (formative, (development-) accompanying, should have effect on the current process and generate changes if any)
- Result evaluation (summative, importance of underlying goals, conclusive evaluation of impact and of the benefits)

Further training part 1

| Evaluation form | Evaluation goal/s | Evaluation instrument/s |
|--------------------|---|--|
| Process evaluation | <p>1. Clarification of expectations, ideas of the participants about the benefit, the advantages, the disadvantages, the corporate preconditions/framework conditions of the CSR at their enterprises (Evaluation of "WHAT")</p> <p>2. Clarification of expectations etc. in relation to the seminar and the lecturers etc. (Evaluation of "HOW")</p> | <p>Partly standardized questionnaire for all the participants</p> <p>3 – max. 5 participant interviews (max. 10 minutes)</p> <p>Interviewing lecturers</p> <p>Brief experience report of the evaluator</p> |

Further training part 2

| Evaluation form | Evaluation goal/s | Evaluation instrument/s |
|--------------------|--|--|
| Process evaluation | <p>1. Clarification of benefits of the first project phase for the carrying out of the 2nd project phase (self-studies, own CSR project; e.g. receive enough suggestions for the own CSR project, sufficient information and support services for the "individual studies" and the implementation of the CSR by everyday operations of the own company are available)</p> <p>2. Clarification of advantageous but first of all hindering framework conditions etc. of everyday operations</p> | <p>3 – max. 5 participant interviews (max. 10 minutes)</p> |

| | | |
|--|--|--|
| | for the implementation of CSR at the enterprise 3. Concretization/indication of participant-related, individual implementation steps or solution strategies | |
|--|--|--|

Further training part 3

| Evaluation form | Evaluation goal/s | Evaluation instrument/s |
|-------------------|---|--|
| Result evaluation | 1. Alignment of earlier goals, expectations, motives, ideas etc. with actual goals 2. Evaluation of benefits of the whole project (project phases, seminar contents etc.) for the own "CSR qualification" 3. Evaluation of benefits of the whole project for the CSR implementation at the own enterprise | Partly standardized questionnaire for all the participants (final survey) 3 – max. 5 participant interviews (max. 10 minutes) Interviewing lecturers Brief experience report of the evaluator |

During all three further training parts a mix of methods from qualitative and quantitative empiric social research was used: guideline interviews, experience report and partly standardized questionnaire in order to examine as many aspects of the approach and of the subject as possible.

Measuring instruments of the qualitative social research were utilized because they allow for the openness of the approach and flexible use of methods. It is especially important when the subject to be researched is new – as the developed course.

The results of the quantitative measuring instruments such as partly standardized questionnaire due to their (partial) standardization allow the comparability of data and thereby descriptive and quantitative statements. The partly standardized questionnaire contains closed questions with given answer possibilities at a measuring scale and open questions or half-open questions with individual answer in the form of text.

The answers to the closed questions could be classified by the respondent according to a 6-point scale whereby the middle category was consciously denied in order to avoid the "Tendency to the middle" during answering.

Original in the questionnaire:

| | | | | | |
|------------|----|---|---|----|----------------|
| Applicable | | | | | Not applicable |
| +++ | ++ | + | - | -- | --- |

The categories between the high degree of approval and the high degree of rejection can be described as follows¹⁰:

| | | | | | |
|---------------------|------------|-------------------|-----------------------|----------------|-----------------------|
| Applicable entirely | Applicable | Rather applicable | Rather not applicable | Not applicable | Not applicable at all |
| +++ | ++ | + | - | -- | --- |

In comparison to a standardized interview guideline interviews specify only the rough structure, the order and the composition of questions are flexible and the answer possibilities of the dialogue partners are unlimited. Thanks to this approach the high content validity and a deep informational content are achieved.

The experience report was made possible due to the keeping of the minutes of events during the course. It includes questions, discussion points etc. in order to capture and to summarize new or additional information and references to the information from the questionnaire and interviews.

4. Results of the evaluation in Poland and Germany

4.1. Evaluation of the questionnaires¹¹

4.1.1. Composition of the participants

In Germany 20 and in Poland 12 persons have taken part in the course. In both countries more male participants took part at the course: 8 men and 4 women in Poland and 13 men and 7 women in Germany. According to their occupational position at the enterprise and the economic branch high heterogeneity of the participants was achieved.

The participants represented highly diverse branches of economy: from traditional crafts enterprise like painting enterprise, chimney sweep, sanitary, heating and climate or bakery to enterprises in the field of information and technology and also business consultancy. At the course in Poland also additionally the entrepreneurs were represented who are directors of the guild of the similar branch at the same time.

¹⁰ These categories can also be opposed to the marks of the German school system. The best mark 1 = entirely applicable and the worst mark 6 = not applicable at all.

¹¹ Questionnaires are attached in the Annex 3.

In addition to that the manager/owner and the apprentice or employee¹² of an enterprise took part in the course at the same time. It facilitated the common work, the exchange with each other and positive learning effects from each other. A further advantage of the simultaneous participation of the owner/manager and the apprentice/employee is the deep anchoring of the CSR concept at the enterprise.

Although in Germany a typical SME is a very small enterprise with less than 10 employees¹³, 76 % of the participants were from small enterprises (10 – 50 employees): more than half (53 %) of the participants from enterprises with up to 50 permanent employees and 23 % of the participants from enterprises with up to 20 permanent employees. Only 18 % of the participants were from very small enterprises with less than 10 employees¹⁴.

In Poland the most enterprises were very small enterprises: 8 out of 12 enterprises have less than 10 employees (5 of them even less than 5).

Conclusion: The advantage of high heterogeneity of the participants according to their occupational position at the enterprise and also the represented economic branch promotes intensive exchange with knowledge, experience and ideas. Apart from that the participants from SME size classes took part in the course. It is indicative of the high interest, the need and the topicality of the topic CSR in all the SMEs.

4.1.2. Analysis of the questions “Evaluation of the topic CSR” (Part I)

All the participants in Germany and also in Poland evaluate the topic “CSR” as “very important”, “important” and “rather important” for their own enterprise. It is consequent that separate CSR aspects are already more or less known to the most enterprises. Nevertheless it can be determined that a conscious examination of the CSR at the own enterprise has not been possible until now.

The course has motivated the participants to deal with the topic CSR further. The prior knowledge in respect to CSR and the interest are very high. It is important to all the participants to study the four CSR action fields – workplace, market, environment and community; percentage differences between the separate CSR fields were hardly significant.

Conclusion: This result reflects the importance and the topicality of the topic CSR in SMEs and determines the high need for action in this field.

¹² Hamburg University of Corporate Education offers state-acknowledged and application-oriented dual Bachelor courses (education and studies) with the graduation “Bachelor of Arts”, i.e. besides studying the practical know-how and the first professional experience is gained at the enterprise.

¹³ From the data of the Federal Statistical Office for the year 2009:
<https://www.destatis.de/DE/ZahlenFakten/GesamtwirtschaftUmwelt/UnternehmenHandwerk/KleineMittlereUnternehmenMittelstand/Tabellen/Insgesamt.html;jsessionid=AE0A8065F9434AC3FAD1A0235EFC0ECF.cae2?nn=50670>

¹⁴ The classification into categories: medium-sized, small and very small enterprises takes place according to the EU definition:
http://ec.europa.eu/enterprise/policies/sme/files/sme_definition/sme_user_guide_de.pdf

4.1.3. Analysis of the questions related to individual studies (Part II)

The respondents in Germany and in Poland underlined that they were well prepared for Part II – individual studies – after Part I of the course and were able to implement in practice during the individual studies the knowledge gained during Part I.

The possibility to make use of consultation or support by the lecturer during individual studies was evaluated by all the participants in Germany and in Poland as very necessary and valuable. The participants utilized it differently and with various intensity. Thereby a particular part of the participants in both countries admitted that they required consultations or assistance but due to different reasons (mostly for timely and organizational reasons) they could not utilize them.

More than 90 % of the enterprises at both locations of the course have developed a CSR concept during the phase of the individual studies and a part of them could generally implement it. A challenge during the beginning phase was the persuasion of the management level of the enterprise of the introduction of CSR and its benefits for the enterprise which delayed the CSR activities in time. The three most frequently mentioned CSR counter arguments were: 1) the costs, 2) first of all low and visible only after a long time benefits of CSR measures and 3) the expenditure of time. On the other hand the readiness of the colleagues and the employees to participate in the CSR measures was good.

A further positive effect is that the activities during the phase of the individual studies have led to the increase of arguments with CSR at the enterprise. The majority of enterprises found the time scale of the individual studies to be adequate whereby separate enterprise in Hamburg evaluated this phase, which was determined here to be two months as too short.

4.1.4. Analysis of the questions “Evaluation of the seminar” (Part III)

The third part of the course, as well as the whole course (Part I, II, III), was evaluated exclusively positively both in terms of contents and organizationally.

The course has motivated the participants in Poland and also in Germany to pursue the topic CSR for the own enterprise also in the future.

The materials, information and examples from the practice were interesting and insightful for the enterprises. In Poland in the first part of the course the participants have desired more successful methods and CSR Best Practice examples in order to study the topic CSR using practical examples, which is why an advisor for CSR was invited from the region during the conclusive part of the course. He recorded further CSR aspects and possibilities of the participants what also additionally motivated them to pursue the CSR also further on.

The presentations of the project ideas and the subsequent feedback not only from the lecturers but also from other participants were evaluated very positively because they provided the

confirmation and the review of the own CSR concept to each one, showed new ways for the implementation or new ideas were created on the basis of lectures of the others.

4.1.5. Answers to the questions “I liked/didn’t like the following...”

| I did not like the following... | I liked the following... |
|---|---|
| Room size | Practical proximity |
| The talk was partly very quick | Exchange with other enterprises with activities in the field CSR |
| Seats with the back for the events | Chief and instructor are also involved – study the topic directly, not at second hand |
| The absence of the relation of CSR activities at the international market | Use at the own enterprise |
| During Phase I too little approaches shown | Exchange with ideas |
| It is difficult to implement the theoretical CSR concept in practice (lack of knowledge, size of the enterprise) | Seminar outside (in another city) – good working climate |
| Preparing own graduation work with the CSR concept – Reason for non-participation in Poland | Overview of different branches |
| Too little individual approaches shown (after Part I of the course) | The course provides additional support by the daily work and the gained knowledge will be very helpful in the future during decision-making |
| Too little examples of CSR at very small and small enterprises | The possibility to be able to implement something with the managers is very good |
| Time problems to bring together the course, consultations with the lecturers and the daily operations of the enterprise | Thanks to the “homework” one keeps trying because CSR has to be introduced in the everyday operation of the enterprise |
| | Qualified feedback to the project idea and further suggestions on the part of other enterprises and the lecturers |

4.2. Guideline interviews in Germany and Poland

For the evaluation of the course guideline interviews with participants and lecturers were introduced in Poland and Germany. Additionally to the questionnaires they should have shown the strong and weak points of the course. In order to make results comparable the same questions were used by carrying out the interviews.

4.2.1 Questions related to Part I

Central questions for interviews with the participants

1. Own position at the enterprise; (how long have you been working at the enterprise)
2. Size of the enterprise and branch
3. How did you take notice of the seminar?
4. Was the information for the announcement of the seminar sufficient? What was especially good, what was absent eventually?
5. What are your reasons for the participation in the seminar?
6. What do you believe to be able to use of CSR at the enterprise? What activity field?
7. Were your expectations met so far? Not met?
8. How do you evaluate the course of the seminar? Too short? Too long? Was there enough time for discussions and exchange with experiences?
9. What did you like most of all?
10. What can we do better?
11. Are you satisfied with the framework conditions of the seminar? (Seminar rooms, breaks, materials, working atmosphere etc.)

Central questions for interviews with the lecturer

1. How do you estimate the seminar? What was positive? What was negative?
2. What would you change? Content-wise and methodically.
3. Was it difficult to transfer the topic CSR? Is the amount of materials too big, too small? Were there difficulties by separate modules or by the explanation of separate modules?
4. How do you estimate the prior knowledge of the participants about CSR?
5. Have you determined the need for additional, new topics (modules)?
6. Have any specific modules found a special interest? Which ones?
7. Are you satisfied with the framework conditions of the seminar? (time scope, breaks, working atmosphere, motivation of the participants, seminar rooms)
8. How do you evaluate the preparation and the organization of the seminar? Satisfying? What should be taken into consideration in the future and made better?
9. How do you evaluate the division of the course in 3 parts? How do the participants react thereto? Do the participants have problems with the second part and the organization of the own work? Were there questions thereto of a specific need for clarification? If yes, with what result?

4.2.2. Questions related to Part II

Central questions for interviews with the participants

1. Own position at the enterprise, size of the enterprise, branch etc.
2. Did you feel that after the first part of the training course you were prepared well for your individual studies at the enterprise?
3. What is your CSR project idea? In what action field have you performed your project work; why?
4. To what extent have you been able to implement it? What is the state? What is your further procedure?
5. Were there difficulties by the introduction (and implementation) of the project idea at the enterprise?
6. How were the employees/colleagues involved in this work? Have you received understanding and cooperation of employees/colleagues?
7. Are further CSR measures planned after the course? Which ones?
8. How do you evaluate the timely framework for the individual studies? Too short? Too long? Was there enough time for the elaboration of the project idea?
9. Have you made use of consultation of the lecturer during this phase? Was the support of the lecturer during this phase sufficient? What can be done better?
10. Have you used the CSR internet page? For which purpose?

Central questions for interviews with the lecturer

1. How was the support during the project phase II organized for the participants?
2. To what extent was the consultation used? What was the need for consultations?
3. Is individual coaching the right form of consulting during this project phase or was there the need for other forms of coaching determined, e.g. group coaching?
4. What is your feedback from the participants during the project phase II? Were there any difficulties, peculiarities during the individual studies at the enterprises?
5. Was this phase too long concerning the time, too short for the introduction/implementation of the project ideas?
6. How do you evaluate the project phase II within the framework of this CSR course?

4.2.3. Questions related to Part III and the whole course

Central questions for interviews with the participants

1. What did you like most of all/didn't like?
2. What will you take with you from the whole course (concerning the CSR topic)?
3. Can you/do you want to implement CSR at your enterprise also further on? Where have you found further need for actions at your enterprise? In what field?

4. How do you estimate the course of Part III? Too short? Too long? Was there enough time for discussions and exchange of experiences?
5. Are you satisfied with the organization (room size, coffee breaks, lunch breaks, and lecturers)? What was good/not good?
6. How do you evaluate the division of the course in three parts? What did you find good about it, what was not good?
7. How do you estimate the benefits of the whole project (seminar contents, project phases etc.) for their own “CSR qualification” and implementation of CSR at your enterprise?
8. With hindsight to all 3 parts of the course, were your expectations met, not met? What is your overall conclusion?
9. Would you visit the seminar once more? Would you recommend the participation to other persons? If yes, whom?
10. What can we do better?

Central questions for interviews with the lecturer

1. What is your assessment concerning Part III? What did you find positive, what was negative?
2. How Part III was organized methodically/content-wise?
3. What would you change? Content-wise? Methodically?
4. How do you evaluate the implementation of project ideas?
5. Is the amount of materials too big, too small? Were there difficulties by separate topical branches?
6. Have you determined the need for additional, new topics (modules)?
7. What is your assessment of the whole course? How do you evaluate the benefits of the whole project (seminar contents, project phases etc.) for the “CSR qualification” of the participants and implementation of CSR activities at the enterprises?
8. Are you satisfied with the framework conditions of the seminar? (Time scope, breaks, working atmosphere, motivation of the participants, seminar rooms)?
9. How do you evaluate the preparation and the organization of the seminar? Satisfying? What should be taken into consideration in the future and made better?
10. How do you evaluate the division of the course in 3 parts?
11. How do you assess the implementation of CSR ideas at the enterprises after the seminar?

4.3. Analysis of the interview

Below there is an analysis of separate questions in the form of a summary which provide additional knowledge for the transfer of the course to the answers from the questionnaire.

1. How did you take notice of the seminar?

In Poland and in Germany numerous measures were taken for the recruitment of participants which were crowned with success: invitation via telephone, e-mail or via mail, information through the dissemination of flyers, on the website, in the newsletter, by informing the participants at other events. The personal contact for the participation at the course was very highly evaluated.

The participants in Poland and in Germany evaluated the information obtained in advance as sufficient and comprehensive.

2. What are your reasons for the participation in the seminar?

The motives were various. The most frequently mentioned are:

- The topicality of the topic or "I have heard something about it already therefore I wanted to know what exactly this is"
- The topic "CSR" by itself or specific aspects of the CSR concept
- Practical implementation
- Exchange with other enterprises

"At this seminar there were practical references and also the exchange with other enterprises. These are knowledge and experiences which you can take with in your daily work and which leads you to the fact that with this knowledge it is easier to implement certain things at the enterprise which you have always wanted already to do". (Entrepreneur from Hamburg)

"I have taken part in the similar training and was curious about the practical side of this training". (Entrepreneur from Lodz)

3. How much did you know about CSR before the seminar?

What have you already done in this field?

What experiences have you gathered previously in the fields of CSR?

In Germany and also in Poland specific aspects of the concept – CSR – were not unknown to the SMEs; however they performed their previous activities not under the term "CSR". The translation of the term for the purpose of understanding and for a conscious analysis of the CSR is essential.

"It (the preliminary knowledge of the participants about CSR) was known and clear to us (Hamburg University of Corporate Education) already in advance, but it was important to us to make clear that the enterprises make even more effectively and efficiently things they were doing in the field of CSR by now, it means to consider it from the economic perspective and to study the strategic CSR. I believe it was a new element for the participants that one can plan and implement something like that even more consecutively. I hope that the model presented by us was helpful to the participants, that they liked it very much and that, on the other hand, they can profit from the impulses and the ideas which they have obtained from other participants who have reported about their activity. Maybe one or another could capture the ideas which he could use for himself and develop them further". (Lecturer from Hamburg)

Besides it could be determined that the consciousness related to specific aspects of CSR in Germany and also in Poland is present, specific measures were taken especially in the fields "Social" and the "Community", however the strategic CSR is still absent at the enterprises which provides also economic benefits in the medium or long term.

So enterprises listed separate measures which they have taken up till now, e.g. sponsoring of a football team, participation at a charity marathon etc. However these measures are partly one-time or irregular events which were discontinued again for the reason of "Non-profitability".

"On the occasion of charitable purposes many enterprises often emphasize their social responsibility. But CSR may not be attributed only to that with certainty or may not be made equal thereto at all. Charity actions are in fact extremely important for the social responsibility of enterprises, however when they are associated with them one-sidedly the CSR is little by little perceived as a pro-social activity and not as a social and target group-related engagement in connection with the consequences of the business activity of company. The social engagement can be varied so that it can be expressed in the form of charity activities, social marketing, social responsibility, Corporate Citizenship and social company." (Lecturer from Lodz)

4. What did you like most of all in the course?

To sum up, in Germany two aspects were especially emphasized:

1. The individual studies at the enterprise – the practical implementation of CSR at the own enterprise
2. Exchange of experience: "So one gets what the others do, one gets feedback or criticism from the others or one receives support during further procedure".

In Poland the exchange with each other was also very highly evaluated and predominantly named as an answer.

5. How do you evaluate the division of the course in 3 parts? What is your overall assessment of the course?


"It was divided very well so that one has processed certain fundamentals after the first afternoon and so had a preparation for the second day. It could have been not so good when it was organized for one day from morning till evening. So the contents of the first day were a certain preparation, an attunement for the second seminar day. It was very reasonable and very good. I also liked it very much." (Entrepreneur from Hamburg)

The lecturers as well as the participants have very highly evaluated the whole course from the point of view of contents, organization and structure. The division of the course and especially the practical part were very positively evaluated in Poland and also in Germany. However in Poland the participants had difficulties with the organization of the project work: "By this division first of all the possibilities of the participants for the project work should be considered. It results from individual preconditions and abilities. Not everyone is able to write quickly so that they feel inner resistance by preparing formal documentation. They should get help during meetings, consultations or common work on the end version of the project."

Besides the enterprise in Germany as in Poland had initial difficulties by the development of an individual solution for their own enterprise: in what branch at the enterprise should CSR be introduced? How can I discover it? What would I like to influence with CSR at the enterprise?

Therefore *"it would be worthwhile planning more time for separate consultations by the development of individual project ideas and CSR implementation"*. The coaching during the practical part was used in Poland very intensively. The lecturer has visited separate enterprises in order to work together on the elaboration and implementation of the project ideas and to introduce the CSR at the enterprise.


Besides the participants faced the challenge (when the participant was not the manager at the same time) to persuade the management level of introduction of CSR at the enterprise. It was especially difficult when the implementation of the CSR measures is connected first of all with expenses. This step was even evaluated as the most difficult during this process:

 *“The most difficult thing by the introduction of CSR at our enterprise was the persuasion of the older manager. This is also the reason why we haven’t done anything earlier in respect of CSR... The argument against CSR is certainly always the financial side because when one wants to change something there is always the question how much it will cost and not what it will give the enterprise. Besides the older generation could manage it without CSR for a long time therefore they certainly ask why CSR and what should it bring? We didn’t have that then, why do we need it now?” (An employee from an enterprise in Hamburg)*


6. What CSR branch do you find as the most important at your enterprise?

Enterprises regard CSR as a very good way to overcome present and also future challenges. This aspect became clear by the elaboration of project ideas in the second practical part of the seminar. Many enterprises made their choice on the basis of questions: Where is the actual need? What problems should we overcome at the enterprise at present or in the future?

Against the background of the shortage of specialists the topics of employee loyalty and recruitment from the action field “Workplace” were especially taken into consideration in Germany.

 *“The CSR action field Workplace is very important to us: how do I treat my employees? I must nourish and cherish them because this is basically the principle which also comes from here. Employees are the largest capital which we have as entrepreneurs therefore it is important to work in the team, to be responsive to the employees, to have a good climate among each other, to make their everyday work as pleasant as possible and to reduce the work load in case of necessity”. (Entrepreneur from Hamburg)*

Another important action field was “Environment”. In Poland central was the social engagement in the local community because

 *“The influence on the development of the local community through the prism of local social structures is extremely effective and socially mobilizing which has a positive effect on the corresponding community. Lower engagement is also associated with low financial resources of the enterprises... In SMEs various programs can be offered, first of all aid programs by social isolation of young people from children’s homes or for young people from small towns who stand before decisions for their further way of life”, says the lecturer from Lodz.*

In this connection there were intensive discussions about Human Resources Management, responsible consumer behavior and environmental protection.

7. Do you have any suggestions on what we can do better at the seminar?

What should we especially address next time?

What did attract your attention? What was not so good?

- In Germany there is a great demand for discussion related to the topic CSR Communication and the questions of the seminar sheet (sheet 24): What should you achieve by the external impact? What CSR activities would you like to be appreciated for? Who is your CSR message oriented at? Who should communicate your CSR activities? In addition to that there was the question which communication forms are effective and inexpensive at the same time? Here the meanwhile overtaken way was cited, to communicate or to appear in public through the newspaper or in the yellow pages (expensive and often small dissemination area). This is a topic which should be studied more detailed in the future.
- Both in Poland and also in Germany finding the topic and the development of individual solutions represented initial problems first of all. In this phase the suggestions of other participants, impulses and the input of the lecturer in Part I of the course and further support in Part II are very important. So the lecturer in Poland has visited several enterprises during the individual studies and developed a strategy together with them. In Germany the lecturer was also available; additionally a manual with supporting issues was developed to guide the participant through the individual studies.
- The introduction and the implementation of CSR at the enterprise undoubtedly makes difficult the limited economic and social resources in many SMEs, it is however not impossible. The voluntary work and the local community besides belong to the crafts; nevertheless the CSR may not be compared with charity because CSR also means innovations in different CSR fields within and beyond the enterprise: process, organization or product innovation, just to name a few. It is important to put across that by the planning, introduction and implementation of CSR measures at an enterprise it should not be about one-time or short-term measures but they must be implemented strategically and for the long term in order to be able to profit from them in the long run.

4.4. Certificate and examinations

In Germany the participants of the course preferred the recognized continuing training examination on the basis of which they can build their professional career. On the contrary in Po-

land all the participants desired a certificate but only the half can imagine passing an examination in order to obtain an officially recognized continuing training certification.

5. Final examination and international recognition¹⁵

5.1. Recommendations

The recommendation is to conclude the course "Corporate Social Responsibility Experts for SMEs" with a recognized continuing training examination. A special legal stipulation has been drafted for this purpose and it is presented in Chapter 5.2.

Nevertheless, such recognized continuing training examinations do not exist in all countries or may only be enacted by the relevant ministries responsible. In such cases, an internal final examination on the basis of transparent examination regulations is recommended. An examination of this kind should encompass the application of the competences acquired during the course rather than merely testing facts. This can take place via such mechanisms as the preparation of a CSR work for the own company and an oral presentation before a panel of lecturers and experts. On the basis of their participation and involvement in the course and final examination, participants should receive a qualified certificate to be presented at a closing event.

For the purposes of testing it is recommended to carry out an assessment by awarding credit points. It can be based on the following credit points.

According to the principle of "25 training hours = 1 credit Point" the entire course will earn a maximum of 10 credit points. By contrast, the evaluation of each course is not part of the number of training hours each, but according to the meaning and content. The project partners propose to the individual course components following maximum number of credit Points:

Table 1: Assessment with Credit Points

| Main Modules | Credit Points |
|---|---------------|
| Seminar part I „Knowledge“ | 3,6 |
| Seminar part II „Self-study and CSR work“ | 3,8 |
| Seminar part III „Reinforcement“ | 2,6 |
| | 10,0 |

The Seminar parts I and III are further divided into individual modules that are recommended for the following credit points:

¹⁵ A detailed representation is to be found in: Corporate Social Responsibility for SMEs – Classification of transferred competences in the Baltic Sea qualifications framework and assessment of further training modules with credit points, Hamburg 2013

Table 2: Assessment Main Modules Seminar part I “Knowledge”

| Individual Modules | Points |
|---|------------|
| A) Foundations, Definitions and Importance of CSR for Enterprises | 0,7 |
| B) Action Field: Market | 0,7 |
| C) Action Field: Environment | 0,6 |
| D) Action Field: Workplace | 1,0 |
| E) Action Field: Social Sphere | 0,6 |
| Total | 3,6 |

Table 3: Assessment Main Modules Seminar part III “Reinforcement”

| Individual Modules | Points |
|--|------------|
| A) Analysis and assessment conducted in Part II CSR activities | 0,5 |
| B) Identify economic principles of CSR activities | 0,9 |
| C) Classification / integration of CSR activities in the value chain | 0,5 |
| D) Implementation steps of CSR activities in the own company | 0,7 |
| Total | 2,6 |

A mutual recognition of completion in the Baltic countries is, if the following conditions are met:

- a) the final exam is passed;
- b) the evaluation of the course was conducted at 10 credit points, at least 8 credit points (20 % tolerance margin);
- c) skills acquired in all three core modules.

The European training passport "Europass" can also be applied for and issued for each candidate insofar as this has not already taken place. This documents all preceding qualifications as well as the contents and results of the "Corporate Social Responsibility for SMEs" continuing training course.

5.2. Legal provisions for the continuing training examination

Specific legal regulations for the further training examination – CSR experts – for small and medium-sized enterprises (Chamber of Crafts) from January 1, 2013

On the basis of decisions of the professional education commission dated November 6, 2012 and the General Meeting as of December 11, 2012 the Hamburg Chamber of Crafts as the responsible authority according to §§ 42 a, 44 sect. 4, 91 sect. 1 No. 4a, 106 sect. 1 No. 10 of the Crafts Code in the version of publication dated September 24, 1998 (Federal Law Gazette I p. 3074, 2006 I p. 2095), last amended by article 33 of the Law as of December 20,

2011 (Federal Law Gazette I p. 13412854), the following Specific Legal Provisions for the continuing training examination for the Corporate Social Responsibility Expert for small and medium-sized enterprises (Chamber of Crafts).

§ 1 Goal of the examination and designation of the graduation

(1) Using the examination for “Corporate Social Responsibility Expert for small and medium-sized enterprises” it has to be determined if the examinee possesses the necessary economic knowledge, skills and experiences which qualify him/her for the performance of economic task in crafts-oriented functional fields for the establishment and extension of the social responsibility at small and medium-sized enterprises. Especially the following tasks belong thereto:

- to analyze the operational circumstances with regard to their actual and future CSR potentials
- to submit economically reasonable suggestions for the anchoring of CSR measures
- to encourage the implementation of CSR measures at the enterprise
- to check the operational suitability of CSR measures
- to develop optimization suggestions for the improvement of CSR measures

(2) The successfully passed examination leads to the recognized graduation “Corporate Social Responsibility Expert/Corporate Social Responsibility Female Expert for small and medium-sized enterprises (Chamber of Crafts)”.

§ 2 Preconditions for admission

(1) The person is admitted to the examination that proves the successful passing of the apprenticeship certification exam or a graduation examination in a recognized qualified profession and profound economic knowledge.

(2) Notwithstanding sect. 1 the person can be admitted to the examination that proves by submitting certificates or otherwise to reasonable satisfaction that he has obtained knowledge, skills and experiences, which justify the admission to the examination.

(3) Foreign educational qualifications and times of professional activity abroad are to be taken into account by the admission to the examination.

§ 3 Structure and content of the examination

(1) The examination contains a comprehensive project work, a presentation related thereto and a professional discussion in this regard.

(2) The examinee should prove that he is able to plan, to perform and to evaluate the company-related CSR project. The following belongs thereto:

- the determination of CSR action fields at the SMEs

- the planning of CSR activities at the enterprise
- the representation of advantages and disadvantages by the implementation of CSR activities at the enterprise
- the anchoring of CSR activities at the enterprise as a project
- measures to check the suitability of CSR activities at the enterprise
- development of key figures

§ 4 Conduct and duration of the examination

- (1) The examination is conducted as a project work and as a presentation combined with a professional discussion. The examination commission specifies the topic of the project work. Suggestions of the participant/female participant of the examination can be taken into account. The examination commission should limit the scope of work. The project work is to be prepared in writing. The processing time is 30 calendar days.
- (2) In the presentation combined with a professional discussion the results of the project work should be presented and justified. Thereby following the presentation also deepening and expanding questions are checked from the contents in § 3 subparagraph 2.
- (3) The presentation and the professional discussion should take no longer than 45 minutes in total, as a rule the presentation should be no longer than 15 minutes.
- (4) The presentation and the professional discussion have to be conducted if the project work was assessed at least as a sufficient effort.

§ 5 Evaluation and credit regulation

- (1) The project work and the presentation combined with the professional discussion are to be assessed separately whereby the presentation and the professional discussion are to be summarized as one examination part.
- (2) Parts of the examination are to be evaluated as follows:
Project work: 50 %
Arithmetic means from the presentation and professional discussion: 50 %
- (3) The examination is passed if during the project work, the presentation and the professional discussion at least sufficient results were shown correspondingly.
- (4) The examination is passed in total if the results in the end results have been assessed at least as sufficient.
- (5) A certificate is to be issued about the passing of the examination from which the marks for each part of the examination and the final examination mark originate.

§ 6 Exemption from other examination parts

(1) Upon request the examinee is to be exempted from passing separate examination parts by the Chamber of Crafts if he has successfully passed another comparable examination at the responsible authority, in public or officially recognized educational institution or at the state examination commission and the registration for the continuing training examination takes place according to this legal provision within five years after the notification of passing of another examination. Complete exemption of all the examination parts is not permitted.

(2) The continuing training examination commission shall decide upon request of the examinee also about exemptions for the reason of passing of examinations abroad.

§ 7 Repetition of the examination

(1) An examination which has not been passed can be repeated two times.

§ 8 Application of other provisions

Provided that these legal provisions do not contain deviating regulations the examination regulations for the conduct of continuing training examinations of the Hamburg Chamber of Crafts in the currently applicable version are to be applied.

§ 9 Entry into force

These specific legal regulations shall enter into force on the day after their publication in the bulletin of the Hamburg Chamber of Crafts.

Hamburg, December 13, 2012

Hamburg Chamber of Crafts

President Chief Manager

Josef Katzer Frank Glücklich

The publication in the bulletin of the Hamburg Chamber of Crafts took place on February 1, 2013.

5.3. Certificate

Example of the certificate for the course in Poland



URKUNDE

Herr/Frau

>Name<

hat am Weiterbildungs-Lehrgang zum Thema

Corporate Social Responsibility für Experten in Kleinen und Mittleren Unternehmen

erfolgreich teilgenommen.

Der Lehrgang fand im Zeitraum vom 31.05.2012 – 19.10.2012 in Łódź, Polen statt und bestand aus drei Fortbildungsteilen, in denen wahlweise folgende Inhalte vermittelt, vertieft behandelt und angeeignet wurden:

Lehrgangsteil I: 31.05.2012 – 01.06.2012 (mind. 12 Stunden)

- Modul A: Grundlagen, Definitionen und Bedeutung
- Modul B: CSR Aktionsfeld Markt
- Modul C: CSR Aktionsfeld Umwelt
- Modul D: CSR Aktionsfeld Arbeitsplatz
- Modul E: CSR Aktionsfeld Gemeinwesen

Lehrgangsteil II: 01.06.2012 – 18.10.2012 (120-180 Stunden)

- Modul F: Eigenstudium/Praxis
- Modul G: Einüben von CSR-Verhaltensweisen im Betrieb

Lehrgangsteil III: 18.10.2012 – 19.10.2012 (mind. 15 Stunden)

- Modul H: Modelle und Instrumente
- Modul I: Schritte der Realisierung
- Modul J: Reflexionen
- Modul K: Bedarfsorientierte weitere Vertiefungen
- Modul L: CSR-Workshop mit weiteren Personen der Unternehmen: Praxis trifft Wissenschaft; neue Entwicklungen; Planungen in den Unternehmen;

Łódź, 19. Oktober 2012

Name, Position in Institution und Unterschrift



6. Further references

1. Announcement and advertisement for the course

It has proved itself to be a huge advantage to announce the course by different means in order to inform and to attract the potential participants to the course: information at the web-site, dissemination of flyers, invitation via mail, via e-mail, call and announcement during other events. According to the feedback of organizers and the participants of both courses in

Poland and Germany the most effective way for the attraction of participants was to speak with the enterprises individually via telephone or at other events.

2. Requirements to the lecturers

The lecturers should be experts in the field of CSR or possess profound knowledge in this branch. They should also have good skills by the transfer of competences through the implementation of various didactic methods.

3. Size and composition of the participant groups

The recommended size of the groups is between 12 – 20 participants. Smaller groups facilitate a more intensive analysis of the topic during the lesson, the exchange with each other, the more detailed response to the questions of separate participants and also comprehensive feedback by the lecturer and other participants during final presentations of CSR project ideas.

The participants profit very strongly from the participation of the manager and of other employees of the enterprise in the course. It makes possible the common learning and the exchange within the enterprise as well as deeper anchoring of the CSR concept at the enterprise. As far as the structure of the enterprise makes it possible the participation of the owner/manager and of the employee is to be recommended.

4. Best Practice examples

During both test courses it was determined that the step from the theoretical CSR concept to the development of the own CSR concept is difficult for enterprises in practice. In this case the Best Practice examples of enterprises (exchange with experience in Part I) which implement the CSR at the own enterprise can be very helpful in order to show the enterprise various CSR branches in practice.

5. Spatial requirements

The suitable size of the rooms, good acoustics and complete technical equipment of the training rooms are the external conditions for the successful conduct of the classroom teaching.

In Poland the participants have very positively assessed the fact that the classroom teaching (Part I and Part II) took place outside the city of Lodz with accommodation facilities. It was advantageous for the participant coming from far away, besides “they could leave everyday problems behind and concentrate better on the seminar contents”, said an entrepreneur from Lodz.

6. Forms of conduct

The course is organized so that the alternative forms of conduct are possible:

- a) during evening hours and at weekends
- b) full-time

During the test phase the seminar was offered in the form of the “lunch-to-lunch” seminar, i.e. the classroom teaching (Part I and II of the course) was conducted from the afternoon to the evening and on the next day from the morning to late afternoon. This timely framework of the course was assessed as appropriate in Germany and in Poland. Whether the seminar takes place during the week or at weekends is subject to country-specific conditions and to the demand at the site.

Part II of the course – individual studies – is the most extensive part of the course for which purpose enough time should be planned, at least 3 – 4 months.

On the basis of determined difficulties of the participants by the development of CSR concepts in practice after the theoretical knowledge transfer in Part I an intensive, individual coaching especially at the beginning of individual studies is required. During Part II of the course brief presentations of the participants related to their CSR ideas at the enterprise took place. The feedback from the lecturers and other participants related to the further procedure is of great importance therefore it is necessary to plan enough time for that. If not all the participants have this possibility or they are prevented from participation the possibility for the feedback in a personal conversation should be offered.

Besides, there were difficulties by preparing project concepts due to absent computer knowledge. For this purpose in case of necessity separate trainings should be offered.

7. Evaluation

A comprehensive evaluation as in these both test courses is not necessary by further courses, nevertheless a short feedback from the participants in written or oral form is to be recommended unconditionally in order to discover the strong and the weak points of the performed measure and to develop the course further.

7. Annexes

7.1. Annex 1: Presentation sheets – Classroom teaching Part I

7.2. Annex 2: Work manual for the participants

7.3. Annex 3: Questionnaires – Part I, Part II, Part III