

Additional result: Analysis of the qualification needs of small and medium-sized enterprises in the field of Workplace Innovations

- Identification of SME conditions and qualification needs (WP3 Management Tools & New Practices)
- Identification of Qualification Needs for Professional Further Training (WP4 Further education)
- Creation of qualification profiles for a new dual study program „Human Resources and Business Administration" (WP5 Higher education and R&D)

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Summary and Introduction

For SMEs in the Baltic Sea Region to remain competitive in the long term, it is necessary to increase their innovation capacity and reduce the gap between qualification requirements and demands. For this reason, the Knowledge Alliance "Human Resources and Organizational Development", consisting of eleven partners from four countries, relies on increased cooperation between universities and companies in order to realize education and innovation promotion. To reach as many SMEs as possible, chambers strengthen the partnership between universities and companies.

Human capital is the most important resource for strengthening innovation and productivity. Hence, the project focuses on the comprehensive promotion of Workplace Innovations. While there is great need for further development in this area in the countries south of the Baltic Sea, Workplace Innovations are already more advanced in the Scandinavian countries. Therefore, the project involves countries from both regions.

The alliance, which will be extended to 68 partners from 13 countries and permanently continued, focuses on cooperation in two areas. First, the development, testing, and implementation of SME-specific methods, instruments, and projects through R&D work at universities, that create workplace innovations in areas such as employee recruitment, motivation and digitization, a more innovative working environment and more efficient use of human capital. Second, the strengthening of awareness and competences in this new area of innovation promotion for small and medium-sized enterprises in the Baltic Sea Region through qualifications. The project will develop and implement:

- a) three comprehensive continuing education programs: "Digitization & Human Capital", "Employees on the way to Co-entrepreneurs" and "Innovation Processes".
- b) a dual bachelor's degree course: "Human Resources and Business Administration".

All products and further results will be transferred to 68 actors from 13 countries.

The Analysis of the qualification needs of small and medium-sized enterprises in the field of Workplace Innovations was carried out entirely as planned in the project application. It was already planned in the project application to determine SME conditions and qualification needs through supplementary and in-depth analyses of studies, projects, etc., written surveys and expert discussions. Since the results of the analysis also independent of the present project represent a very important data

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basis for many other projects and work on the promotion of SMEs in the Baltic Sea
Region, the results are presented below as an additional result.



Report

Analysis of the Qualification Needs of Small and Medium-sized Enterprises in the Field of Workplace Innovations

- Identification of SME Conditions and Qualification Needs
- Identification of Qualification Needs for Professional Further Training
- Creation of Qualification Profiles for a New Dual Study Program „Human Resources and Business Administration"
Qualification Requirements for Students as Prospective Entrepreneurs, Managers/Superiors or Owners of SMEs in the Fields of Action ‘Human Resource Policy’ and ‘Workplace Innovation’

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1. Introductory Remarks and References to Previous Work Results

By way of introduction, the expectations for this report must be explained in principle:

This contribution does not provide complete or partial elements for the curriculum ‘Human Resources and Business Administration’, but is intended to place some impulses for the development and principal orientation of this (in general: of such a) dual study programme through hints, indications, and questions. It therefore may contain “trace elements” for innovative teaching content.

The focus of the argumentations lies on the development and strengthening of values and attitudes and the building of social competences for an open and participative behaviour towards employees, but also towards customers, suppliers and competitors. Such an expanded orientation onto character formation of people requires the foresight, and courage to shorten some of the usual knowledge elements in teaching and replace them with self-exploration and self-reflection – reflected by third parties (coaches).

The creation of qualification profiles for students of the dual study program “Human Resources and Business Administration” is partly based on the results of the work package ‘Qualification Requirements for Advanced Vocational Training’. That report was mainly concerned with qualification requirements for advanced vocational education and training of employees. The key statements made there are incorporated in this integrated report. The findings presented hereafter will focus on the content of the new dual study programme for the target group of students.

The report presented here formulates in particular the requirements of future entrepreneurs, managers and business owners especially of small and medium-sized enterprises. It offers answers specifically on the required and desired qualifications and competences. The elaboration is a building block for the development of the curriculum for the dual bachelor’s study program, whose curricular development is coordinated by CETS - Centre for European and Transition Studies at the Latvian University (Latvia) in collaboration with SAMK - Satakunta University (Finland) and GUT - Gdansk University of Technology (Poland)¹.

The requirements of modern Human Resource Policy are easier to describe than to implement them in their manifold diversity in operational practice. It becomes clear that the personality of managers and leaders is particularly important, i.e. their values, their attitudes and their approach to employees. Stephan A. Jansen states in his article “Learning from the Old”:

Successful companies and their managers have the task – not accidentally described as a force – of transforming tensions into an orienting energy: clear hierarchies with great freedom of action for teams, cost pressure with increased creativity, the cultivation of rituals and the promotion of innovation. The aim will be to realize the advantage of the

¹ The Module’s Handbook: Dual Bachelor’s Degree Studies “Human Resources and Business Administration” is developed within the project. It is available separately.

last mover and to create peace and quiet and reserves in the organization so that it can accelerate quickly when needed. It is important to establish a culture of error also for the management, to combine fearless employee retention with honest feedback, to combine massive self-confidence with modesty. [1]

The report “Analysis of Economic Development, Demography, Education and Labour Markets in the Baltic Sea Region Countries” [2] reflects on the main objectives and tasks of the project in general:

For SMEs in the Baltic Sea Region to remain competitive in the long term, it is necessary to increase their innovation capacity and reduce the gap between qualification requirements and demands. For this reason, the Knowledge Alliance "Human Resources and Organizational Development" ... relies on increased cooperation between universities and companies in order to realize education and innovation promotion.

[...] Human capital is the most important resource for strengthening innovation and productivity. Hence, the project focuses on the comprehensive promotion of Workplace Innovations. While there is great need for further development in this area in the countries south of the Baltic Sea, Workplace Innovations are already more advanced in the Scandinavian countries. Therefore, the project involves countries from both regions.

[...] First, the development, testing, and implementation of SME-specific methods, instruments, and projects through R&D work at universities, that create workplace innovations in areas such as employee recruitment, motivation and digitization, a more innovative working environment and more efficient use of human capital, second, the strengthening of awareness and competences in this new area of innovation promotion for small and medium-sized enterprises in the Baltic Sea Region through qualifications. The project will develop and implement

- a) Three comprehensive continuing education programs: "Digitization & Cooperation", "Employees & Co-entrepreneurs", and "Innovation Processes".*
- b) A dual bachelor's degree course: "Human Resources and Business Administration".*

2. Work Steps and Structure of the Report

Based on the results of former work packages, a detailed literature analysis was carried out. This mainly refers to materials from Germany, because most studies as well as specific curricula in the subject area investigated here are written in the respective national language and are not available in English. However, the project partners from the Satakunta University (Finland) and Gdansk University of Technology (Poland) have provided country-specific supplements.

From the author's point of view, the available publications are sufficient to provide at least a satisfactory overview. Further and more in-depth country-specific characteristics must be taken into account in concrete elaborations in adapting the curriculum to the specific conditions in the applying countries.

The research covers the areas of personnel policy, corporate culture, and leadership competence. It concerns both the results of research projects and publications by continuing education providers.

In accordance with the sequential elements and definitions of the European Qualifications Framework (EQF), this report is also structured in such a way that first the basics of the requirements (qualification needs) in relation to vocational education and training and continuing vocational education and training are presented before the statements on dual study are elaborated.

For an overall presentation, the results from the previous work packages are included here: The preliminary results on „Identification of SME Conditions and Qualification Needs” [3], “Creating SME Prototypes for HR-Policy and Workplace Innovations” [4] and “Qualification Requirements for Advanced Vocational Training” [5] describe fundamental elements of Human Resource Policy, Organisational Development including Change Processes, and Workplace Innovation. → These elaborations can be found in chapters 3, 4, and 6.4.

The greatest challenges in determining future (and future oriented) teaching content lie in the selection of topics and the differentiation of necessary and sufficient qualifications and competences. Chapter 5 reflects on the differences of ‘Qualification’ and ‘Competence’. The subchapters focus on the methodological difficulties of clearly grasping the object of the Study.

- Educational Canon, which is both necessary on the one hand and almost impossible on the other.
- Learning – teaching of specialized knowledge requires learning; the statements intend to serve as a conceptual agreement.
- Education in times of the subjunctive: How easy could it be to describe educational requirements? But: The desirable determination of optimal curricular elements certainly does not work one hundred percent across countries.

- Qualification and Competence – the distinction between those both are presented for analytical understanding. It is helpful to differentiate between professional, methodological, action, and social competence.

Chapter 6 describes the qualification and competence needs and identifies/derives the requirements for a Dual Bachelor Study Program. This is starting by referring to the European Qualifications Framework (6.1-6.3). The specified qualification level requirements for continuing education (6.4) and higher education in Bachelor's studies (6.5) are presented. With regard to the target group of students, a separate sub-chapter is dedicated to the importance of Leadership and Management (6.6). The essential differences are emphasised.

Based on these considerations, chapter 7 formulates hints and advices for the dual study programme. A compilation of possible teaching and learning contents for action and social competences (7.1) leads to a choice of key qualifications and competences of potential leaders (7.2). A number of possible questions that could trigger or promote operational (collective) self-reflection and innovation (7.3) as well as individual's self-reflection and personality development / one's own strengths and weaknesses (7.4) are presented as indications for the exploration of and as guidance for the treatment in the context of the study programme.

Chapter 8 is to be understood in the sense of content-related and methodological suggestions. The concept of work ability is recommended as a simple and holistic model for modern HR policy (8.1). Chapter 8.2 proposes the didactic method "Knowledge Acquisition According to Individual Needs" as a suitable concept for participative learning processes linking theory and practice.

Chapter 9 summarises the results and offers suggestions and recommendations for the dual bachelor's programme "Human Resources and Business Administration".

3. Identification of SME Conditions and Qualification Needs

The analysis of SME conditions and qualification needs [3] was carried out as a first work step with an internet research and literature analysis for the two subject areas

- a) Human Resource Policy (HR-Policy) and Organisational Development (OD) and
- b) Workplace Innovation.

Short definitional descriptions are explained in chapters 3.1 – 3.4.

Parallel to this, surveys were conducted on the status quo and desired HR-Policies for Workplace Innovations for different target groups and with varied question direction and depth of the elevation. The framework conditions for SME-oriented qualification requirements in the Company's Fields of Action 'Human Resource Policy' and 'Workplace Innovation' are presented with results from the surveys done in chapter 3.5.

On this basis of results and conclusions, first theses and preliminary essences are formulated in chapter 3.6.

As a quintessence of the analyses, an approach for the development of SME prototypes was developed which is oriented towards the needs of the companies. This elaboration is presented in the following chapter 4.

3.1 Differences and Similarities between Human Resource Policy and Organisational Development [6]

Both functions, Human Resource Policy (HR) and Organisational Development (OD), deal with people. Yet, there are theoretically some more differences than similarities between HR and OD. In practice, there should be a closer connection between both aspects, because HR-policy is realised in the structural and operational organisation of a company.

Human Resource Policy

Historically, Human Resource Policy professionals were primarily concerned with the efficient management of the employment process (from recruitment to termination). HR also focused on helping the organisation comply with governmental regulations and in mitigating employment-related risks. Thus, HR found itself acting in a support role to the other business units. Consequently, HR's culture was mostly transactional and utilitarian in nature. And, HR was and is very process-and-compliance-oriented in its thinking.

Organisational Development

Organisational development, on the other hand, was created as a way of applying behavioural science to help organisations improve individuals and systems. OD's goal is to help people function better within an organisational context. At its heart, OD is supposed to represent purposeful and meaningful change for the better. An OD practitioner uses two primary tools in his or her work: (1) Assessments and (2) Interventions.

Organisational Development is a field of research, theory, and practice dedicated to expanding the knowledge and effectiveness of people to accomplish more successful organisational change and performance.

- OD is a process of continuous diagnosis, action planning, implementation and evaluation, with the goal of transferring knowledge and skills to organisations to improve their capacity for solving problems and managing future change.
- OD emerged out of human relations studies from the 1930s where psychologists realized that organisational structures and processes influence worker's behaviour and motivation.²
- Lewin's³ work in the 1940s also helped show that feedback was a valuable tool in addressing social processes.
- More recently, work on OD has expanded to focus on aligning organisations with their rapidly changing and complex environments through organisational learning, knowledge management and transformation of organisational norms and values.

Key Concepts of Organisational Development Theory

- Organisational Climate – defined as the mood or unique "personality" of an organisation.
 - Attitudes and beliefs about organisational practices create organisational climate and influence members' collective behaviour.
 - Climate features and characteristics may be associated with employee satisfaction, stress, service quality and outcomes and successful implementation of new programs. Climate features and characteristics include:
 - Leadership, openness of communication, participative management, role clarity, and conflict resolution, leader support and leader control.
- Organisational Culture – deeply seated norms, values and behaviours that members share.

The five basic elements of culture in organisations include:

- Assumptions
- Values
- Behavioural norms
- Behavioural patterns
- Artefacts

² The studies of Roethlisberger et al. at Hawthorn Works are considered to be the origin of the finding that behavioural is influenced by external observation. The so-called Hawthorne effect is considered to be one of the triggers for the realisation that human work performance is not only shaped by objective working conditions, but also to a large extent by informal social factors and relationships between employees or between employees and managers (human relations). [7]

³ Kurt Lewin (1890-1947) had a major influence on the development of Social and Gestalt-Psychology, among other contributions with experimental work on leadership styles and the group dynamics approach based on it. He is also considered the founder of action research.

The subjective features (assumptions, values and norms) reflect members' unconscious thoughts and interpretations of their organisations and shape the behaviours and artefacts take on within organisations.

- Organisational Strategies are a common OD approach used to help organisations negotiate change, i.e. action research, consists of four steps:
 - Diagnosis
 - helps organisation identify problems that may interfere with its effectiveness and assess the underlying causes
 - is usually done by OD enlisting the help of an outside specialist to help identify problems by examining its mission, goals, policies, structures and technologies; climate and culture; environmental factors; desired outcomes and readiness to take action.
 - Is usually done through key informant interviews or formal surveys of all members.
 - Action planning
 - Strategic interventions for addressing diagnosed problems are developed.
 - The organisation is engaged in an action planning process to assess the feasibility of implementing different change strategies that lead to action.
 - Intervention
 - Change steps are specified and sequenced, progress monitored, and stakeholder commitment is cultivated.
 - Evaluation
 - assess the planned change efforts by tracking the organisation's progress in implementing the change and by documenting its impact on the organisation.

OD has more in common with leadership and management theory than it does with HR's risk-managing legacy. Here is a partial list of the different roles that were frequently handled by HR and OD in the past.

Organisational Development sought to ...

- improve organisational effectiveness while adhering to the organisation's culture and values.
- maximize employees' potential and help them amplify their contributions in furtherance of the organisation's success.
- assess what is happening within an organisation and then conduct an intervention to try and create positive change.
- align human behaviour with the organisation's strategy, structures, processes, business objectives etc.
- help promote the organisation's values throughout the workplace.

Human Resources are concerned with ...

- managing the hiring, retention, and performance processes.

- mitigating employment-related risks.
- ensuring legal compliance.
- confirming there is “enough” equity and diversity.
- enforcing policies and procedures.
- reducing labour costs.
- promoting workplace health and safety.

Although not comprehensive, this list should give one a pretty good feel for the basic historical differences that existed between these two functions.

Over the past several years, management experts have started advocating for a shift towards “strategic HR” – a focus on making HR a business partner that provides business solutions and strategies, not just compliance services. This advice has taken root in many companies, and the focus on creating a strategic HR department is now quite common. In fact, we see most companies talking about strategic HR as opposed to supporting an internal OD department.

Blurred Lines between Human Resources and Organisational Development

HR professionals were always receptive to the contributions OD was making. With the “new mandate” that strategic advice has offered, it was natural that HR professionals would turn to OD as source of inspiration and solutions. Then, rather than having to rely on a few believing executives to advance OD’s cause, OD found itself being supported by thousands of HR professionals who started carrying the OD torch.

The upshot of this history is that a blurring of the lines has taken place between OD and HR. Now that the lines are blurred, the real question is what should the OD community do about it? Should we go back to a world with more rigid boundaries?

HR professionals have already shown they are ready to merge the two functions. But, is that necessarily the right answer? On one hand, the OD community could fight to keep its “turf.” Or, alternatively, OD practitioners could focus on teaching, promoting, and developing OD principles, which are then made available to all type of business professionals. In other words, instead of fighting to keep OD as a separate business function practiced by a select few, OD practitioners could fight to keep OD as a distinct and recognizable business discipline that is used by many.

From the author's point of view, the concept of strategic HR work is to be preferred. The goal should be to improve the people-side of business, regardless of who is helping to advance that cause. A battle over whether businesses should maintain inelastic boundaries between HR and OD is somewhat futile. Rather than trying to segregate things by who does what, the better course is to make sure that practitioners understand and appreciate when they are applying OD to solve a problem and what problems require an OD solution as opposed to an HR solution.

Improve Employee's Experience: Attract, Retain, and Engage

Organisation development has the power to dramatically improve companies and the well-being of their employees. For that reason alone, OD deserves real attention by business leaders. But, there is also a strong business case that supports OD. In today's modern service economy, the ability to win is dependent more on how an organisation's talent performs than on historical factors such as market share, access to raw materials, or logistical prowess. In the 21st century, winning organisations will be those that build an effective employee experience that helps them attract, retain, and engage the right talents.

3.2 Human Resource Policy as a Critical Function⁴

Most companies succeed because of “the right people with the right competences at the right workplace” – which makes Human Resources management a critical function in all organisations. In addition to hiring the right kinds of people, HR executives train and coach employees to grow in their careers, and help them feel engaged and motivated. They also ensure that pay and benefits packages are competitive and affordable, and that policies and procedures comply with all applicable laws.

A human resources coordinator is responsible for handling hiring and employment services for a company, including recruiting and interviewing. He may also deal with payroll and benefits for employees. Depending upon the size of the organisation for which he works, an HR coordinator may be a one-man department, oversee staff as a manager, or report directly to senior management.

A human resources executive is typically required to have at least a bachelor's degree. The Society for Human Resource Management (SHRM) recommends a liberal arts undergraduate degree or a degree that includes business, math, economics and behavioural and social sciences. Many employers prefer an advanced degree such as an MBA with a concentration in HR, or a master's degree with a concentration in organisational behaviour, organisational development, organisational psychology or human resources management.

Relevant work experience is the most important qualification. This typically includes eight to ten years of HR experience, either as a generalist in a senior role overseeing a division or large organisational unit, or as a specialist in a leadership role such as a director of compensation and benefits. Broad knowledge about all areas of human resources is also desirable. This includes selection and recruiting, training, leadership development and organisational design. Other areas of experience may involve employee relations, labour negotiation, health, safety and security, broad-based and executive compensation, benefits and international remuneration.

⁴ The basis of this text is published by McDonnell: What are the Requirements for the Position of HR Executive? [8]

The focus of an HR executive and the issues that arise vary by industry. A large retailer with many part-time and seasonal employees, for example, differs from a manufacturing company with labour unions. A health care organisation with contract physicians will confront different issues than a university with tenured professors or a professional organisation with partners, such as a public accounting firm. Many employers prefer experience in the same or a similar industry to ensure the HR executive is familiar with the unique employment arrangements and challenges of their branch.

3.3 Workplace innovation⁵

The way workplaces are organised and managed is vital to the future of the business and social economy and the ability to compete in a fast-changing world.

Workplace Innovation is about creating organisations in which all employees use and develop their knowledge, skills, experience and creativity to the full. Growing evidence shows that workplace innovation practices which empower employees to make day-to-day-decisions, challenge established practices, contribute ideas, and be heard at the most senior levels, lead to better business results, as well as enhanced workforce health and engagement.

Leadership is about the ability to engage, motivate, inspire and coach others to welcome responsibility; to contribute their thoughts and ideas and achieve outcomes that they never thought possible. Such leaders create an environment where everyone feels valued, where everyone works together to build a culture of trust, respect and transparency enabling continuous growth, success and an enhanced quality of working life.

Workplace innovation can mean many things such as a change in business structure, Human Resources management, relationships with clients and suppliers, or in the work environment itself. It improves motivation and working conditions for employees, which leads to increased employability, work ability, labour productivity, innovation capability, market resilience, and overall business competitiveness. All enterprises, no matter their size, can benefit from workplace innovation.

Workplace innovation

- improves performance and working lives, and encourages the creativity of employees through positive organisational changes
- combines leadership with hands-on, practical knowledge of frontline employees
- engages all stakeholders in the process of change.

⁵ The source of this section is: Institute of Leadership & Management (ILM) [9].

This chapter does not always correspond to the opinions of the author – however it could be a good way for a common understanding.

Eight ideas for jumpstarting innovation within a department or company

The European Workplace Innovation Network asked: “What is Workplace Innovation?” [10] – and recommends eight ideas for jumpstarting:

(1) Make innovation the new normal.

Business as usual keeps you in the game, while fostering a culture of creativity can put you ahead of the competition. In big and small ways, let workers know how much you value their ideas. Make innovation one of your company values. Talk it up during staff get-togethers and all-company meetings. Hold regular ideation sessions.

(2) Bring people together.

While it’s possible for innovation to occur in a vacuum, more often than not it requires collaboration. Don’t be afraid to promote socializing. One trend in workplace design is to create hubs where workers can hang out and hash out ideas. Think cozy corners or intimate conference rooms equipped with whiteboards, AV equipment, comfortable chairs and plenty of coffee.

(3) Simplify approval processes.

Some bureaucracy is a necessary check and balance, but too much red tape can smother innovation. Reduce the steps it takes to go from budding idea to implementation. You could assign one manager to shepherd the process to fruition, or create a fast track for especially promising proposals. The goal is to first allow good ideas to rise quickly to the top and then create clear pathways to implement them.

(4) Cut down on the workload.

Innovation can’t take root if employees are weighed down by their daily tasks and the need to put in long hours. People are at their most creative when they’re busy but not overwhelmed. Make sure your company or department is adequately staffed so workers have the mental space and energy to be inventive.

(5) Be available.

Are you and other managers frequently holed up in your corner offices? If so, it’s time to be more visible and interact with your team. For your staff to be truly innovative, they need your cooperation, counsel and participation. Make sure you’re accessible and approachable. Take it a step further and offer words of encouragement. Let them know you’re available and happy to have them bounce ideas off of you.

(6) Cross pollinate.

The more variety and points-of-view your employees encounter, the more innovative they are likely to become. You can introduce workers to new concepts and ways of thinking with job rotation and ensuring teams incorporate people from different backgrounds and generations. Maximize diversity, and you maximize innovation.

(7) Reward innovation.

When you celebrate people who show creativity, other employees take notice and are encouraged to repeat or emulate their behaviour. It’s important to publicly recognize

people on your team who demonstrate innovation and help make the company more competitive.

(8) Introduce new blood.

Even the best team needs an occasional outsider to bring in fresh perspectives. One way to do this is to hire new employees whose background differs from that of your existing staff.

Creativity is like a muscle: If you exercise it regularly, it becomes stronger. So remove the barriers and start boosting innovation in your workplace.

3.4 Organisational Development and Change Processes⁶

The field of organisational development is more necessary than ever before.

Change is necessary, but change is hard. Therefore, organisations often need help identifying what changes are necessary and then doing the difficult work of successfully implementing the changes.

Organisational Development

The concept of organisational development emerged from the field of human relations in the 1930s and was introduced by Kurt Lewin who studied group dynamics. However, it was not until the 1950s that the idea became popular. It was in the 1950s when Richard Beckhard coined the term “organisation development”. Hence, Beckhard defined organisation development as “an effort (1) planned, (2) organisation-wide, and (3) managed from the top, to (4) increase organisation effectiveness and health through (5) planned interventions in the organisation’s “processes”, using behavioural-science knowledge.”

While this is the most often cited definition, the field itself has changed over time. Donald L. Anderson defines the meaning of organisational development as “the process of increasing organisational effectiveness and facilitating personal and organisational change through the use of interventions driven by social and behavioural science knowledge.” Combining multiple disciplines and fields of study, organisational development is essentially designed to make organisations better (more effective, productive, and enjoyable).

With the constant evolution of the business world, emphasizing organisational development is essential to keeping companies moving in the right direction at the right pace.

Today, organisational development involves everything from assessing the organisation’s culture and values and interviewing the employees to helping implement strategies to make recommended changes sustainable long-term. When corporations, businesses, schools, or government agencies are struggling, organisational development consultants are hired to help the organisations improve.

⁶The basis for this text can be found at Noodle Search Inc. [11]



Human Resources and Organisational Development

Organisational development and human resources are often lumped together. This is because both fields deal with people being satisfied within their workplace. Additionally, many of those in HR have been tasked with what is typically considered OD job requirements. However, the two fields are unique and separate.

Human resources are primarily focused on supporting the management team from recruitment to termination. Human resources also deal heavily with regulations and risk concerns. Those in HR spend time reviewing manuals and making sure the management team and employees are following the required steps and responsibilities.

Organisational development is more focused on assessments and interventions. As Decision Wise claims organisational development is best defined as “a way of applying behavioural science to help organisations improve individuals and systems. OD’s goal is to help people function better within an organisational context.”

Primary function of Organisational Development

Organisational development is “a process of continuous diagnosis, action planning, implementation, and evaluation, with the goal of transferring knowledge and skills to organisations to improve their capacity for solving problems and managing future change.” The primary the primary function of organisational development is to help organisations effectively affect change.

Organisational Development Consultant

The most common understanding of the tasks of an organisational consultant is: Rather than working with a specific organisation long-term, an organisational development consultant is called upon to help a struggling company or business by offering organisational development theories and practices.

A different understanding of consulting – also preferred by the author – is an organisational coaching: A participatory approach has to survey the current state and support the company in developing goals and measures by asking specific questions and giving advice.

3.5 Framework Conditions for SME-oriented Qualification Requirements in the Company's Fields of Action 'Human Resource Policy' and 'Workplace Innovation' – Results from the Survey "SME Conditions & Qualification Needs"

In spring 2019 the survey "SME Conditions & Qualification Needs" [3] was done. The questionnaires are attached as → [Annex 1](#) and [Annex 2](#).

The surveys were conducted on the status quo and desired HR-Policies for Workplace Innovations for different target groups and with varied question direction and differently depth of the elevation. In total three questionnaires were used:

- ① The questionnaire for **all members of Hanseatic Parliament and Baltic Sea Academy** (chambers, institutions related to SMEs and universities) ask:
What do you see as being the key challenges for HR-policy in companies?
How do you support companies in HR?
- ② The questionnaire for **companies** contents
 - a) structural data [needed for the construction/development of prototypes]
 - b) key challenges for HR-policy
 - c) range and depth of systematic approaches for <subject ...> ... and internal responsibilities.
- ③ The questionnaire/checklist for an **in-depth analysis** of **companies** provides a broader approach on different aspects of HR-Policy, especially work ability, and company's organisation of working conditions.
This checklist could a basic instrument to start consulting projects. It is also suitable for self-analyses by companies.

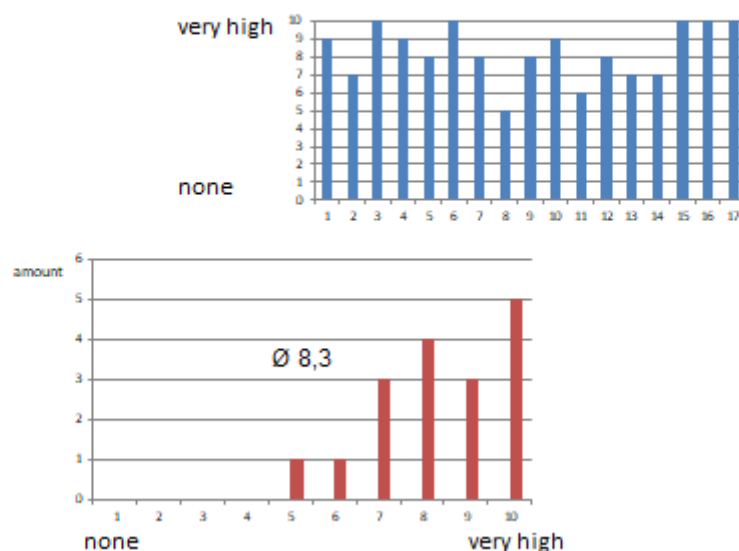
Some results and condensed essentials of the analyses are summarized as follows.

Questionnaire 1 asked **institutions** (chambers, organisations, and universities): What do you see as being the most important key challenges for HR-policy in companies? How do you support companies in HR?

- A total of 17 organisations from 9 countries (plus 1 not stated) replied.
- On a scale of zero (none) to 10 (very high), the assessment of the relevance of Human Resource Policy topics is very high in the organisations with an average value of 8.3 (spread from 5 to 10)



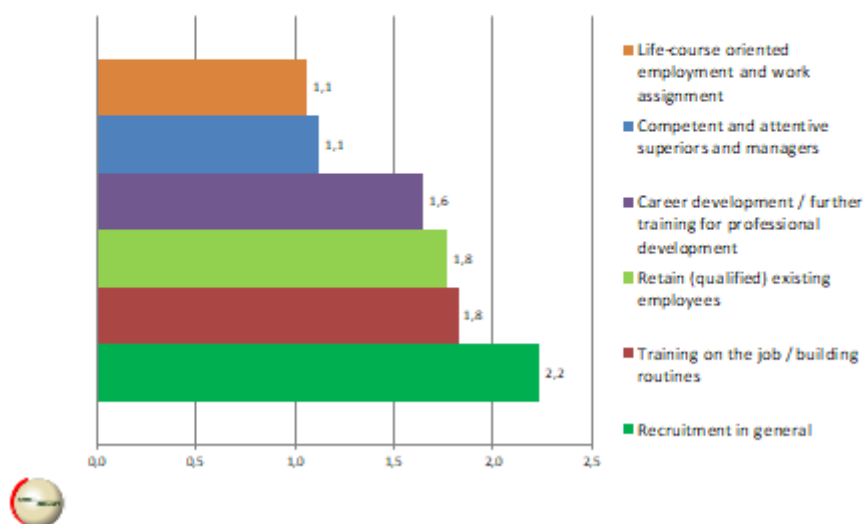
What significance does the Human Resource Policy theme have in your organization?



- In the assessment of these organisations the estimate of Company's five (5) most important key challenges in HR-policy are:
 - Recruitment in general
 - Training on the job / building routines
 - Retain (qualified) existing employees
 - Career development / further training for professional development
 - Competent and attentive superiors and managers
 - Life-course oriented employment and work assignment
 - (Systematic) Knowledge Management



Company's 5 most important key challenges in HR-policy – in the assessment of external organizations



- Usually, specific services for personnel development are offered. Fundamental or basic offers to supporting HR-policy in general are not identified. The offered support for companies is spread widely ...:
 - Capacity building through international cooperation/projects
 - Annual training
 - To members: One-to-one advice
 - Information, training, consulting
 - Assisting international relations
 - Information and consulting, support in searching for candidates, training
 - Coaching and Workshops
 - Vocational training for company employees, qualification exams, legal and tax advice
 - Legal consultancy, pedagogical courses, vocational courses
 - Individual Personal-Coaching, Craft-specific regional specialist for labour exchange exclusively for members of the chamber, network maintenance with national players such as EURES
 - Educational and experience exchange trainings and seminars for the companies
 - Information and training
 - Thematic training oriented towards the needs of companies or their employees
 - Training, Information, Consulting, Advice
 - Social guaranties, training, good interrelations among colleagues, good working conditions

- Education, information, further development courses, consulting, development projects (including supervising of bachelor / masters theses), support for work ability, assessments of work satisfaction etc.
- ... But the content of offered services does not meet the Human Resource oriented topics accurately.
Some examples:
 - Further development of apprentice education and training, including improved economic support from the Government
 - Expansion of professional knowledge, digitalization, technological innovation. Finding suitable professionals for this.
 - Dual students should remain in the company as far as possible, be broadly and deeply supported by the company in terms of their specialist knowledge.
 - Digitization, further qualification, competence development
 - Qualification examinations, vocational training
 - Work experience
 - Labour law, employee retention and acquisition, increasing the attractiveness of workplaces in craft companies
 - Conformity with the qualification criteria
 - Professional development and further training
 - Competence, Up-to-date, Targeted to user
 - Confidentiality, work with clients, specific knowledge
 - Social guarantees
 - Knowledge, work ability, R&D

Two comments from organisations surveyed bring it aptly to the point:

Today, hundreds of thousands of small businesses face daily labour force shortages, skills shortages and bureaucratic regulations, which are made especially for large companies. Small businesses do not have the staff to work on their solutions. Therefore, the importance of targeted services in this area is much greater. The organisations representing them do not receive adequate support for this, there are no such projects either in Brussels or at national level.

Flat hierarchies promote motivation and the spirit of innovation in companies; classic company hierarchies function less and less; are less and less productive and less innovative; the company boss at the same level with his employees as team player and yet the ultimate responsible person is increasingly a model for the future in personnel policy.

Questionnaire 2 looked for **company's** key challenges for HR-policy as well as systematic approaches for several topics of HR policy.

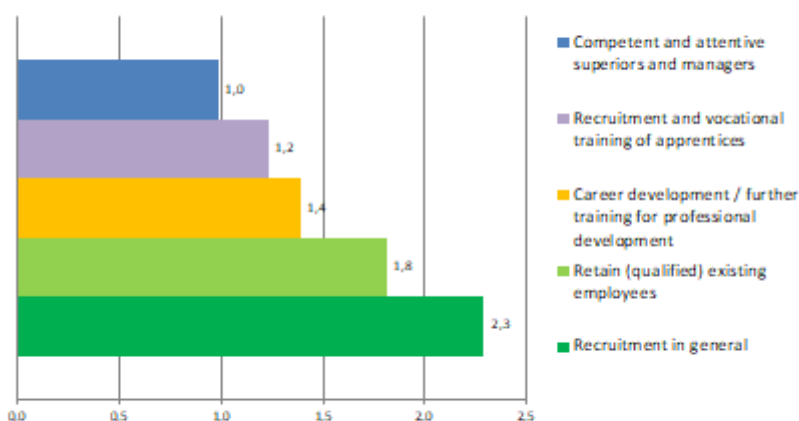
- A total of 69 companies from four countries (Finland, Germany, Latvia, Poland plus 2 not stated) replied.

Usual aspects (variables) like branch, number of employees, annual turnover ... do not discriminate satisfactorily.

- About 40% have a personnel management, 20% have a personnel development, and 17% name the existence of organisational development.
- In the assessment of these organisations the estimate of Company's five (5) most important key challenges in HR-policy are:
 - Recruitment in general
 - Retain (qualified) existing employees
 - Career development / further training for professional development
 - Recruitment and vocational training of apprentices
 - Competent and attentive superiors and managers



Company's 5 most important key challenges in HR-policy



- Compared with the assessments from the organisations there is no complete match in the topics and in the weighting.
The "classical" topics like recruitment and retaining personnel predominate among companies, whereas supporting organisations (chambers, associations and universities) overestimate the importance of newer topics like Life-course oriented employment.



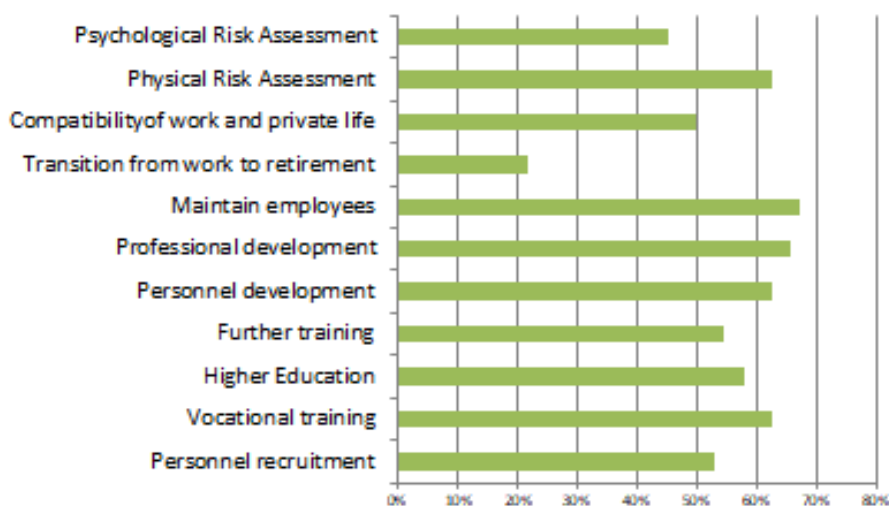
Comparison of the assessment of the most important tasks in HR



- The questions about the existence of various partial aspects of systematic HR-Policy are answered positively by more than half of the companies in almost all cases.



YES, we have a systematic approach for ...



Questionnaire 3 is designed as a self-assessment tool (checklist; → see [Annex 2](#)). The in-depth analysis of companies provides a broader approach on different aspects of HR-Policy, especially work ability, and company's organisation of working conditions. It can be used independently or with external advisory support. – But unfortunately too little data is available for an evaluation.

3.6 Identification of SME Conditions and Qualification Needs⁷ – Preliminary Essentials and Theses

Subject to the additions and references from the project partners and further in-depth analyses, the following initial summary conclusions can be formulated:

- There are noticeable differences between the companies which are more dependent on the size of the enterprises than on the branch or the location. This applies to both the HR-Policy and Workplace Innovation topics dealt with here.
For example the variations range from
 - + *"Of course do we manufacture with CAD-CAM supported 3-D printers and some customers send us the CAD drawings directly."*
 - *"I don't know how to use those frightening digital technology like electronic mail."*
 - + *"We take care that competences are retained when employees leave the company (knowledge management). This is fully implemented and evaluated in our company."*
 - *"We have never thought about taking into account the changes in the physical, mental and social competences of our ageing employees and we don't have a concept to offer appropriate activities and career paths."*
- In all Baltic Sea bordering countries we have a similar demographic development.
The fact that we are ageing on average in statistical terms is important for pension policy on the one hand, but on the other hand it is connected with the fact that the trend towards longer working lives is on the increase - and with it the need to make working conditions age-appropriate and to promote the work ability of employees.

In the longer term, the demographic "de-juvenation" is the most serious problem because

a) social immigration is not universally accepted and

b) the fight for qualified junior staff will increase in companies.

When companies cannot recruit enough and sufficiently qualified personnel this can lead to the loss of jobs as a result of the forced abandonment of companies; but it can also lead to companies being called upon to make working conditions more attractive. Then it

⁷ The results of the analysis in this chapter refer basically on the mentioned results of the own evaluation and additionally on material from Germany and Finland. Most studies as well as specific curricula in the subject area investigated here were/are not available in English, but in the respective national languages. From the author's point of view, the elaborations available are sufficient to provide at least a satisfactory overview. Of course, the specific national conditions must be taken into account in the concrete activities and training courses.

will be decided whether the quality of work or the level of salary will be improved, i.e. whether small companies or larger companies will win.

- Skill shortages are – more or less – not country specific, but skill requirements may be. All companies are equally affected by the need to design working conditions in such a way that as many people as possible can be employed and that they have a beneficial career path in order to be able to retire as healthily and with a good work ability balance as possible.

Although there will be great differences in the ability to cope with the challenges, which are particularly socially connected with the availability of suitable qualification offers and operationally connected with the capital resources. SMEs must compensate for their disadvantages of scale with imagination, creativity, innovation, flexibility and speed of adaptation, in particular in the case of unforeseen circumstances.

- Coping with the consequences of demographic change can only be achieved by investing in people (skills), in good working conditions and in the demand- as well as in benefit-oriented application of new (digital) technology.

At least three subject areas are therefore suitable:

- Recruiting, retaining and promoting employees (professional life course)
 - Digitisation to relieve from heavy and/or difficult work and to increase productivity
 - *And in general:* Creative innovation processes for beneficial workplaces and supportive HR-Policies.
- It is significant that, in addition to economic differences (gross national product, purchasing power, etc.), the extent of demographic change, geographical structure (urban-rural relationship), degree of technological penetration, etc., there are, in particular, historically developed social cultures (attitudes, values), laws and rules as well as manifested structures that have evolved over time. These are reflected in the relationship between companies and customers, employees, institutions and associations as well as in the internal relationship between company owners, managers, and employees.
 - In all countries there are traditionally solidified structures of the education system, of understanding what and how is taught, of the way and depth of cooperation between companies, and educational institutions etc.

In Germany, as a result of the long-standing tradition of dual vocational training, dual study is also already relatively widespread, whereas the education system in Finland does not recognise the kind of dual studies. So, in Finland dual system is offered to students who want to take both matriculation examination and VET education at the same time. Nowadays it is quite common that students already holding a VET certificate continue their studies at universities of applied sciences. In engineering – here using the example of Satakunta University of Applied Sciences –at least 40 % of the new students have VET

background. Entrepreneurship education offers several possibilities also to those students who already run their own company.⁸

This does not mean, however, that there are no mutual learning processes between countries and national stakeholders. Testing of new approaches, the adoption or adaptation of the experiences of others are necessary components of pilot projects. Nevertheless, it should be noted that the adjustments, especially structural changes, do not happen 1:1 and need time to be integrated into the "educational landscape" in a fitting manner.

In other words and formulated in general terms: The social and corporate "culture", the values and attitudes and individual behaviour, are decisive for living together and for economic success.

***Culture** is defined as the collective "mental programming" of the human mind. International compared culture distinguishes one group or category of people from another. These influencing patterns of thinking are – only partially knowingly – reflected in the meaning people attach to various aspects of life and which become crystallised in the institutions of a society. This does not imply that everyone in a given society is programmed in the same way; there are considerable differences between individuals. It may well be that the differences among individuals in one country culture are bigger than the differences among all country cultures. We can, nevertheless, still use such country scores based on the law of the big numbers, and on the fact, most of us are strongly influenced by social control. Please realise that statements about just one culture on the level of "values" do not describe "reality"; such statements are generalisations and they ought to be relative. Without comparison, a country score is meaningless.⁹*

- At the micro level of business activities, the size of a company is a significant factor influencing the scope for business development. There are restrictions due to human and economic resources for processing. Economically speaking, economies of scale must be taken into account: Recruitment of staff and investment in plant and buildings – especially in SMEs – will only take place once a reasonably certain assessment of market developments and thus of the necessary quantitative and qualitative changes has been made. The so-called jump fixes costs are an economic challenge.
 - On the one hand, this means that investments in procurement (personnel recruitment and material goods) must be carefully calculated.
 - On the other hand, it means that regular maintenance

⁸ See <https://www.samk.fi/en/research-and-cooperation/entrepreneurship-at-samk/>

Some basic information on the Finnish education system are provided in English:

https://www.oph.fi/sites/default/files/documents/finnish_education_in_a_nutshell.pdf

⁹ <https://www.hofstede-insights.com>

- must be invested for persons over the period of employment through personnel development (further training, promotion of work ability, age- and ageing-appropriate career paths),
- in the case of infrastructure, equipment, working materials, machinery, and plants, investments must be made at least until the end of depreciation possibilities by means of maintenance, repair, and modernisation.

Despite all the more or less established, often ideal-typically formulated requirements for good, target-oriented initial and continuing education and training, it must be noted that there is still a great task to be done.

It was found that the providers of vocational or higher education and training sometimes favour other topics than those that meet the needs of the companies and of the students accurately.

Institutes and training providers are urgently advised to intensify the contacts with companies and to offer advisory services for company development processes. Investing in people is the best asset companies can make and the greatest treasure they have.

It is essential to establish a closer link between Human Resource Policy (Personnel Development), Organisational Development, and Workplace Innovation in order to maintain the employability and work ability of employees throughout their working lives and to inspire people to hire and stay employed in a company. To achieve this, a proactive strategy must be developed that puts all areas of the business to the test.

Knowing all the given differences between enterprises with regard to the sector and the size of the enterprise, the sales market for products and services and the labour market, the economic and ecological situation in the region, the demographic situation, the school and vocational training system, etc. pp. is a necessary prerequisite for compiling study contents. However, knowledge only becomes sufficient through an attitude oriented towards humane working conditions. Therefore, it is advisable to perceive enterprises as well as each individual in their uniqueness and to support them in their specific situation and manageable development.

The main differences are rooted in corporate culture and leadership, which are the decisive moments for shaping good, sustainable working conditions and labour relations. Communication and participation are the keys to success.

All this means the offer for an open, participatory teaching for (prospective) managers/superiors, entrepreneurs and owners of SMEs in in the three interlinked fields of action 'Human Resource Policy', 'Organisational Development' and 'Workplace Innovation'.

The task is to identify needs as well as opportunities for change by providing indications of options. Diversity and openness as well as orientation towards the possibilities and objectives of the participants promise more success than exclusive knowledge transfer.

Knowledge can be acquired in different ways. On the technical-instrumental level there are enough supporting tools including checklists as well as the material for self-reflection, as-is analysis and development planning of companies.

But the most important challenge is the development of people-oriented values, attitudes and behaviour. That means: learning to learn and seeing the other person as a congenial partner with specific abilities in order to strengthen the strengths and weaken the weaknesses – in oneself and in others.

3.7 Working Tools for Management in Medium-sized Enterprises – as a Subject of Company's Self-analysis, for Company Consultations and for Further Vocational Training

The German Supporting Initiative "Offensive Mittelstand" [Offensive for SMEs] promotes successful, employee-oriented corporate management by developing modern standards and practical instruments and offers a wide range of regional support structures specifically for small and medium-sized businesses. At present, more than 250 partners are involved in the initiative, including federal and state governments, business associations, trade associations, guilds, chambers of trade, trade unions, professional associations, health insurance companies, research institutes, service providers etc.

In recent years, this association has developed a number of materials as working tools (checklists and potential analyses) for the promotion of corporate management in small and medium-sized companies.

The project has succeeded in establishing cooperation between the Hanseatic Parliament and the Offensive Mittelstand. With the approval of the OM some checklists and materials have been translated into English. They are available for use in training and advisory processes. Information about the application should be gladly sent to the Hanseatic Parliament.

Checklists und Potential Analyses¹⁰

[Unless otherwise stated, the following brochures/checklists are to be cited as follows:

Offensive Mittelstand – Gut für Deutschland (Ed.): ...

The materials are published in German by the Initiative Neue Qualität der Arbeit – INQA

[Initiative New Quality of Work) at the Federal Institute for Occupational Safety and Health].

→ The bold titles in blue colour are available in English.

- INQA-Unternehmenscheck „Guter Mittelstand“: Erfolg ist kein Zufall – Wie lassen sich Arbeitsgestaltung und Organisation verbessern? Berlin 2016⁴
 - ***INQA Company Check "Good Medium-sized Businesses": Success is not a matter of chance. How to improve the form an organisation of work?***

¹⁰ The materials are available from the Baltic Sea Academy, the Hanse Parliament or from the Offensive Mittelstand: <https://www.offensive-mittelstand.de/>

- INQA-Check „Personalführung“. Selbstbewertung zur Führungsqualität und zur Vorbereitung auf den demografischen Wandel. Berlin 2017²
 - *"Human resources management." Self-assessment on leadership quality and preparedness for the demographic change*
- INQA-Check „Gesundheit“. Die Potenziale für ein gesundes Unternehmen ausschöpfen – Selbstcheck für Unternehmer. Berlin 2016
 - *"Health". Exploiting the potential for a healthy company – self-check for entrepreneurs*
- INQA-Check „Wissen und Kompetenz“. Selbstbewertung zur Nutzung der Wissenspotentiale im Unternehmen. Berlin 2016²
 - *"Knowledge and Skills". Self-assessment of the use of knowledge potentials in the enterprise*
- Innovation sichert Erfolg. Die Potenzialanalyse für mittelständische Unternehmen. Berlin 2014²
 - *Success through innovation. Business potential analysis for SMEs*
- [wie vor & Offensive Gutes Bauen; itb-Deutsches Handwerksinstitut] Potenzialanalyse „Betriebliche Bildung“. Praxisstandard und Selbstbewertung für Unternehmer. Berlin 2016
 - *[as before & Offensive Good Building in the itb - German Institute of Skilled Crafts] Potential analysis "Company training". Practice standard and self-assessment for entrepreneurs*
- Potenzialanalyse „Arbeitszeit“. Praxisvereinbarung und Selbstbewertung für Unternehmer. Berlin 2018
 - *Potential analysis "Working Time". Practice agreement and self-assessment for entrepreneurs*
- Potenzialanalyse Arbeit 4.0 – Künstliche Intelligenz für die produktive und präventive Arbeitsgestaltung nutzen: Ein Selbstbewertungscheck zur Einführung der neuen 4.0-Technologien. Berlin 2018
 - *Potential analysis work 4.0 - Using artificial intelligence for productive and preventive work design: A self-assessment check on the introduction of the new 4.0 technologies*
- Unterlagen für ein Seminar zum Unternehmens-Check Guter Mittelstand mit einer Zusammenfassung der Check-Punkte mit Einschätzung zum Handlungsbedarf (Ampelsystem). Ohne Ort, ohne Jahr
 - *Documents for a seminar on the company check for good medium-sized businesses with a summary of the check points with an assessment of the need for action (traffic light system)*

- Gemeinsame Deutsche Arbeitsschutzstrategie (GDA) / Leitung des Arbeitsprogramms Organisation (Hrsg.): GDA-ORGCheck Arbeitsschutz mit Methode – zahlt sich aus. Berlin 2013
 - *Joint German Occupational Health and Safety Strategy (GDA) / Management of the Organisation work programme (eds.): GDA-ORGCheck. Systematic occupational Safety and Health pays off*

The documents can be processed independently by companies, but can also serve as a basis for consulting services and – if necessary company-specific – qualification measures.

The INQA checks take up many relevant topics. For each aspect dealt with, impulse-giving, instructive guidelines for the areas of action and practical examples for goal-oriented measures are named.

Some examples:

- **Personnel Development:** The knowledge and competence of our employees are our key success factors. We therefore offer our employees individual development opportunities and prospects. In this way, we tap the potential of all our employees and bind them to the company.
- **Good working atmosphere:** We create a performance-enhancing working atmosphere so that employees enjoy coming to work and can develop their commitment, for example: using their strengths - accepting limits, formulating expectations and reconciling goals, respecting personal living conditions, promoting team spirit.
- Clarifying and communicating **values and principles:** We know the purpose of our work. We have formulated binding values and principles to which we orient ourselves and have communicated these to all employees. We actively exemplify values and principles.

Assessment of the material

The analysis checks and potential analyses are very well suited to examine many elements of the company's organisation. The statements and examples are used to assess the current status in the relevant area of responsibility and the need for action.

It should be noted that the target orientation of the materials is directed towards the management of the company and the company goals or the goals of entrepreneurs and managers, especially with regard to competitiveness. They are not superficially oriented towards the interests and needs of those who generate competitiveness, i.e. the employees. There is no universal orientation towards a participatory assessment of the current situation and, based on this, towards the development of objectives and measures worked out jointly by management and employees.

However, the checklists can be explored in participatory, dialogue-based development processes in the operating community in order to create coordinated and consensual solutions and measures. This allows considering the spirit of the company's culture to create innovations for good working conditions.

A critical commentary by the project partner Satakunta University doubts the time-economic use of the checklists:

"Checklists can be good tools to be used in real business life - if the user knows and understand the framework within it they have been developed. Lists and other tools are always contextual: They are designed for certain purpose, to be used in specified branch or organization, or during the particular phase of business.

If the aim is to teach people studying in further vocational training to use these lists, the number of theory lessons should be big enough to give them an understanding of background, opportunities and risks of each tool, and I do not believe this is possible.

These tools benefit most, when used as models and in taking direct giving measurements while building organization's own management strategy and policy, HR strategy and policy and controlling and measuring tools. Thus, in this text I see no reason why these tools should be involved."

The author contrasts this critique with the opinion that in training courses should and can be the possibility to question the operational conditions and to find solutions (improvement measures) as well as to gain impulses for innovations through direct practical relevance. This orientation is met by the method 'Knowledge Acquisition According to Individual Needs' (KAIN; see chapter 8.2) and makes both individual and organisational learning possible.

4. Creating SME Prototypes for HR-Policy and Workplace Innovations

As an outcome of the analysis “Identification of SME Conditions and Qualification Needs”, an attempt should be made to develop a typology of prototypical structures for SMEs.

According to the EU definition, around 99% of all companies are small and medium-sized enterprises (SMEs), offering a wide and colourful diversity. In the project application, it was considered necessary to develop prototypes with comparable conditions for the realisation of Workplace Innovations and supportive HR-policy to support these SMEs. The underlying objective was to use a “search-model” to enable individual SMEs to (quickly) identify a suitable type for them and thus determine which Workplace Innovations and HR-Policy approach are particularly important and beneficial for them, later on being able to implement these.

The analysis of the economic structures in the Baltic Sea region as well as the identification of the conditions and qualification needs showed however, that SMEs in the various sectors or areas of activity do not differ structurally. Of course there exist differentiating influencing external factors such as school education and vocational training as well as legal framework conditions (labour and social law), and regional aspects (localisation of the company in urban agglomerations or in rural areas). But these differences occur in every country and influence only marginally in terms of HR-policy and Workplace Innovation and their realisation conditions.

- In every company, "mandatory tasks" are generally valid, essentially independent of the industry and the size of the enterprise. All statutory tasks for safe work-place design must be fulfilled.
- In every company, the basic requirements for personnel policy are to be fulfilled, i.e. hiring people, creating the right fit between work requirements and work ability, health, qualification capacities (coping possibilities), training and further training and giving the employees opportunities for personal development in the work-life-course.

If anything, there are clearer differences between smaller and larger enterprises, especially due to the existence of specialised employees in thus fields of action. Owner-managed small enterprises have the same need for suitable working conditions as larger enterprises. As the number of employees increases, so does the amount of work involved in standardisation, administrative regulations and differentiated management using specialised staff, e.g. for systematic personnel development, for planning and implementing further training, for planning work processes, etc. But planning, preparing, designing well, involving people in the development of the company is what every company does – more or less.

So – what are the differences between the companies with regard to the design of working conditions and personnel policy?

The biggest variation is based on differences in the way the company is managed. The socio-cultural characteristics (values, attitudes, behaviour) shape the corporate culture. This includes the manner and scope of autonomy of action in work, the degree of participation in

work design and change processes, the frequency and quality of product and process innovations, the degree of (authoritarian, functional vs. participatory) leadership vs. management etc.

In our opinion, there are no suitable (discriminatory) criteria for a differentiation of companies in the fields of HR-policy which allow a clear, unambiguous systematic structuring in the sense of a typology. For this, the characteristics are too diverse and occur simultaneously in different graduations.

A serious difference can only be found in the financial opportunities and the human resources to transfer good ideas into target-oriented innovations. But: not every idea has to be expensive and innovations are realised when the benefits outweigh the costs.

On the one hand, the respective national/regional socio-cultural context must be taken into account. On the other hand, a sustainable HR policy requires innovations that are oriented towards ideal-typical criteria of good work design and personnel policy.

In this respect, as an intermediate step it is helpful to have some aspects of "good" HR policy and "good" Workplace Innovations as inspiration. This leads to the question: What is "good" HR policy?

Ideally speaking, a personnel policy is "good" if the employees' ability to work (see "Model/Concept of Work Ability"¹¹) and productivity can be maintained at a sufficiently high level throughout the entire period of the employment phase, i.e. if they can enter the profession well, if there are favourable development opportunities and if they can retire healthily.

A "good" work design is shortly described as a job that is oriented at the same time to the needs of the company and the possibilities of the people. It should fulfil the principles of humane work design.

- Work should be feasible and not harmful. Accident prevention and ergonomic workplace equipment are required.
- Work should be bearable in the long term and should not impair health.
- Work should be reasonable. Social norms and values of groups must be observed as well as changing needs in different phases of life in order to maintain mental and psychological well-being.
- Work should promote personality and contribute to satisfaction. This happens when the work is comprehensible, manageable and meaningful ("Sense of Coherence"¹² according

¹¹ The definition according to the originator of the concept, Juhani Ilmarinen, is: Work Ability describes the potential of a person to cope with a work requirement at a given time. The development of the individual functional capacity must be put in relation to the work requirement. Both sides can change and must, if necessary, be designed to be adequate for age, ageing and health. [12] – Some further statements on this concept can be found in chapter 8.1.

¹² Applied to the workplace meaningfulness is considered to be related to the feeling of participation and motivation and to a perceived meaning of the work. The meaningfulness component has also been linked with job control and with task significance. Job control implies that employees have more authority to make decisions concerning their work and the working process. Task significance involves "the experience of congruence

to Antonovsky [13]) and thus creates a task orientation and a motivation arising from the task and the requirements themselves. The concept of work psychology is based on the fact that people also realise themselves in their work activity and that well-designed work is a means of developing personality. For this reason, the humane design of work also includes consideration of gender, age, culture and life situations.

Based on these principles, there cannot be a prototypical categorisation of criteria for a differentiation of SMEs. Therefore, a way must be found to cut a path through the thicket of different forms of HR policy and Workplace Innovations and at the same time to provide orientation for desired / required and possible / feasible changes.

An increasing number of organisations are becoming aware of the challenges and concrete effects of demographic change, especially regarding the need for creating innovations in age-/ageing and gender-adjusted workplaces and in life-course oriented human resource development.

Accordingly, human resource-specific prototypes for SMEs cannot be created and cannot provide actual facilitation for the implementation work of individual SMEs.

The participatory form of a self-determined description chosen here is not intended to prescribe, but to **provide indications of possibilities**. The companies should have the opportunity to reflect on their current status and to develop goals for their desired development.

For all the helpful approaches to standardisation, it is true that enterprises, in the diversity of their uniqueness, cannot be put into a scheme of a company typology that says relatively clearly: company X fits into type A because it has the structure B.

Nonetheless, to provide the individual SMEs with effective support for the implementation of Workplace Innovations and ideas for supportive HR-Policy, an SME-specific "**finding-model**" was developed instead of a prototype-based "search-model". With this instrument, SMEs can easily analyse the status quo of their company and quickly find out which type of Workplace Innovation and HR-policy activities are particularly important for the respective company. Based on the particularly relevant Workplace Innovations found in this way, the individual SMEs can then use the corresponding best practices and support measures of the project (or also additional good practices in their countries) for realisations in their company.

The **self-analysis tool** (as element of the used questionnaires → [see Annex 2](#)) is a Quick-Check for SMEs which allows an initial self-assessment of the human resource policy in a company, looking at essential structural characteristics such as age, gender, competence, health,

between personal values and work activities, which is accompanied by strong feelings of identification with the attitudes, values or goals of the working tasks and feelings of motivation and involvement". The manageability component is considered to be linked to job control as well as to access to resources. It has also been considered to be linked with social skills and trust. Social relations relate also to the meaningfulness component. The comprehensibility component may be influenced by consistent feedback at work, for example concerning the performance appraisal.



corporate culture etc. It supports to find the relevant Workplace and HR-Policy Innovation areas of their enterprise.

The analysis provides a clearer picture of the status quo and the needs of the enterprise regarding human resource policy and workplace innovation. Answering the statements regarding the most important organisational structure and processes will help to shape the HR and OD policy in the organisation.

There may be a need for action in those aspects answered in low-value ranges (<5 points). It may be necessary to look more closely at the issues involved to determine what can be done concretely, for example by carrying out an in-depth analysis of the age and qualification structure, or a comprehensive risk assessment.

Individual solutions for single persons are helpful for the person concerned, but often do not help to install collective solutions. It makes sense to develop a pro-active strategy for coping with the consequences of demographic change, changes in the labour market, dynamic market developments and technological innovations. That requires clearance in goals and actions, for example, for ageing-appropriate working life and for promoting the work ability of the employees. The measures should be coordinated with each other. Regular monitoring of successes helps to optimise in continuous improvement processes.

The three analysis charts can be used in paper form or online. The results may be helpful for the company itself or as basic information for consulting processes. The instrument is also available for free on the "Information & Cooperation Workplace Innovations" promotion platform developed in the project.

The tool is also very well suited for consultants to make an initial assessment together with an SME. The self-analysis tool has proven to be very useful during trials by the companies involved in the project as well as by consultants from project partners when working with other SMEs.

5. Reflections on Qualification vs. Competence – About Methodological Difficulties of Clearly Grasping the Object of the Study

In addition to standardised contents, the identification and determination of qualifications and competence requirements must necessarily be oriented to the specific cultural framework and, if necessary, to the individual prerequisites of persons (or groups of persons). Here too, it is important to explore supra-individual commonalities that are suitable for collective learning situations.

For the investigation of qualification requirements and the determination of qualification demands/needs (on the basis of the identification of skill shortages) as well as the subsequent description of advanced vocational training and dual study offers, an apparently simple but in fact highly complex and in its implementation complicated approach is appropriate. One follows the (usual) educational canon.

To address the challenges, some key terms need to be clarified.

5.1 Educational Canon

The canon of education is the stock of knowledge considered to be the indispensable educational core of a culture. It is, as it were, the yardstick for the formation of a society or a specific subject area to be conveyed.

The problem with any canon is that the reception of content (canon of subjects and topics) is influenced by the laws of the market and the "economy of attention", among many other aspects, and is therefore guided by interests. The opinion of some adherents of a particular subject discipline could mean the suppression of other opinions.

In order not to become dependent on current fashion topics, a common understanding of all participants is (should be) necessary. Such a commitment oriented dialogue requires time and intellectual resources – and ends in the worst case with a consensus on the lowest common factor. At the primary and secondary (school) level, this is difficult enough. In the fields of vocational and higher education and training, there are curricula in all branches of industry that can be regarded as a canon of subjects, but neither nationally nor internationally there is a binding educational canon of knowledge, skills and competences that goes beyond descriptions of practical, methodological and social competences with the character of an appeal. Instead one finds very general statements located at the methodological meta-level, instrument boxes are offered, and it is left to the individual learner to decide which of these he or she can and wants to use.

– Nevertheless, there is a big "but": Probably there is no other way, because learning is a very individual process.

5.2 Learning

Learning is understood to be the intentional and incidental (and implicit) acquisition of skills. Learning growth can take place in the mental, physical, character or social domain. From the point of view of learning psychology, learning is understood as a process of relatively stable changes of one's own behaviour, thinking or feeling based on experience or newly gained insights and understanding as the processed perception of the environment or becoming aware of one's own movements.

The ability to learn is a basic prerequisite for humans and animals to be able to adapt to the conditions of life and the environment, to act meaningfully in it and, if necessary, to change it in their own interest. For humans, the ability to learn is also a prerequisite for a reflective relationship to themselves, to others and to the world. The results of the learning process cannot always be put into words by the learners (implicit knowledge) or are clearly measurable.

Etymologically, the word "learn" is related to the words "teach" and "cunning", among others. It belongs to the group of words "to perform", which originally meant "to follow a trail, to track, to sniff". Even from its origins, learning has something to do with leaving traces, but also with tracking. Learning should leave traces in memory (subjective part) as well as in the environment (objective part). Learning happens actively and passively.

5.3 Education in Times of the Subjunctive: How Easy Could it Be to Describe Educational Requirements?

The following sentences are written in the subjunctive, because the task requires the determination of an educational canon, which can at best be achieved in a very first approximatively attempt in the framework of this project, especially since generations of scientists and pedagogues have argued about it splendidly, but have by no means come to a consensual description.

It would be necessary to describe a generalised, ideal-typical pattern – valid across countries – of the most important qualifications (knowledge and skills) and competencies (abilities, characteristics) of entrepreneurs and senior managers so that they can optimally fulfil their tasks, functions, and roles. It would also be necessary to describe what constitutes "optimal fulfilment". It is therefore necessary to determine which target figures and criteria are meaningful for optimal leadership and operational management, for optimal work design and for optimal personnel policy, etc.

In the light of this ideal type,
differentiated according to the varied

- economic structures (key data such as gross national product, purchasing power, ..., as well as at the microeconomic level turnover, number of employees, market access opportunities, etc.),

- social structures and socio-cultural conditions (customs, habits, norms, ..., corporate culture, degree of participation, autonomous execution of work, etc.),
- legal framework conditions etc. pp.,

which may also vary from sector to sector,

the existing portfolio of qualifications and competences would have to be stored in order to be able to identify differences between the targeted and the current situation.

This would allow a relatively precise individual needs analysis. It would then be even more meaningful if individual personality traits and aptitudes (interests, willingness and ability to change, attitudes and values etc. pp.) could be taken into account in order to realise the meaningful and possible further training.

5.4 Qualification and Competence

However, it is generally the case that targeted and individualised teaching is not offered as a further training measure, because this rather follows the pattern of supra-individual cognitive standards, i.e. teach qualifications in the sense of knowledge and skills. Qualifications describe person-independent requirements that people must have in professional and life contexts in order to be able to act in a requirement-oriented manner. As a rule, they comprise knowledge and skills directly related to the job. They are so clearly defined in their action orientation that they can be tested (certified) outside the application process.

In the broadest sense, these qualifications can be defined as **professional competences** (expertise, hard skills). These in themselves do not generate the ability to act socially or to innovate. For the direct reference to action exceeding requirements, further-reaching competences are required, which are described with the following – interrelated – competences:

Methodological competence encompasses the skills and abilities required to obtain information (acquiring specialist knowledge), process it and manage tasks in a goal-oriented manner. Methodological competence opens up and promotes professional competence and is thus a cross-sectional (key) competence, especially with regard to action and social competence.

Competence to act is understood as the willingness and ability of the individual to act appropriately in professional, social and private situations and to behave in an individual and socially responsible manner.

Social competence (self-competence and personality or personal competence; soft-skills) describes a person's ability and willingness to think through and assess the development opportunities, requirements and challenges in work, school, family and public life as an individual, to unfold one's own talents and to make and develop life plans. In addition to social and professional competence, human and personal competence is part of the competence to act and, like this, includes methodological competence, communicative competence and learning competence.

Perhaps expressed in somewhat exaggerated terms, it should be critically noted that the imparting of qualifications is oriented towards essential basics and expects the individual to deepen and develop his or her individual competences. Such an offer, which is subject to the Pareto principle (80-to-20 rule), is limited to the teaching of roughly estimated 80% of the competences that can be achieved with 20% of the total effort on the basis of standardised (simple, because codified knowledge elements) content. The remaining 20% of competence development is more complex because it deals with the (learning) person herself/himself (image of humanity, attitudes etc.) and social action with third parties (e.g. between domineering determination and participatory co-decision). With 80% of the total expenditure they require the most work quantitatively.

In other words, the teaching of qualifications is a necessary condition, but it is not sufficient to generate or individually acquire the needed or desired competences.

In the context of personal competences, it is necessary to talk about **attitudes and values** of persons – here: as leaders.

Attitude is the mind-set or the way of thinking of a person, limited (formed) by values and morals, which underlies the actions, objectives, statements and judgements of the person. The values formed in socialisation (family, school, but also later in education and work) and developed in confrontation with the social environment shape the character, self-confidence and behaviour towards others. They determine how we deal with our own impulses and which standards for our actions we have internalised. It refers to an individual's readiness to react in a certain way to a person, a social group, an object, a situation or an idea, and thus shapes our way of dealing with others.

Cognitive capacities are not sufficient to achieve self-realisation. Self-fulfilment only happens in social action when it applies to everyone. And for leaders, this means first: self-leadership, then: giving meaning to the organisation and perceiving holism. This means the need to apply the rational and functional application of knowledge in community-oriented participatory actions. Communication is the basis for good interaction – and for innovation.

It is therefore necessary to make the internal learning processes with regard to values the subject of guided learning processes. - Creating sense through one's own sense-making.

6. Exploration of Qualification and Competence Needs – Identification of Requirements for a Dual Bachelor's Degree Programme

6.1 European Qualifications Framework (EQF)

The European Qualifications Framework for Lifelong Learning (EQF)¹³ serves as access to equal quality education in Europe. It offers general definitions and referencing criteria. It provides the standard for basic definitions and specifies descriptors for knowledge, skills and competences at eight Qualification levels.

The EQF is transposed into national qualifications frameworks for all EU member states – with possibly more or less deviations in the concretisation of the descriptions. National agreements can make this more concrete.¹⁴ For example, Finland has concluded regulations/agreements for anticipating skills and training needs at national and regional level. Anticipation data is used to develop the content of education and to work out education provision to match demand. [14]

Descriptions for measuring learning success

For assessing the effectiveness and benefits of both Vocational Education Training (VET) and Professional Education Training (PET), there are indicators for input, output, outcome and impact.

- Inputs are the resources that the organisation spends on the implementation of a planned contribution, e.g. personnel, financial and material resources.
- Outputs are the results that can be achieved with these inputs. Which services (offers, projects, measures, programs) does the training provide and which target groups are reached?
- Outcomes are the effects that are directly achieved by the engagement in the target group. What changes occur in the target group and to what extent? What changes can be seen at the level of knowledge, behaviour and social advancement?
- Finally, impact refers to the effects that can be achieved in the long term to contribute a higher level for social concerns.

Figure 1 shows the chain of effects of learning processes in seven steps.

¹³ http://ec.europa.eu/dgs/education_culture and
<https://europa.eu/europass/system/files/2020-05/EQF-ReferencingtoEQG-EN.pdf>

¹⁴ <https://europa.eu/europass/en/reports-referencing-national-qualifications-frameworks-eqf>

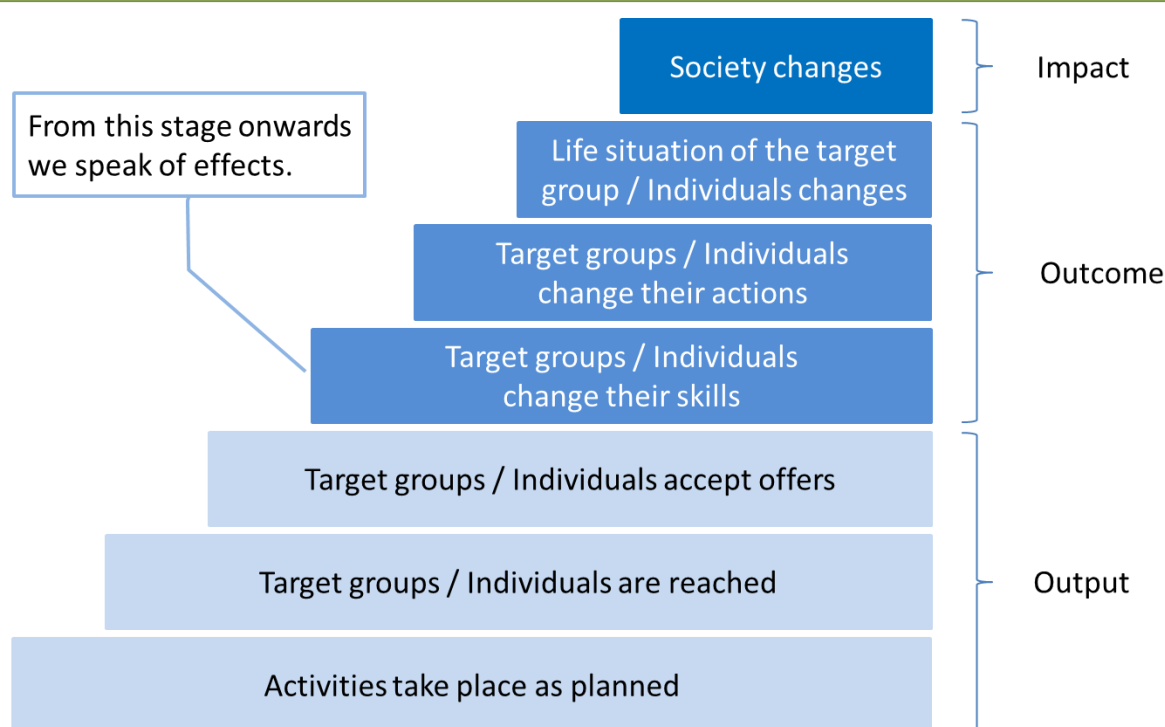


Figure 1: Chain of effects of learning processes¹⁵

6.2 Educational Needs and Learning Success – Definitions of the EQF Compared with the German Qualifications Framework

The educational needs result from technical and interdisciplinary requirements for mastering upcoming tasks. These are in part objectively given; in other parts they require the ability to adapt existing knowledge and skills for new solutions. This becomes particularly challenging when social action, i.e. communicative and cooperative interaction with third parties, is required.

In the context of EQF the basic orientations for describing **learning outcomes** are described in the following terms:

- 'Knowledge' is described as theoretical and/or factual.
- 'Skills' are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).
- 'Responsibility and Autonomy' is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility.

In the adaptation to the respective national frameworks, there may be some differences in the description of individual categories. The following compilation (table 1) shows the

¹⁵ Adopted from: <https://www.wirkung-lernen.de/wirkung-planen/was-ist-wirkung/>
Access on 2021-03-11; own translation

standard descriptions of the EQF, which are compared here with the German National Qualification Framework (Deutscher Qualifikationsrahmen für lebenslanges Lernen – DQR).¹⁶

| EQF | German DQR |
|---|--|
| ‘Qualification’ means a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards. | Qualification describes a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards. |
| ‘Learning outcomes’ means statements what learners know, understand and is able and ready to do on completion of a learning process, which are defined in terms of knowledge, skills and competence | Learning outcomes describe what learners know, understand and are able and ready to do on completion of a learning process. The DQR describes learning outcomes which have been bundled to form Competences |
| ‘Knowledge’ means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the [EFQ] knowledge is described as theoretical and/or factual. | Knowledge describes the body of facts, principles, theories and practice within a Field of study or work as the result of learning and understanding. Professional knowledge describes knowledge of facts, rules and/or justifications. |
| ‘Skills’ mean the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments). | Skills describe the ability to apply knowledge and use know-how to complete tasks and solve problems. As in the the EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments). Instrumental skills are applied skills deployed in respect of ideas, theories, methods, tools, technologies and devise. Systemic skills are targeted at generating something new. They are conditional on Instrumental skills and require an ability to assess complex correlations and deal with these adequately. |
| ‘Competence’ means the proven ability to use knowledge, skills and personal, social | Competence within the DQR describes the ability and readiness of the individual to use |

¹⁶ BMBF (Bundesministerium für Bildung und Forschung)/Kultusministerkonferenz, ohne Ort, 2013, German EQF Referencing Report <file:///C:/Users/Alec/AppData/Local/Temp/German%20Referencing%20Report%20-1.pdf>, p. 78-79, Zugriff am/access on 2021-03-10

| | |
|---|--|
| <p>and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the EQF, competence is described in terms of responsibility and autonomy.</p> | <p>knowledge, Skills and personal, social and methodological competences and to behave in a considered, individual and socially responsible manner. Competence is understood in this sense as comprehensive action skills.</p> <p>The DQR presents competence within the dimensions of professional competence and personal competence. Methodological competence is understood as a cross-sectional competence and for this reason is not separately stated within the DQR matrix. (By way of contrast, the EQF describes competence only in terms of the assumption of responsibility and autonomy.)</p> <p>Social competence describes a person's ability and readiness to work together with others in a target oriented manner, understand the interests and social situations of others, deal with and communicate with others in a rational and responsible way and be involved in shaping the world of work and life.</p> <p>Personal Competence is also referred to as human competence and encompasses social competence and autonomy. It describes a person's ability and readiness to develop further and to shape his or her own life in an autonomous and responsible manner within the respective social, cultural or occupational context.</p> <p>The ability to act as part of a team is the ability to cooperate on the achievement of goals within a group.</p> <p>Leadership skills designate the ability to act in a targeted and constructive manner within a group or organisation to steer and guide others and exert an influence on their behaviour.</p> <p>Autonomy describes a person's ability and readiness to act in an independent and responsible manner, reflect on the own actions and on the actions of others and to develop his or her own actions skills further.</p> |
|---|--|

Table 1: Comparison of the standard descriptions of the EQF with the German National Qualifications Framework

6.3 The Relevant Competence Categories in the Definitions of the EQF Compared with the German Qualifications Framework

The EQF distinguishes between two competence categories: ‘Professional Competence’ divided into ‘Knowledge’ and ‘Skills’ (instrumental and systemic skills, assessment skills), and [Personal] ‘Competence’.

In the German Referencing Report the personal competence is additionally divided into ‘Social Competence’ (team, leadership, co-creation and communication) and ‘Autonomy’ (independence/responsibility, reflexivity and learning competence). Both are noted additionally.

In Germany, emphasis is placed on the fact that fundamental virtues such as reliability, accuracy, persistence and attentiveness as well as intercultural and interreligious competence, lived tolerance and democratic behaviour as well as normative, ethical and religious reflexivity are constitutive for the development of action competence.

The higher education courses relevant here must extend beyond level 5. They normally require basically a higher education entrance qualification or similar, e.g. advanced technical college or three-year vocational training.

The differences in the definitions of the competence categories between the European Qualifications Framework and the German “Deutscher Qualifikationsrahmen (DQR)” are interesting; they are contrasted in the following for EQF levels 5 to 7 (tables 2, 3, and 4).



| EQF | | | DQR | |
|--|---|--|--|---|
| Knowledge | Skills | Competence | Social Competence | Autonomy |
| Level 5: Be in possession of competences for the autonomous planning and processing of comprehensive technical tasks assigned within a complex and specialised field of study or field of occupational activity subject to change | | | | |
| Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge | A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems | Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others | Plan and structure work processes in a cooperative manner, including within heterogeneous groups, instruct others and provide well-founded learning guidance. Present complex facts and circumstances extending across professional areas in a targeted manner to the appropriate recipients of such information. Act in an anticipatory manner in considering the interests and requirements of recipients. | Reflect on and assess own learning objectives and learning objectives set externally, undertake self-directed pursuit of and assume responsibility for such objectives, draw consequences for work processes within the team. |

Table 2: Comparison of the competence categories between EQF vs. DQR for Level 5

| EQF | | | DQR | |
|---|---|---|---|--|
| Knowledge | Skills | Competence | Social Competence | Autonomy |
| <p>Level 6: Be in possession of competences for the planning, the processing and the evaluating of comprehensive technical tasks and problems set and be in possession of competences for autonomous management of processes within subareas of an academic subject or within a field of occupational activity. The structure of requirements is characterised by complexity and frequent changes.</p> | | | | |
| Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles | Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialized field of work or study | Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups | <p>Assume responsibility in working within expert teams or show responsibility in leading groups or organisations.</p> <p>Instruct the technical development of others and act in an anticipatory manner in dealing with problems within the team.</p> <p>Present experts with arguments for and solutions to complex professionally related problems and work in conjunction with such experts on further development.</p> | Define, reflect on and assess objectives for learning and work processes and structure learning and work processes autonomously and sustainably. |

Table 3: Comparison of the competence categories between EQF vs. DQR for Level 6



| EQF | | | DQR | |
|---|---|---|--|--|
| Knowledge | Skills | Competence | Social Competence | Autonomy |
| <p>Level 7: Be in possession of competences for the processing of new and complex professional tasks and problems set and be in possession of competences for autonomous management of processes within an academic subject or within a strategically oriented field of occupational activity. The structure of requirements is characterised by frequent and unpredictable changes.</p> | | | | |
| Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields | Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields | Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams | Assume responsibility for leading groups or organisations within the scope of complex tasks set and present the results of the work of such groups or organisations. Promote the technical development of others in a targeted manner. Lead divisionally specific and cross-divisional debates | Define objectives for new applications or research oriented tasks reflecting on possible societal, economic and cultural implications, deploy appropriate means and tap autonomously into own knowledge for the purpose. |

Table 4: Comparison of the competence categories between EQF vs. DQR for Level 7

6.4 Requirements for Advanced Vocational Training

For a very structured and comprehensive overview of the education systems including vocational and higher education in the Baltic Sea Region, it is referred to the KA for HR-report “Analysis of Economic Development, Demography, Education and Labour Markets in the Baltic Sea Region Countries”. [2] This report also refers to the report “Examination Regulation and international Recognition” from the Baltic Sea Academy. [15]

In addition to standardised contents, the identification and determination of qualifications and competence requirements must necessarily be oriented to the specific cultural framework and, if necessary, to the individual prerequisites of persons (or groups of persons). Here too, it is important to explore supra-individual commonalities that are suitable for collective learning situations.

The higher education courses relevant here must extend from level 5 (up to elements of level 7, if applicable). They therefore require basically a three-year vocational training, an advanced technical college or a higher education entrance qualification.

Specialised further training for qualifications and competences for leadership and management tasks correspond to EQF-level 5 in terms of requirements:

- Knowledge: Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge
- Skills: a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems
- Responsibility and Autonomy: exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others

As a result of the considerations made so far, the usual technical topics for further training needs and offers can be identified without significant national differences. These are largely uncontroversial and certainly part of the usual range offered by training providers.

A much greater challenge is the description of existing skills and desired competence requirements, especially in the areas of action and social competence. The literature provides only very general, sometimes very superficial information, ranging from rules of conduct (how to behave in meetings) to generalities (Finland has an open negotiating culture).

Nevertheless, it would be a suitable option and it is recommended to extract individual topics relevant to the companies from the compilation of topics for the dual Bachelor's study programme “Human Resources and Business Administration” [16] and offer them as continuing education modules.

As a possible strategy, five steps are required as a procedure for the in-depth needs analysis in the area of further training:

- (1) Along a rough compilation of conceivable (ideal) learning contents
- (2) happen a check of the existing offers (completeness, actuality) and
- (3) a review of past demands (both as quantitative and qualitative assessments).
- (4) This picture is completed by an assessment of qualitative needs and possible demands.
- (5) After the comparison of target and current demand, the development of necessary additional offers takes place.

In view of the statements made in the subjunctive in chapter 5, the above mentioned points (1) and (4) are closely connected; answers can only be given by conducting a somewhat broader survey on the status quo and on learning content that is desired or considered necessary. This should necessarily be done under national, and where appropriate, regional responsibility.

Particularly in the combination of practical and university education, as is the case of a dual study program, the linking of challenging tasks for mastering practice in projects is necessary and as well possible. The basic principle of the method “Knowledge According to Individual Needs” (KAIN; → see the more detailed description in chapter 8.2) has proven to be a suitable didactic approach.

Certainly, elements of the VET as well as from specific study programmes are used for continuing vocational training in the sense of professional lifelong learning (LLL)¹⁷.

In addition to implicit and explicit learning at work, continuing training takes place in a structured way outside work, usually in the form of short (hours or days) or longer (weeks or months) continuing training measures (courses, workshops; internships).

In each country LLL with regard to vocational education and training has quite different systematisation and structures, due to societal tradition and solidified basic pattern of learning and teaching.

National differences in the importance of post-entry training can be seen in the participation in such measures. Data from Eurostat show that the participation rate (participation in the last four weeks) in 2019 differs greatly, with an average value for the EU 27 of 20.7 %: Finland, with 36.7 %, has the highest participation rate of the countries considered here, Estonia, with

¹⁷ Lifelong Learning has a basic definitional pattern: "... ongoing, voluntary, and self-motivated" pursuit of knowledge for either personal or professional reasons. Therefore, it ... enhances ... self-sustainability, as well as competitiveness and employability [see: Department of Education and Science. Learning for Life: Paper on Adult Education. Dublin 2000; Commission of the European Communities: Adult learning: It is never too late to learn. Brussels 2006]. Lifelong learning comprises all purposeful non-formal and informal learning activities aimed at the continuous improvement of knowledge, skills and competences (Eurostat).

28.0 %, is also above the EU average; Germany 18.6 %, Latvia 16.8 %, Lithuania 17.3 % and Poland 14.3 % have a below average participation rate.

As an example of the interconnectedness and permeability of the VET system, Finland can be cited, where credit points from continuous education trainings (CET) can be credited.

Some indications are contained in the following references:

- ⇒ Life-long learning is shortly explained in the document
<https://minedu.fi/documents/1410845/4150027/Lifelong+and+continuous+learning+in+Finland.pdf/8cc84ec0-06bf-583b-1a45-38dec497da3d/Lifelong+and+continuous+learning+in+Finland.pdf>
- ⇒ Workplace learning is explained in
<https://minedu.fi/documents/1410845/4150027/Work+based+learning.pdf/b24fe2a9-dfe3-7ee3-02d4-5728b4e9762b/Work+based+learning.pdf/Work+based+learning.pdf>
- ⇒ VET in a nutshell is also very good source
<https://minedu.fi/documents/1410845/4150027/Finnish+VET+in+a+Nutshell.pdf/9d43da93-7b69-d4b5-f939-93a541ae9980/Finnish+VET+in+a+Nutshell.pdf>
- ⇒ Life-long learning is emphasized nowadays
<https://media.sitra.fi/2019/09/16162911/towards-lifelong-learning.pdf>
- ⇒ See also <https://minedu.fi/en/project?tunnus=OKM033:00/2019> ,
https://api.hankeikkuna.fi/asiakirjat/83d58d9a-95e5-425b-9b21-8328982e883b/6b573dd8-fe45-4e09-85af-51efb5141e72/ESITYS_20200227100957.pdf
- ⇒ Very good OECD publication on Continuous Learning in Working Life in Finland:
<https://www.oecd-ilibrary.org/sites/2ffcfe6-en/index.html?itemId=/content/publication/2ffcfe6-en>
and <https://www.oecd-ilibrary.org/sites/9789264311756-en/index.html?itemId=/content/publication/9789264311756-en>

Some possible material for further training and study programs are listed in Chapter 7.1. These could be used in a approach using the method “Knowledge Acquisition according to Individual Needs” (KAIN) which is elaborated in chapter 8.2.

Examples of possible learning objectives:

- ☒ Know methods how the knowledge and skills of employees can be actively used for change processes
- ☒ Have the knowledge and ability to initiate participatory innovation processes
- ☒ Have the ability to recognise the individual strengths and weaknesses of the employees and to develop the skills in line with requirements
- ☒ Be able to adapt work requirements to individual functional capacities (health, skills and competence)

- ☒ Use the knowledge of the connections between work, age(s) and health to design work requirements appropriate to age and ageing.

6.5 Requirements for the Dual Bachelor's Study Programme

For developing the dual Bachelor's programme, the task seems to be easier, since it is "merely" a matter of supplementing the standardised subject area of cognitive knowledge. The "merely" is to be abolished immediately, because especially in the area of personality-forming and personality developing motives (matters, objects) no universally valid subject canon is possible.

It is therefore necessary to examine whether there is a meta-level above relevant topics, which generates learning effects and which can be developed in a didactic shell of impulses (stimulating questions), self-reflection, dialogical exchange etc.

The terms of requirements in Level 6 are:

- Knowledge: Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles
- Skills: advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study
- Responsibility and Autonomy: manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups

Surprisingly – and only comprehensible with political influence – the further training to business economist of skilled crafts ("Betriebswirt des Handwerks"¹⁸) is assigned in EFQ-level 7. For the sake of completeness the requirements are also listed here.

- Knowledge: Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research critical awareness of knowledge issues in a field and at the interface between different fields
- Skills: Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields
- Responsibility and Autonomy: Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches
take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams

It must be checked whether these descriptions of competences sufficiently describe the requirements for (potential) managers. In the opinion of the author, aspects of personality

¹⁸ itb - Institut für Technik der Betriebsführung im Deutschen Handwerksinstitut e.V. (Hrsg.) [Institute for Management Technology at the German Crafts Institute (Ed.)]: Bundeseinheitlicher Rahmenlehrplan "Geprüfter Betriebswirt/Geprüfte Betriebswirtin nach der Handwerksordnung" [Standardised Federal Framework Curriculum for "Certified Business Economist According to the Crafts Code"]. Karlsruhe 2011

(self-knowledge and goals of one's own values and attitudes), self-efficacy, behaviour towards third parties etc. should be put more into focus.

This means that basic principles of sociological, psychological, social-psychological and philosophical theories should be taught and individually reflected in the sense of understanding and perception.

6.6 On the Importance of Leadership and Management

The requirements described in the EQF in the relevant levels form the framework of qualifications and competences. For the training of future managers, it is important to describe the requirements for different forms of leadership and management in order to be able to develop them appropriately in the study programme.

The dual study programme "Human Resources and Business Administration" is designed to enable persons to achieve three competences:

- A) Master a profession technically, i.e. carry out manual or other productive work (skills and abilities).
- B) Execute managerial tasks.
- C) Be able to perform tasks of personnel management in the sense of leadership.

It is immensely difficult and relatively rare for a person to master all three areas of competence with equal excellence. Certainly there are so-called natural talents and usually there are mixed forms with sometimes more and sometimes less intensive manifestations.

The task of the study programme has to enable and empower persons, i.e.

- (1) on the one hand to provide them with all the necessary professional qualifications and to confront them with the professional requirements in such a way that they know and can (in principle) apply the respective basic knowledge elements and methods,
 - (2) and secondly, to support them in exploring their dispositions and interests and in recognising their values and attitudes in order to understand the importance of personality in the leadership task and to gain an orientation for themselves for the professional focus.
- While the first aspect can be taught (cognitive and manual requirements),
 - the second is much more difficult, as only the person him- or herself can find out, because only they themselves can best judge their being-there and being-so. – This requires appreciative and mindful coaching.

Patricia Pitcher's highly recommended book "The Drama of Leadership. Artist, Craftsmen, and Technocrats ..." [17], is a veritable source of inspiration for the description that management and leadership in business is a multifactorial challenge. Henry Mintzberg aptly states in his foreword (op. cit. 9; own translation):

“Leaders must be one of two things: they must either be brilliant visionaries themselves, truly creative strategists ... Or they must be true empowerers who can move others to do their best. Managers who are not either can be harmful to an organisation ... [Patricia Pitcher] calls the first artists, the second craftsmen and the third technocrats.”

Pitcher characterises the types very roughly as follows:

- The Artist: emotional, visionary, imaginative, entrepreneurial [op. cit. 42]
- The Craftsman: steady, realistic, wise, responsible [op. cit. 56]
- The Technocrat: serious, detail-oriented, meticulous, methodical [op. cit. 74]

It is obvious that there are significant differences between management and leadership:

Management is a discipline. Leadership is a matter of character.

Therefore, the main differences are summarised below.

The usual descriptions¹⁹ are shown opposite each other in the form of a synopsis. This certainly serves some stereotypes, but in this way the differences in the functions and roles are presented in greater contrast.

A Comparison of roles and functions as well as status and attributed characteristics of management/managers and leadership/leaders is presented from different perspectives in four tabular compilations in table 5.

| Management | Leadership |
|---|---|
| lays down the structure and delegates authority and responsibility | provides direction by developing the organizational vision and communicating it to the employees and inspiring them to achieve it |
| includes focus on planning, organizing, staffing, directing and controlling | focus on listening, building relationships, teamwork, inspiring, motivating and persuading the followers |
| gets authority by virtue of position in the organization | gets authority from the followers |
| follow the organization's policies and procedure | follow their own instinct |
| is more of science as the managers are exact, planned, standard, logical and more of mind | is an art |
| managers are required | leaders are a must/essential |

¹⁹ Prachi Juneja: Leadership and Management - Relationship & Differences. Source:

<https://www.managementstudyguide.com/leadership-management.htm>

Prachi Juneja: Leader versus Manager. Source:

https://www.managementstudyguide.com/leader_versus_manager.htm

| | |
|--|---|
| deals with the technical dimension in an organization or the job content | deals with the people aspect in an organization |
|--|---|

| ... Management | ... Leadership |
|--|--|
| measures/evaluates people by their name, past records, present performance | sees and evaluates individuals as having potential for things that can't be measured, i.e., it deals with future and the performance of people if their potential is fully extracted |
| is more reactive | is more proactive |
| is based more on written communication | is based more on verbal communication |

| Managers | Leaders |
|---|--|
| have people who simply work for them | have people follow them |
| administer the work and ensure that the day-to-day activities are getting done as they should | motivate people to comprehend and believe in the vision set for the company and to work on achieving committed goals |

| Basis | Manager | Leader |
|---------------------|---|---|
| Origin | A person becomes a manager by virtue of his position. | A person becomes a leader on basis of his personal qualities. |
| Formal Rights | Manager has got formal rights in an organization because of his/her status. | Rights are not available to a leader. |
| Followers | The subordinates are the followers of managers. | The group of employees whom the leaders lead are his/her followers. |
| Functions | A manager performs all five functions of management. | Leader influences people to work willingly for group objectives. |
| Necessity | A manager is very essential to a concern. | A leader is required to create cordial relation between person working in and for organization. |
| Stability | It is more stable. | Leadership is temporary. |
| Mutual Relationship | All managers are leaders. | Not all leaders are managers. |
| Accountability | Manager is accountable for self and subordinates behaviour and performance. | Leaders have no well-defined accountability. |
| Concern | A manager's concern is organizational goals. | A leader's concern is group goals and member's satisfaction. |
| Followers | People follow manager by virtue of job description. | People follow them on voluntary basis. |

| ... Basis | ... Manager | ... Leader |
|-------------------|--|---|
| Role continuation | A manager can continue in office till he performs his duties satisfactorily in congruence with organizational goals. | A leader can maintain his position only through day to day wishes of followers. |
| Sanctions | Manager has command over allocation and distribution of sanctions. | A leader has command over different sanctions and related task records. These sanctions are essentially of informal nature. |

In another contribution²⁰, the differences are also very clearly focussed on.

| A Manager ... | A Leader ... |
|--------------------|--------------------|
| gives direction | asks questions |
| has subordinates | has followers |
| holds authority | is motivational |
| tells you what | shows you how |
| has good ideas | actions good ideas |
| reacts to a change | creates change |
| tries to be a hero | makes heroes |
| exercises power | develops power |

Tables 5: Comparison of roles and functions as well as status and attributed characteristics of management/managers and leadership/leaders

As a crucial component of management, remarkable leadership behaviour stresses upon building an environment in which each and every employee develops and excels. Leadership is defined as the potential to influence and drive the group efforts towards the accomplishment of goals. This influence may originate from formal sources, such as that provided by acquisition of managerial position in an organization.

The organizations which are over managed and under-led do not perform up to the benchmark. Leadership accompanied by management sets a new direction and makes efficient use of resources to achieve it. Both leadership and management are essential for individual as well as organizational success.

A successful company needs both:

- Managers who can plan, organise, and coordinate its staff – who have both feet on the ground and handle day-to-day business efficiently.

²⁰ The Difference Between Leadership and Management. Source:
<https://www.nextgeneration.ie/blog/2018/03/the-difference-between-leadership-and-management>

- Leaders who that are inspiring and motivating others to perform to the best of their ability – who have the big picture in mind and keep the company from standing still through their vision and acting.

And that is why both areas of responsibility must be taught in the course of studies.

7. Hints for the Dual Bachelor's Study Program

A central task in the project was the creation of the curriculum for the dual study programme. This was done under the professional leadership of the project partner 'Centre for European and Transition Studies of the University of Latvia' by Romans Putans and Denize Ponomarjova: Module's handbook – Dual Bachelor's Degree Studies "Human Resources and Business Administration". Riga 2021. [16]

The aim of the handbook is to provide a concept for the curriculum of the dual study programme at Bachelor level on the basic and current issues of business process management and human resource management with a focus on innovation in the workplace, development of leadership skills and acquisition of practical experience.

As quintessence of the study of the elaborated curriculum it can be emphasised, that the requirements for thematic broadness, depth and diversity from all necessary different subject areas and topics are fully met – and in some topics it goes beyond "classical" teaching contents. The submitted curriculum fulfils all the usual necessary requirements.

But – at the risk of misunderstanding or not fully understanding the intentions of the developers – it does not seem to be fully satisfactory and sufficient.

Certainly a curriculum may not be the heaven for pedagogical explanations because it is essentially about topics, structure of the study programme, and time structures.

Although the objectives for achieving the required competences are mentioned, e.g.

- "Aptitude to demonstrate an understanding and application of professional ethics and culture, including intercultural awareness and respect.
- Aptitude to demonstrate an understanding and application of professional ethics and culture, including intercultural, intergenerational, inter-gender (= inclusive diversity) awareness and respect." [16: 7],

→ a **"Spirit of Enlightenment"** is missing.

Critically spoken, the impression is confirmed that a rather technocratic understanding of tasks, duties, and completion prevails. Business management seems to be a struggle and overwhelming challenge – the desire for personnel management, for leadership, and for learning and understanding all these challenging topics does not shine through. A systemic relationship, the view of the whole and the mutual references are not conveyed – "you cannot see the forest for the trees". Rather, in the compilation and sequence of topics and in the fragmentation of the issues to be dealt with, the focus on the deficits seems to implicitly dominate knowledge transfer: You must learn from A via B to Z.

There is no desire to move from the "realm of necessity to the realm of freedom"²¹; there is no indication that learners are engaged, that they are enthusiastic about a subject or how/that they are developing an emphasis on the fact that they want to be fulfilled and how they

²¹ Inspired by Karl Marx: Capital, Vol.3, Chapter 48

manage to be able – and to be allowed – to do so, that they enjoy leadership, that they follow a path, that they explore and discover the world of business and work. Sennett is to be agreed:

“Doing good work means being curious, researching and learning from ambiguity.”

[18 – German edition 2008²:71; own translation]

7.1 Compilation of Possible Teaching and Learning Contents for Action and Social Competence

As a solution for paying more attention to the development of social and action competence, it may be a good idea to add to the usual curriculum mental excursions (field trips, explorations) from the fields of philosophy and business ethics, sociology, occupational and organisational psychology, social psychology and other similar disciplines.

To do this, individualised exploration and learning opportunities need to be developed, which stimulate self-reflection and include feedback processes, for example through coaching and supervision and with opportunities to exchange experiences in learning groups.

The intensive exchange between companies, educational institutions and learners requires an open, at least multidisciplinary, if possible interdisciplinary and – in the sense of Kolb's learning theory [19] – transdisciplinary cooperation in mutual learning.²²

The learning cycle consists of four stages (see figure 2):

- (1) Concrete Experience – a new experience or situation is encountered, or a reinterpretation of existing experience
- (2) Reflective Observation of the New Experience – of particular importance are any inconsistencies between experience and understanding.
- (3) Abstract Conceptualization – reflection gives rise to a new idea, or a modification of an existing abstract concept (the person has learned from their experience).
- (4) Active Experimentation – the learner applies their idea(s) to the world around them to see what happens.

²² Kolb defined learning as the “process whereby knowledge is created through the transformation of experience” (Kolb, 1984:38). Kolb's entire theory is based on this idea of converting experience into knowledge. With each new experience, the learner is able to integrate new observations with their current understanding.

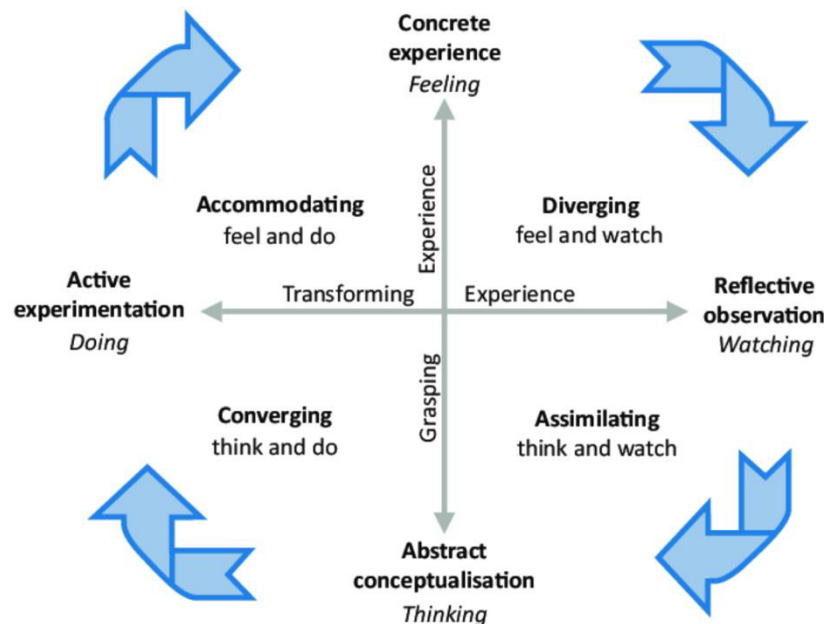


Figure 2: Kolb's Learning Style²³

The learning objectives could / should be:

- ⇒ To arrange one's own work in such a way that one's personal life goals are realized.

The Chinese philosopher K'ung Ch'iu [Konfuzius], 551-479 b.C. recommended wisely:

"Choose a profession you love and you will never have to work another day in your life."

This highlights the importance and necessity of taking **individual self-awareness** seriously as a fundamental component of the development of attitudes and values and to promote it in the sense of self-management, i.e. to make it an urgently necessary subject of teaching.

- ⇒ Design the leadership task in such a way that the 'I' in the 'We' does not disappear, and the development of the 'We' appears as an **art of and desire for leadership**.
- ⇒ Personnel management needs time to see and perceive the often unseen, those who do not stand out because they are (almost) always there, the highly committed performers. This is more than a door-to-door conversation, namely the systematic appreciative dialogue, the exchange of experiences with the most important internal advisors, the employees.
- ⇒ To attempt to realize a mutually beneficial connection of **head, heart and hand**: Hand for the skilful production of goods and services, head for the proper and professional planning and execution, heart for the quality of the work, the products and services, the

²³ Kurt, S.: Kolb's Experiential Learning Theory & Learning Styles. In: Educational Technology, December 28, 2020. Retrieved from <https://educationaltechnology.net/kolbs-experiential-learning-theory-learning-styles/>

participants in the company, the customers, and for oneself.

This is a qualitative extension of human-centred quality management that should receive more attention.

7.2 Desirable Key Qualifications of Potential Leaders – Choice of Core and Leadership Competences

The derivation of contents of the dual study programme „Human Resources and Business Administration" and the curricular preparation is not the task of this contribution. Nevertheless, it may be helpful to identify some important key competences of prospective Managers/Superiors or Owners of SMEs.

Following the categorical imperative by Immanuel Kant, the philosopher and cyber ethicist Heinz von Foerster (1911-2002) demanded that one always should act in such a way that the number of choices increases. This can succeed when one strives to understand the understanding of others.

Regardless of cultural identity, gender, age, etc., individuals are to be perceived as human beings. In this sense, the following compilation of requirements in terms of desirable (ideal-typical) core leadership competencies is to be understood as a list of skills, attitudes and behaviours that characterise an excellent leader.

Some core competencies of leaders have been compiled from several sources²⁴. The selection does not claim to be exhaustive, but is intended to provide hints and suggestions as appealing qualities for the formulation of specific learning objectives in the curricular approach and for the design of individual teaching units. The similarity in the various manifestations are expressions of different perspectives, they can be of interest as complementary characterisations.

Core Competencies

A leader should be able to **manage complexity**, i.e.

- on the one hand, to carry out the day-to-day work of planning the creation of products and services, the deployment and management of personnel, contacts with suppliers and customers, administrative tasks, etc.,
- on the other hand, to keep an eye on the market of competitors, developments in technology and organisation, the labour market, etc.,
- and thirdly, to master the strategic challenges of strategy development, promotion of innovative capacity and generation of uniqueness.

²⁴ Due to many corresponding statements, only a selection has been made here without naming the cited source in detail.

A wide range of comprehensive and sometimes contradictory information is usually available for this purpose. The tasks are to transfer information to knowledge and knowledge to action in such a way that problems are solved in a goal-oriented, purposeful, and effective way.

A leader

- analyses multiple and diverse sources of information to define problems accurately before moving to solutions,
- is able to ask the right questions and to distinguish between relevant and less important aspects,
- structures the knowledge and organises solutions,
- queries the obvious,
- evaluates pros and cons as well as risks and benefits,
- is not satisfied with superficial answers,
- thinks in alternative terms, and
- tries to find further responses (plan B).

A leader should be able to **plan and implement solutions** by having a good time and organisational management, i.e. a leader

- is able to prioritise and focus on the most important tasks,
- creates a suitable time and work plan taking into account the unpredictable,
- describes goals and tasks according to the SMART principle (specific, measurable, achievable, relevant, time-bound),
- plans the implementation with a manageable allocation of resources (input: staff/skills, tools, funding),
- takes into account possible success factors and obstacles,
- prepares alternative plans,
- sets milestones,
- monitors the progress of the work,
- and assesses the effects (output, income).

A leader should be able to **work goal and result oriented**, i.e.

- ensures that the intended results are ambitious but achievable and that there is a good balance between costs and benefits,
- encourages and requests the participants, leading them from empowerment to ennoblement,
- arranges that the necessary resources, including any training that may be required, are available in a timely and complete manner.

A leader should be able to **create and maintain confidence** through virtues such as

- honesty,
- credibility ([it is allowed to] say what is thought and do what is said),
- transparency,
- respect,

- appreciation,
- participation,
- openness,
- reliability,
- commitment,
- integrity and authenticity.

A leader should be able to **cooperate** internally and externally **in a goal-oriented and collaborative, participating manner**, i.e.

- respects diversity and encourages different opinions and approaches and ensures a common agreement on goals with a participatory attitude,
- balances different interests, offering opportunities and choices and thus creates win-win situations,
- is fair and respectful to others and cooperates trustful in and with teams, with the company's works council or employee representatives, as well as persons outside the company,
- establishes and maintains networks, partnerships and strong relationships through open communication and learning-oriented cooperation with customers and suppliers as well as associations, organisations and institutions.

A leader

- can **value differences** and perceive them as an operational treasure that enriches the whole,
- has an interest in different cultures and points of view,
- ensures appropriate consideration and appreciation of different experiences, values, attitudes

A leader has an interest in **developing himself/herself** further,

- is self-confident, aware of oneself and can perceive the external image of oneself and the organisation in a differentiated way,
- seeks feedback from colleagues, employees, superiors, stakeholders etc. and reflects on his or her thoughts and actions,
- knows his or her own feelings and moods and can assess their effect on others,
- is eager to learn and has an enthusiasm for new things.

Leadership Competencies

A leader should have **courage, optimism and confidence**

- and be able to persevere and motivate offensively even in difficult situations
- not be shy of others even those higher up in the hierarchy
- recognise the opportunities available even in difficult situations and be able to remove obstacles to success.

- be able to assess situations and people in an appreciative and respectful way and honestly and empathetically identify development needs and point out development opportunities and to mediate conflicts.

A leader should be an energetic **impulse generator and innovator** to explore and open up new and better opportunities, i.e. a leader

- can break away from conventional approaches and the status quo, does not want to be satisfied with what is already there, leaves the comfort zone of the given,
- can see the big picture ("the whole elephant") and uses methods of future scenarios (learning from the desired future),
- can see ahead to future possibilities of new products, services or organisational and personnel development, transferring them into strategical orientation
- assesses the market potential of inventions and innovations (possibilities and probabilities), finds creative ideas and can estimate their chances of realisation in the effort to achieve uniqueness: similar to the best and different from the others
- is able to think inspiring visions and communicate convincing arguments in a coherent strategic view. The opportunities and threats, the (internal) strengths and weaknesses, the expenses and the possible benefits as well as summarized pros and cons should be considered and formulated for an implementation concept.
- is able to convince decision-makers and staff of the usefulness and feasibility of implementation, i.e. to formulate goals and translate their realisation into feasible work steps so that all participants and stakeholders are convinced and motivated
- tries to install a culture of innovation and enables a widespread desire for change

A leader should be able to **manage ambiguity** and adapt quickly to changing conditions, i.e. a leader is able

- to engage **in dialogue** with other stakeholders [dialogue means equal participation in a process of reflection and of becoming familiar with each other in respect to issues and functions to be addressed],
- allows for "mistakes" and sees them as gain,
- can appreciate with head and heart the perceptions and statements of others with respect
- can reflect on own (pre-)assumptions and explore own reactions and behaviour,
- be "empty" for dialogical shared learning,
- allows and encourages everyone to articulate without fear what he/she really thinks.
- needs a sure-footedness walk on unexplored terrain towards the future.
- opens up protected spaces in which teams with their topics can and should show themselves in all their complexity - both in terms of content and emotion, so that knowledge, worries, and visions that were hidden become visible, audible and perceptible. - This creates sustainable clarity. The expanded view brought to light by

facilitating change processes enables the comprehensive design of future solution and service quality.

A leader **builds functioning teams** of qualified participants with high identity, engagement and motivation based on shared values and attitudes, which apply their diverse skills and perspectives to achieve common goals, i.e.

- recognises that individual uniqueness in a team needs to be blended into a functioning whole.
- can put the common before his/her individual interests
- attracts and develops talents to promote the individual development of the person as well as the development of the company
- to promote and evaluate the individual development of the persons as well as the development of the company
- has a pronounced interest in personnel development and ensures conducive conditions with work design that is beneficial to learning and personality development and with the promotion of the work ability of all employees throughout the entire working life

7.3 Some Questions that Could Trigger or Promote Operational (Collective) Self-Reflection and Innovation

The following questions provide orientation for the perception of organisational strengths and weaknesses, opportunities and threats in questioning the need of change for the orientation and direction of future abilities to survive and succeed in the market. They are a first possible approach for (organizational, collective) self-reflective exploration possibilities. They are examples without a given order and can be expanded or selected as will.

- ☒ On which values, people images and goals are our organizational culture and leadership tools based?
- ☒ Are there images (myths and taboos) of performance (motivation, innovative ability ...) of different generations working in the company?
- ☒ What is /means work for us / for me?
- ☒ What is /means Work Ability for me / for our organisation?
- ☒ What slow observations²⁵ of developments and adjustments are necessary (how regularly) to minimize unpleasant surprises and initiate loving surprises?
- ☒ How can we install the self-observation of our organisational assets, market development and social cohesion in our company? How can we anticipate complex assumptions and future dynamic developments (perception and forecasting)?

²⁵ The book "Thinking, Fast and Slow" by Daniel Kahneman [20] is recommended for reading.

- ☒ How can we develop a sense of possibilities for individual and collective development and ensure realistic assessments? What can we learn from the future?
- ☒ How can we use self-reflective and self-critical self-perception and external perception (team, staff, customers ...) for our development?
- ☒ SWOT-Analysis: What are the strengths of our organisation? What weaknesses does our organisation entail (age, qualification structure, diversity ...)? What opportunities do we have on the market? How can we create uniqueness: Similar to the best and different from the others? Which threats dangers lurk on/in the market?
- ☒ What methods of self-reflective and self-critical self-perception analysis do we use? Are they effective? Why not?
- ☒ Do we observe the changes in-progress? Do our organization's strengths/ weaknesses/ opportunities and threats changed lastly? Do we draw the conclusions from the analysis?
- ☒ Do we really understand the environment we work in? Do we recognize and understand the needs/expectations of our stakeholders?
- ☒ How do we cope with the simultaneity of the non-simultaneous? How can we master the unexpected (situations, crises, relation to the unrelated ...)?
- ☒ How high should the share of personnel management (leadership, coaching) and the share of organization (management and administrative tasks) be among supervisors?
- ☒ How united is our organization in our internal and external actions?
- ☒ What kind of systemic innovation do we need?
 - a) Internal structures: attitudes, personnel and organisational development, work content, use of technology (digitalisation), work design, promotion of work ability, information, communication, participation ...?
 - b) External offers: products, (services), marketing, cooperation with customers and suppliers
 - How do we organise innovation processes (agile, participative, bottom-up ...)?
- ☒ Which ethical aspects are the basic of our internal and external actions: Which values are important to us as a company?
- ☒ How can/want we manage the magic polygon of good corporate management systemically: collaboration, innovation, reliability, transparency, stability/sustainability, humanity - and profitability?
- ☒ Which aspects are necessary to add a benefit and user view to the cost view?

7.4 Some Questions that Could Trigger or Promote Individual Self-reflection and Personality Development

The following questions provide orientation for self-reflection on the perception of one's individual strengths and weaknesses in need of change for the orientation and direction of future leaders. They are a first possible approach for self-reflective exploration possibilities. They are examples without a given order and can be expanded or selected as will

- ☒ What are my most outstanding qualities?
How do my colleagues, my friends, my superiors see me?
How do I see myself?
- ☒ How do I want to be guided? – How would I like to lead?
- ☒ Am I – to myself and to others – reliable and authentic in what I do and how I do it, or are there differences between words and deeds?
- ☒ What questions would I like to be asked by my supervisor?
- ☒ What/who is a "role model" for me to be a "significant other" [G.H. Mead] as a leader?
- ☒ Which task inspires me the most in my work?
- ☒ How far are my interests/hobbies/passions related with my work?
- ☒ How do I feel doing my obligations? What annoys? What makes me happy?
- ☒ What is really important in my live – what is really important in my work?
- ☒ What is my working style? Am I aware of that?
- ☒ Do I want to be better in my work? How do I attempt to achieve the perfection?
- ☒ How can I best use the expertise of my colleagues?
- ☒ What do I do to build and maintain the personal trust of my employees in me?
- ☒ How do I express appreciation and respect?
- ☒ How do I deal with myself (health, motivation ...)?
- ☒ What do I do to maintain and promote my ability to work? What do I need for this from the company?
- ☒ Why/what are we/myself working for?
- ☒ How much do I/we work, how much work is normal for me/us?
- ☒ Are "give" and "take" (psychological working contract [D. Rousseau]) in a good balance for me?

8. Supplementary Contents and Methodological Notes

The author considers it necessary and helpful, both for studies and for company practice, to be familiar with the concept of Work Ability and to strategically align company personnel policy with it. The model is explained in chapter 8.1.

The application of the method "Knowledge Acquisition According to Individual Needs (KAIN)" has proven to be an extremely suitable instrument for linking study and practice. The concept and structure of KAIN are explained in chapter 8.2.

8.1 Concept of Work Ability

The concept of promoting work ability has proven to be an orienting model for change processes in all relevant areas of work design and organisational as well as personnel development in company's practice.

Basic Model: House of Work Ability

The concept of Work Ability and the epidemiological method Work Ability Index (WAI) was developed by the Finnish Institute of Occupational Health (FIOH) in 1980s. Based on the longitudinal study with WAI (1981-1985-1992-1997-2009) the promotion concept was improved in early 1990s and tested in organisations and companies. The WAI was proofed to be a valid instrument in evaluating and predicting the individual work ability.

Work ability

- describes the potential of a person to cope with a work requirement at a given time.
- The development of the individual functional capacity must be put in relation to the work requirement.
- Both sides can change and must, if necessary, be designed to be adequate for age, ageing and health.

Based on the international co-operation with WAI also a work ability coaching instrument (Arbeitsbewältigungs-Coaching – ab-c®) was created in Germany and Austria. In the beginning of 2000 and based on a comprehensive national survey the House of Work Ability (see figure 3) was constructed in Finland (FIOH). Since, the house-model is widely used as a basic, evidence-based model to promote work ability in work organizations and companies worldwide. The house-model describes in a comprehensive, systematic and validated way how to conceptualize the dimensions influencing the work ability and work well-being at work.

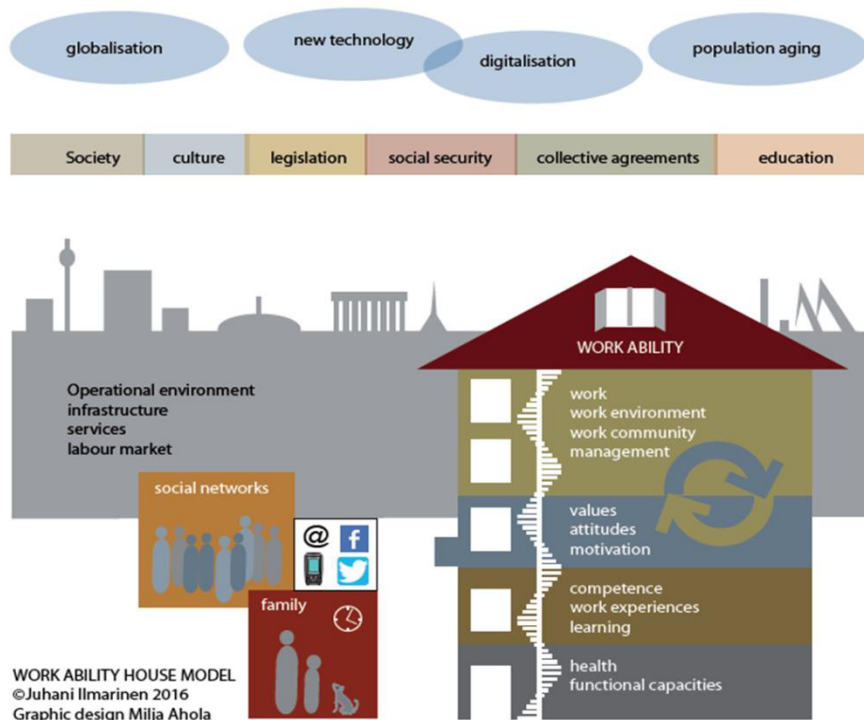


Figure 3: House of Work Ability

Between the four floors of the House of Work Ability there are active and important interactions. The most frequent interactions happen between the floor „Work and Leadership“ and the third floor „Values, Attitude and Motivation“. The positive and negative experiences of own work penetrate into 3rd floor and effect the values, attitudes and motivation of the personnel. The 3rd floor is like a mirror reflecting the organisational culture, co-operation between the foremen and employees and respectful communication. Therefore the 3rd floor is also important for Work Well-being. Without a positive 3rd floor a sustainable Work Well-being is not possible.

To influence the Work Well-being goes often indirectly through the development of the 4th floor (better management and leadership, better work organisation etc.).

The crucial question is: Is it possible to develop an organisational culture which is based on dialogue between the employees and supervisors leading to consensus how to improve the fitting between work and human resources so that people can and will work until retirement?

Based on several projects of experiences we are convinced that it is possible to promote sustainable work ability and to enhance the balance between work and human resources.

The basic questions in studies of work ability are the following:

- How well are you doing in your work?
- What is your subjective feeling about your work?
- How is your stress and strain at work?

The employees' perception of the reality inside and outside of the house will indicate both negative and positive features which should be noticed in identification and prioritisation of the measures needed during the change process.

Foundation for Building the House of Work Ability

Work ability and Work Well-being can be adjusted short- term and long-term by a good fitting of the work demands and subjective resources. The stress-strain – model (see figure 4) creates the scientific fundament for the house-building.

The ageing and the increasing of the mean age of the work force in the company will change their reaction (strain) to the work demands. Therefore it is important to consider also the age-related aspects to improve the fitting between work and individual resources.

- The differences in individual resources increase through ageing: the reactions (strain) at the similar level of work demands show an increasing variance.
- As a consequence: both for the companies and for their personnel a good combination of collective agreements and individual adjustments at work become more important.

Individual differences have to be respected!

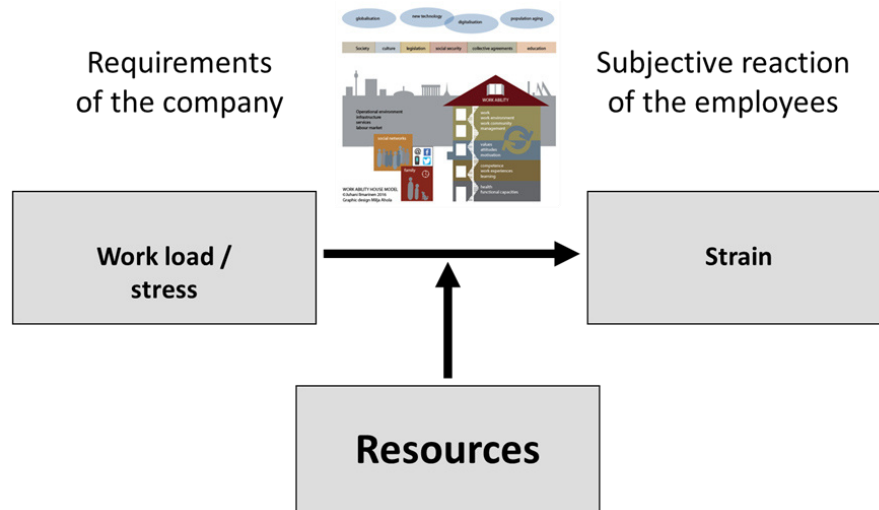


Figure 4: Stress-Strain Model

Richness of design areas

Each floor of the House contains several sub-themes which have to be considered for the processing (from exploration over action planning to implementation of measures) of change processes.

The following examples are a selection without any claim to completeness.

- Sub-themes in the floor „(Occupational) Health and Safety“

- age, ageing and gender sensitive risk assessment
- health-critical work – increasing with ageing and/or duration of work load
- assessment of physical, psychological, mental, and social impacts (work requirements) as well as the individual and organisational demands and resources (coping possibilities) of the work
- health promotion activities/measures
- occupational health management system
- people with restricted capacity are offered an adapted layout of activities and work requirements as far as possible
- Sub-themes in the floor “Competence” (Occupational Training, Professional Development, Personnel Recruitment and Development)
 - existing and required qualifications/competences in relation to expected technical, organisational and market developments
 - appropriate occupational training in regard to strengths and weaknesses of the employees
 - ageing oriented career perspectives for all employees
- Sub-themes in the floor “Values” (Organisational Culture)
 - valuation of diversity (older and younger, women and men, different nationalities, ...) and appreciation of individuality
 - fairly treatment by superiors
 - culture of open minded cooperation and participating collaboration
 - employees are seen as the best internal experts for work and innovation
 - conduction of regular development dialogues with the employees
- Sub-themes in the floor „Work and Management/Leadership“
 - strategy/ main orientation
 - payment and salary, work contract
 - work task
 - responsibility
 - autonomy / room for manoeuvre
 - flexibility
 - alternation
 - versatility
 - work organization, workflow;
 - clear regulation, commitment
 - interfaces between working groups
 - information and communication
 - work quantity
 - number of personnel
 - time pressure

- Quality of work
 - professional standards
- working tools and equipment
- Work environment
 - working rooms
 - physical hazards (noise, heat, cold etc.)
 - ergonomics
- worktime; shift work/shift schedules
 - working time recording system
 - Breaks
- supervisor-employee relationship
 - feedback
 - support of supervisor
- Team
 - collegiality, support of the colleagues
 - replacement
 - (interdisciplinary) cooperation

Sub-themes in the floor „Family ...“

- flexible working hours (part-time, working time accounts) to respect needs in different life phases and situations

8.2 Knowledge Acquisition According to Individual Needs²⁶

The successfully tested and implemented methodological framework and training method ‘Knowledge Acquisition according to Individual Needs (KAIN)’

- creates a common knowledge base for participants with different backgrounds in training and consulting processes,
- takes particular account of the individual experience of participants,
- shows possibilities to change/improve the situation of the participants on site for the pursuit of project goals and change measures,
- sharpens the knowledge of possible needs for change, and
- enables those involved participants to design the right measures and implement them correctly.

The development of practical solutions requires

- an in-depth engagement with the technical aspects of the topic (knowledge and methodology of knowledge acquisition, technical competence),
- a goal-oriented approach (according to the SMART-concept)

²⁶ This text was prepared and used within the framework of the project in the work package “Train the Trainer programme for supporting activities in the action fields Human Resource Management and Workplace Innovation”. It is slightly adapted here for the needs of the dual study programme.

- the application of methods to analyse the existing situation and the formulation of goals agreed upon in the company (communication with decision-makers and stakeholders)
- the development of solutions that are convincing in terms of content and make sense from a business point of view (ability to innovate, ability to solve problems, communication and cooperation, ability to work in a team)
- the elaboration and presentation of the solution approach, convincing third parties that the solution can and should be implemented
- the (responsible) implementation of the measures and
- the review of the achievement of objectives.

With this method, all relevant areas of required qualifications and competences (professional, methodological, social, and action) are demanded and promoted.

KAIN describes the tasks of lecturers/trainers to accompany (content, organizational, structural) workplace or organisational innovations and to enable students from companies to carry out change processes as independently as possible under the supervision of external consultants.

The consulting process is composed of three phases:

1. classroom teaching
2. self-study with external support
3. report and reflection.

The overall aim of the training is to ensure that all participants have sufficient information and knowledge on how the basic training idea can be implemented and pursued under the individual (quite different) framework conditions on site. Hopefully they will gain confidence in the feasibility of change processes.

Tasks of the lecturers/trainers: Knowledge transfer and enabling persons on

- management of participative change processes,
- exploring the need for change,
- assessment of the need (importance) and the possibilities for action (possibility, feasibility, practicability),
- formulation of change targets and conception of change measures.

Part 1: Classroom Teaching

(duration approx. 1.5 – 2 days)

Goals and tasks:

- knowledge transfer about the KAIN-method, embedded in the contents of HR-policy and workplace innovation
- creation of a common basis among the project participants by teaching essential knowledge for the management of change processes and employee participation

- exchange of experience about successful projects for work design and exploration of beneficial and hindering influencing factors
- first/preliminary orientation on topics for a change process in the own company.

The core of this training module consists of a 1.5 to 2-days workshop in which the participants get to know (usually science-based) models and instruments from project-related research for structuring and solving problems and learn to apply them (mentally). This is intended to create a common conceptual basis for the further procedure in the training.

The models and instruments presented (as design recommendations for practical use) ideally form a common framework in which, in particular, the existing experiences of the participants are to be integrated in order to pursue the training objectives. The experiences of the participants should serve to supplement or modify the proposals for structuring and solving problems given by the research.

Thus, at an early stage of the training, a necessary (mental) adaptation of the proposed models and instruments to the individual needs and characteristics of the participants on site (usually with different framework conditions) should take place.

Tasks of the lecturers/trainers:

This consideration of the individual needs and particularities of the participants on site in a face-to face training requires a high degree of knowledge and experience with the use of interactive and participant-centred didactic methods on the part of the trainers.

A further focus of the first part of the training is to introduce the participants with the planning, implementation and also (critical) evaluation of their own project, which is to be dealt with in the second part of the training. Thus, another central goal of this part of the training is to give the participants important impulses for the implementation of the presented models and instruments in their own project. The application and implementation of the presented models and instruments by the participants "at home" is, so to speak, the focus of the second part of the training concept.

Part 2: Self-study in own company/organization with the support of trainers

(duration approx. 12 – 18 weeks)

Goals and tasks:

- Accompaniment and support of change processes in enterprises, from the formulation of objectives, description of measures, conception of implementation to impact analysis by training and process-oriented, if necessary also technical consulting/assistance.
- Application and transfer of knowledge into the individual practice of the students and possibly further participants on site.

In the second part, the participants have the task of applying the knowledge acquired in the first part and the knowledge of how to shape their own practice in the sense of the training

idea in their companies/organizations. For a sustainable (learning) effect it is necessary that they plan, implement, evaluate, critically reflect and document their own project or activities to improve a situation on site under their individual framework conditions in the "here and now".

This phase with the duration of approx. 12 – 18-weeks is accompanied and supported by professional advice and support from the trainers/consultants. In principle, the participants should apply and implement the knowledge they have acquired in Part 1 themselves. As a rule, however, advice and support are often required in order to apply the process of adapting the knowledge acquired in Part 1 of the training appropriately under the real conditions on site and to lead one's own project to success.

Tasks of the lecturers/trainers:

The support of the lecturers/trainers can range from a rather simple general consultation in the sense of passing on relevant information to an intensive accompaniment in the sense of coaching. In individual cases, it is usually necessary to consider what kind of support is needed to enable the individual participant to pursue his or her individual project goals.

In this phase it is quite possible and not uncommon that when applying the models and instruments presented in phase 1 in practice, the individual project proceeds differently than initially thought and planned by the participant. Even in such situations, the trainers of the project team can provide valuable support in pursuing the "actual" project goals.

This second part of the training enables in particular the very welcome didactic aspect of working on concrete improvements in one's own company / at one's own workplace, which is associated with a high motivation to learn. In this learning process, the company management and other employees are usually intensively involved in what is actually done at the workplace, thus achieving joint learning and strong multiplication effects in the training.

Further advantages are that what has been learnt is directly implemented in everyday business life, that the innovations associated with project work are in the interest of company's management, quickly become visible and motivate managers to promote further training for the workforce and to use it as a strategic instrument of company management. It also responds to the particular needs of small and medium-sized enterprises, which are constantly suffering from a lack of time as the biggest obstacle to training. The KAIN Training Method generally almost completely eliminates absenteeism.

Excursus: Starting the Development Process – Needed Data

In order to prepare a change process, it is necessary to ascertain the current status (as-is analysis) in the company.

In relation to HR issues, this could include, for example, the following aspects:

- Key figures of the company

- Structural characteristics (work/job design, age-groups, gender)
Forecast of the work ability
- Health, sick leave, absenteeism,
early retirement, fluctuation
- Length of employment, working careers, recruiting
- Productivity, performance
- Risk assessment
- Experiences and results of earlier support measures (e.g. in the last 3 years)
 - Personnel surveys
 - Promotional measures / Implementation of actions
 - What has worked well? / What didn't work? - Why?
 - What has been missing so far?
 - Evaluation
 - Problems with the implementation?
 - Effectiveness and sustainability of the actions?

For the rough analysis, the self-assessment tool “Quick-Check: Analysis of existing – and desired – HR-Policies for Workplace Innovations” [see Annex 2] can be used.

Part 3: Individual project presentation and reflection

(duration approx. 1.5 – 2 days)

Goals and tasks:

- reflection (evaluation) about the success in the dimensions of individual, operational and structural changes and change processes
- identify supportive and obstructive conditions of change processes and
- derivation of “lessons learned” for further change processes

In the third part of the training, the experiences gained and the insights gained will be presented and exchanged at a joint event, with the participants presenting and discussing their individual projects. Both the participants and the trainers have the particular task of reviewing the projects and reflecting on whether or respectively what contribution they make to the sustainable pursuit of the overarching training idea to strengthen the capacity and ability for HR-policy and workplace innovation. The exchange between the participants can provide them with very valuable impulses on how to make their own project even more successful. In this context, an important goal can also be to show which major obstacles are responsible for "not-yet-success" in order to work on this in the future.

Tasks of lecturers/trainers:

- enable constructive exchange between the participants,
- focus on the common basis for the pursuit of (general) training objectives, and

- moderate an instructional discussion on the identification of supportive and obstructive conditions of change processes and present contributions for a possible reduction of resistance in the tracking of individual projects.

Examples of possible learning objectives for students

- Know methods how the knowledge and skills can be actively used for change processes
- Have the knowledge and ability to initiate participatory innovation processes
- Have the ability to recognise the individual strengths and weaknesses of the employees and to develop the skills in line with requirements
- Be able to adapt work requirements to individual functional capacities (health, skills and competence)
- Use the knowledge of the connections between work, age(s) and health to design work requirements appropriate to age and ageing

Instructions for lecturers/trainers on planning and using KAIN

The KAIN-method can be used excellently in studies because it combines theoretical and practical elements in a meaningful way. Each student should carry out at least two such tests. It is advisable to work out the tasks in consultation with the companies at the end of a semester, to carry out the tasks in the company phase and to carry out the report and evaluation at the beginning of the next semester. These are also good exercises for the later preparation of the Bachelor's thesis.

The selection of companies/persons depends on the interests of the companies. In an active approach, a pre-selection can be made on the basis of individual criteria, e.g. sector, company size, state of technology use, quality of personnel policy, innovation orientation, ..., i.e. with other words the maturity level of the organization.

The persons from the companies should have the right to make decisions or have a say in their organizations in order to be able to decisively advance the pursuit of their individual projects.

The students should decide at the end of part 1 to carry on with parts 2 and 3. Otherwise resources will be wasted. If there is a fear that problems will arise in part 2, it will be better to do a small project for testing rather than too many or too large projects. And: Even from failed projects something can be learned.

The companies can exchange their ideas and experiences during the development phase, e.g. develop measures together.

Experience shows that the KAIN method is well suited to be applied in forms of remote teaching and learning as well.

Requirements for lecturers/trainers

At various points in the brief description of the training method it became clear that the lecturers/trainers have a special role to play in the use of this method, which is underlined here.

In general the lecturers/trainers should have experience in operational situations, presenting content, and using interactive methods to design teaching.

Against the background of an overview knowledge covering all relevant subject areas the lecturers/trainers are not only representatives for a variety of topics and contents, but also – from a didactic-methodical point of view – moderators, learning (process) facilitators, coaches, sometimes co-managers, consultants, and even learners.

A special challenge for the lecturers/trainers is when they are in the role of a coach, who may also have to provide individual support for the learning processes of individual participants in the pursuit of a project on site.

9. Summary, Conclusions and Recommendations

The aspects presented in the summary form the framework for the requirements for the qualifications and competences of (future) managers and leaders and thus for the dual study programme „Human Resources and Business Administration". A country-specific adaptation to given (and aspired future) societal and company cultures is nevertheless indispensable.

9.1 Framework Conditions and Identification of Necessary Competences for Coping with the Future Through Employee-oriented Human Resource Policies

- In all Baltic Sea bordering countries we have a similar economical structure with the majority of small and medium-sized enterprises.
- In all Baltic Sea bordering countries we have a similar demographic development with two problems:
 - The trend towards longer working lives (later retirement age) is on the increase – and with it the need to make working conditions age-appropriate and to promote the work ability of employees.
 - In the longer term, the demographic change with the increase of older persons after active working life and at the same time with "de-juvenation" is the most serious problem.
- There are noticeable differences between companies which are more dependent on the size of the enterprises than on the branch or the country. This applies to both the HR-Policy and Workplace Innovation.
- Skill shortages are – more or less – not country specific, but skill requirements may be. All companies are equally affected by the need to design working conditions in such a way that as many people as possible can be employed and that they have a beneficial career path in order to be able to retire as healthily and with a good work ability balance as possible.
- SMEs must compensate for their disadvantages of scale with imagination, creativity, innovation, flexibility and speed of adaptation, in particular in the case of unforeseen circumstances.
- Coping with the consequences of demographic, social, and cultural change can only be achieved by investing in people (skills and competences), in good working conditions and in the demand- as well as in benefit-oriented application of new (digital) technology. At least three subject areas are therefore suitable:
 - Recruiting, retaining and promoting employees in their professional life course
 - Digitisation to relieve from heavy and/or difficult work and to increase productivity
 - And in general: Creative innovation processes for beneficial workplaces and supportive HR-Policies.

- It is significant that there are historically developed social cultures, laws and rules as well as manifested structures that have evolved over time. These are reflected in the relationship between companies and customers, employees, institutions and associations as well as in the internal relationship between company owners, managers, and employees.
- In all countries there are traditionally solidified structures of the education system, of understanding what and how is taught, of the way and depth of cooperation between companies, and educational institutions etc. The social and corporate culture, the values and attitudes, and individual behaviour, are decisive for living together and for economic success.
 - Regular maintenance must be invested for persons over the total period of employment through personnel development (further training, promotion of work ability, age- and ageing-appropriate career paths).
- It is essential to establish a closer link between Human Resource Policy (Personnel Development), Organisational Development (OD), and Workplace Innovation in order to maintain the employability and work ability of employees throughout their working lives and to inspire people to hire and stay employed in a company. To achieve this, a proactive HR and OD strategy must be developed that puts all areas of the business to the test.
- Knowing all the given differences between enterprises with regard to the sector and the size of the enterprise, the sales market for products and services and the labour market, the economic and ecological situation in the region, the demographic situation, the school and vocational training system, etc. pp. is a necessary prerequisite for compiling study contents. However, knowledge only becomes sufficient through an attitude oriented towards humane working conditions. Therefore, it is advisable to perceive enterprises as well as each individual in their uniqueness and to support them in their specific situation and manageable development.
- The main differences are rooted in corporate culture and leadership, which are the decisive moments for shaping good, sustainable working conditions and labour relations. Communication and participation are the keys to success.
- All this means the offer for an open, participatory teaching for (prospective) managers/ superiors, entrepreneurs and owners of SMEs in in the three interlinked fields of action 'Human Resource Policy', 'Organisational Development', and 'Workplace Innovation'.
- The task is to identify needs as well as opportunities for change by providing indications of options. Diversity and openness as well as orientation towards the possibilities and objectives of the participants promise more success than exclusive knowledge transfer.

- Knowledge can be acquired in different ways. On the technical-instrumental level there are enough supporting tools including checklists as well as the material for self-reflection, as-is analysis and development planning of companies.
- But the most important challenge is the development of people-oriented values, attitudes and behaviour. That means: learning to learn and seeing the other person as a congenial partner with specific abilities in order to strengthen the strengths and weaken the weaknesses – in oneself and in others.

9.2 Analysis of the Needs for Strategies and Measures of Personnel and Organisational Development

- The biggest variation between companies/organizations is based on differences in the way they are managed. The socio-cultural characteristics shape the corporate culture. This includes the manner and scope of autonomy of action in work, the degree of participation in work design and change processes, the frequency and quality of product and process innovations, the degree of (authoritarian, functional vs. participatory) leadership vs. management etc.
- There are no suitable (discriminatory) criteria for a differentiation of companies in the fields of HR-policy which allow a clear, unambiguous systematic structuring in the sense of a typology. For this, the characteristics are too diverse and occur simultaneously in different graduations. A serious difference can only be found in the financial opportunities and the human resources to transfer good ideas into target-oriented innovations.
- On the one hand, the respective national/regional socio-cultural context must be taken into account. On the other hand, a sustainable HR policy requires innovations that are oriented towards criteria of good work design and personnel policy.
- Ideally speaking, a personnel policy is "good" if the employees' ability to work (see "Model/Concept of Work Ability") and productivity can be maintained at a sufficiently high level throughout the entire period of the employment phase, i.e. if they can enter the profession well, if there are favourable development opportunities and if they can retire healthily.

A "good" work design is shortly described as a job that is oriented at the same time to the needs of the company and the possibilities of the people. It should fulfil the principles of humane work design. Work should be feasible and not harmful, bearable in the long term, reasonable, and promote personality. This happens when the work is comprehensible, manageable and meaningful and thus creates a task orientation and a motivation arising from the task and the requirements. The concept of work psychology is based on the fact that people also realise themselves in their work activity and that well-designed work is a means of developing personality. For this reason, the humane design of work also includes consideration of gender, age, culture and life situations.

- Due to the very different initial situations and needs, it seems helpful to give the companies the opportunity to record their current situation and to explore whether there are development needs on the basis of an ideal-typical target state.
- The self-analysis tool is a Quick-Check for SMEs which allows an initial self-assessment of the Human Resource policy in a company, looking at essential structural characteristics such as age, gender, competence, safety and health, corporate culture etc. It supports to find the relevant Workplace-, OD- and HR-Policy Innovation areas of the enterprise. With this instrument, SMEs can easily analyse the status quo of their company and quickly find out which type of HR-policy activities are particularly important.
- The participatory form of a self-determined description chosen here is intended to provide indications of possibilities. The companies should have the opportunity to reflect on their current status and to develop goals for their desired development.
- It makes sense to develop a pro-active strategy for coping with the consequences of demographic change, changes in the labour market, dynamic market developments and technological innovations. That requires clearance in goals and actions, for example, for ageing-appropriate working life and for promoting the work ability of the employees. The measures should be coordinated with each other. Regular monitoring of successes helps to optimise in continuous improvement processes.

9.3 Learning as Individual Personality Development – Promoting Leadership Skills as an Important Element in the Study of Human Resources and Business Administration

Learning can be (is often) temporary if what is learned is not understood. In this respect – subject to the absence of dementia – understanding is important because it is irreversible.

"Understanding requires the entire battery of regions in the cerebrum: the frontal cortex for cognitive processes, the parietal cortex for spatial thinking, reading and arithmetic, the temporal cortex for hearing, speaking and memory, the occipital cortex for visual impressions." [21; own translation]

Concisely summarised: Learning is an adaptation process of the brain. And because the absorption capacity of the neurons is limited, the brain discharges non-essential knowledge; quite a bit of what is learned is "forgotten" – one de-learns. → Thinking for yourself makes you intelligent! – No one can de-understand.

In terms of personnel management, the following applies:

For removing the boundaries of disciplines and of operational fields of action it is necessary to communicate, to understand the understanding of the other, and to agree on integrated strategies, approaches, and measures.

Conventional/traditional curricula focus often and very strongly on management aspects (tasks, methods, tools; knowledge, role and function).

The author is convinced that more emphasis should (must) be placed on leadership competences: attitude and behaviour, communication with appreciative dialogues, recognising expectations, participation, cooperation, own personality development and supporting the development of others by coaching and mentoring.

Additionally three aspects are worth to be highlighted – and should urgently be subject of the training for future leaders:

- ⇒ The concept of Work Ability (see chapter 8.1) is a suitable approach for an integrated HR policy and strategy. Attention to the holistic approach leads to integrated policies and sustainable innovations in the design of humane working conditions in alignment with individual and collective coping capacities.
- ⇒ Kolb's approach of transdisciplinary linking theory and practice (see chapter 7.1) through understanding from and with each other promotes cooperation in mutual organisational learning. It is a suitable methodological orientation for dual studies as a suggestion for the structural design of learning situations in the interconnection of operational issues and theoretical knowledge.
- ⇒ The KAIN method (see chapter 8.2) as a practical application of Kolb's learning theory is excellently suited to test this connection. The Quick-Check (see chapter 3.5 and Appendix 2) as a general (rough) orientation guide and the in-depth checklists from the Offensive Mittelstand (see chapter 3.7) can be used well for operational analyses. The emerging topics that still need to be deepened and solved can be dealt with in a more detailed way during the course of and can be worked on as tasks for operational concepts with the KAIN method.

Certainly there are many philosophical, sociological, psychological, etc. standard works that help understand role and function as well as attitude and behaviour in management and as a leader, to explore and develop the image of oneself and others, and generally the image of human beings. Some books as a small selection are recommended for reading and including in teaching (see literature list).

Finally, as a **summarised core message**:

An important element in vocational training as well as in studies and the subsequent development phases is to discover or promote one's own talents. In the context of the topic here, it is important to recognise whether one's inclinations are more oriented towards management or leadership or a good combination of both. Emotional/social intelligence (heart) as a quality alongside cognitive (head) and manual (hand) skills and competences is necessary for all persons who take on tasks of leadership and operational management.

The meaningful as well challenging task in teaching is to explore, actively develop and promote individual talents, that is, to enable and to ennoble them.

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Recommended Literature as a Selection for Students and Lecturers

➔ See above No. 13, 17, 18, 19, 20

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| 1 | Comparison of the standard descriptions of the EQF with the German National Qualifications Framework |
| 2 | Comparison of the competence categories between EQF vs. DQR for Level 5 |
| 3 | Comparison of the competence categories between EQF vs. DQR for Level 6 |
| 4 | Comparison of the competence categories between EQF vs. DQR for Level 7 |
| 5 | Comparison of roles and functions as well as status and attributed characteristics of management/managers and leadership/leaders |

Annexes

A 1 Analysis of existing – and desired – HR-Policies for Workplace Innovations – Questionnaires used

Annex 1 contains the two questionnaires used to survey the current state of HR policy and workplace innovation. The questionnaires were used to assess the need for counselling/qualification of companies and the offers of chambers and educational institutions. The questionnaires have been retained in their original version. The results are summarised in chapter 3.5.

The below mentioned Questionnaire 3 is attached separately as Annex 2 as a Quick Check for Self-analysis.

Analysis of existing – and desired – HR-Policies for Workplace Innovations

Preliminary remarks

In order to be able to perform the essential aimed results in the project

- building the Knowledge Alliance “Human Resources and Organisational Development”
- and building the Center of Competence “HR for SME”

with the operative tasks

- development and testing a train the trainer program for consultants to impart competencies in human resources and organisational development (WP 2.3, 2.4)
- identification of SME conditions and qualification needs (WP 3.2), country specific skill shortages (WP 4.1), and qualification profiles for a new dual study program (WP 5.2)
- creating SME prototypes for HR (WP 3.3)
- supporting the conceptual development of three educational and coaching programs (WP 4) (employees and co-entrepreneurs, digitization and human capital, innovation processes – WP 4.2, 4.3, 4.4)
- supporting the development of modules for a dual bachelor study program “Business Administration for SMEs”/“Management 4.0” (WP 5)

in a target-oriented manner,

a meaningful analysis of the current situation and the needs of the companies, especially the qualification needs in Human Resource Policy and Workplace Innovations, is necessary.

Attached you receive **three questionnaires** which have been coordinated with and accepted by all project partners:

- ① Questionnaire for **all members of Hanseatic Parliament and Baltic Sea Academy**:
What do you see as being the key challenges for HR-policy in companies?
How do you support companies in HR?
- ② Questionnaire for **companies**
The survey should be supported by chambers, organisations and universities. Visiting the companies enables deeper contacts and thus tends to be helpful in initiating counselling and training services.
The contents are
 - a) Structural Data [needed for the construction/development of prototypes]
 - b) key challenges for HR-policy
 - c) The range and depth of systematic approaches for <subject ...> ... and internal responsibilities.
- ③ The questionnaire/checklist for an in-depth analysis of companies provides a broader approach on different aspects of work ability and company’s organisation of working conditions.
It should/could be supported in filling in the form by project partners/consultants.
It is also suitable for self-analyses by companies. → See Annex 2.

All data will only be used for evaluation purposes within the framework of the project and will not be passed on to third parties. The anonymity of the persons and companies involved is guaranteed. The regulations of data protection will be observed.

Current agreements:

- **Questionnaire ①** should be completed by all HP and BSA partner organisations; target size approx. 30.
- **Questionnaire ②**: every project partner delivers about 30 completed sheets; other partner organisations are welcome to participate – the more data we receive, the more meaningful the results will be.
- **Questionnaire ③** should be filled out by the directly involved companies in cooperation with the local organisation.
The same as mentioned before applies here: other partner organisations of the project or of HP/BSA are welcome to participate – the more data we receive, the more meaningful the results will be.
- And, if you like: comments on the usability/benefits of the questionnaires and checklist are very welcome.

For responses, comments or questions please contact

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Phone: +49 172 422 4223

① → Questionnaire for **all members of Hanseatic Parliament and Baltic Sea Academy** plus associated organisations

Name and address of the organisation

.....

.....

Web-address:

(for possible queries) - voluntarily

Name of the person filling in the form

Mail-address and/or phone-No

1. What significance does the Human Resource Policy theme have in your **own organisation**?

→ Please cross a number from zero (none/irrelevant) to ten (absolutely important).

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|

2. What do you see as being the **five** most important **key challenges for HR-policy in companies**? Please prioritize the topics according to their importance with numbers from 1 (most important) to 5.

| | range |
|---|-------|
| Recruitment in general | |
| Recruitment and vocational training of apprentices | |
| Training on the job / building routines | |
| Onboarding, mentoring and organisational socialization of newcomers | |
| Career development / further training for professional development | |
| Retain (qualified) existing employees | |
| (Systematic) Knowledge Management | |
| Personnel deployment appropriate to age/aging | |
| Job design and work arrangements appropriate to age/aging | |
| Life-course oriented employment and work assignment | |

3. What kind of support does your organisation offer in HR area (information, training, consulting, ...) for companies?
4. What are your priorities in your offered services in terms of content?
5. Do you have any further remarks on the subject of HR policy?

② → Questionnaire for **companies**

The survey should/could be supported by chambers, organisations and universities (outreach/visiting interview).

For possible queries – voluntarily:

Name and address of the organisation

.....

.....

Web-address:

Name of the person filling in the form

Mail-address and/or Phone-No

1. Structural Data (Please fill in or mark)

| | |
|--|--------------------------|
| Country | |
| City | |
| Branch | |
| Predominantly active ... (proportion in %) | |
| local | % |
| regional | % |
| national | % |
| international | % |
| Key activities/Client structure (proportion in %) | |
| Private clients (single households) | % |
| Commercial clients | % |
| tertiary sector, services | % |
| Public contracting authorities | % |
| Others, namely: | % |
| Turnover per year | |
| < 200,000 Euro | <input type="checkbox"/> |
| < 500,000 Euro | <input type="checkbox"/> |
| < 1,000,000 Euro | <input type="checkbox"/> |
| ≥ 1,000,000 Euro | <input type="checkbox"/> |
| Total number of employees (last fiscal year) | |
| Among them: | |
| Skilled workers | |
| Semiskilled workers | |
| Engineers, technicians | |
| Administrative and office employees | |
| Superiors/Managers | |
| Research & Development | |
| Others (designated profession) | |
| Additional remarks | |

| | |
|--|------------------------------|
| Do you have a Human Resource department | |
| • Personnel management | Yes <input type="checkbox"/> |
| • Personnel development | Yes <input type="checkbox"/> |
| • Organisational development | Yes <input type="checkbox"/> |
| Do you have a workers' council or another form of employees' representative | Yes <input type="checkbox"/> |
| If Yes, which kind of representation do you have? | |
| | |

2. What do you see as being the **five** most important **key challenges for HR-policy** in your **company**? *Please prioritize the topics according to their importance with numbers from 1 (most important) to 5.*

| | range |
|---|-------|
| Recruitment in general | |
| Recruitment and vocational training of apprentices | |
| Training on the job / building routines | |
| Onboarding, mentoring and organisational socialization of newcomers | |
| Career development / further training for professional development | |
| Retain (qualified) existing employees | |
| (Systematic) Knowledge Management | |
| Personnel deployment appropriate to age/aging | |
| Job design and work arrangements appropriate to age/aging | |
| Life-course oriented employment and work assignment | |
| Measures for supporting life-course balance (fitting of work and private life) | |
| Competent and attentive superiors and managers | |
| Transition to retirement | |
| Health and safety management | |
| Employee benefits, rewarding models | |
| Generational conflicts | |
| Annual performance/development discussions; appreciative dialogues between executives and employees | |
| Employer branding | |
| Others, namely: | |
| | |

2. Do you have a systematic approach for ... | ... and who is responsible for ...?

| | Yes | Owner | CEO | HR Manage- ment | Qualified specialist (please name the function) | Nobody / don't know | We do not need that |
|---|-----|-------|-----|-----------------------|---|------------------------|------------------------|
| Personnel recruitment | | | | | | | |
| Vocational training | | | | | | | |
| Higher Education | | | | | | | |
| Further training | | | | | | | |
| Personnel development | | | | | | | |
| Professional development | | | | | | | |
| Maintain employees | | | | | | | |
| Transition from work to retirement | | | | | | | |
| Compatibility (balance) of work and private life | | | | | | | |
| Physical Risk Assessment | | | | | | | |
| Psychological Risk Assessment | | | | | | | |

Annex 2: Analysis of existing – and desired – HR-Policies for Workplace Innovations

The preliminary remarks on the following questionnaire are identical to those in Annex 1, as it was originally an integrated enquiry to project partners.

*Here, the questionnaire can be used as a **Quick-Check for Self-analysis** of the HR policy and Work(place) design, in order to highlight the possible applications in company's practice as well as in the context of the dual study programme.*

③ In-depth analysis of companies / Quick-Check

The survey should be supported by chambers, organisations and universities (outreach/visiting interview).

It could also be used in later analyses for the preparation of specific counselling and/or trainings (counselling qualification, qualifying counselling).

It is also suitable for self-analysis by the companies.

An increasing number of organisations are becoming aware of the challenges and concrete effects of the demographic change, especially regarding the need for creating innovations in age- and gender adjusted workplaces and in life-course oriented human resource development.

This questionnaire contains a **Quick-Check** which allows an initial self-assessment of human resource policy in your company, looking at essential structural characteristics such as age, gender, competence, health, corporate culture etc.

The analysis will be used to carry out a study about the current status and needs of SME's regarding HR-policy.

Please answer the following statements regarding the most important organisational structure and processes in order to help shape the HR policy in your organisation.

There may be a need for action in those aspects you have answered in low value ranges (<5). In order to determine what you can do concretely, it may be necessary to look more closely at the issues involved, for example by carrying out an in-depth analysis of the age and qualification structure, or a comprehensive risk assessment.

Individual solutions for single persons are helpful for the person concerned, but often do not help to install collective solutions. It makes sense to develop a pro-active strategy for coping with the consequences of demographic change, changes in the labour market, dynamic market developments and technological innovations. That requires clearance in goals and actions, for example for ageing-appropriate working life and for promoting work ability of the employees. The measures should be coordinated with each other. Regular monitoring of successes help to optimize in continuous improvement processes.

For possible queries – voluntarily:

Name and address of the organisation

.....

.....

Web-address:

Name of the person filling in the form

Mail-address and/or Phone-No

1. Structural Data (Please fill in or mark)

| | |
|--|--------------------------|
| Country | |
| City | |
| Branch | |
| Predominantly active ... (proportion in %) | |
| local | % |
| regional | % |
| national | % |
| international | % |
| Key activities/Client structure (proportion in %) | |
| Private clients (single households) | % |
| Commercial clients | % |
| tertiary sector, services | % |
| Public contracting authorities | % |
| Others, namely: | % |
| Turnover per year | |
| < 200,000 Euro | <input type="checkbox"/> |
| < 500,000 Euro | <input type="checkbox"/> |
| < 1,000,000 Euro | <input type="checkbox"/> |
| ≥ 1,000,000 Euro | <input type="checkbox"/> |
| Total number of employees (last fiscal year) | |
| Among them: | |
| Skilled workers | |
| Semiskilled workers | |
| Engineers, technicians | |
| Administrative and office employees | |
| Superiors/Managers | |
| Research & Development | |
| Others (designated profession) | |
| Additional remarks | |

| | |
|--|------------------------------|
| Do you have a Human Resource department | |
| • Personnel management | Yes <input type="checkbox"/> |
| • Personnel development | Yes <input type="checkbox"/> |
| • Organisational development | Yes <input type="checkbox"/> |
| Do you have a workers' council or another form of employees' representative | Yes <input type="checkbox"/> |
| If Yes, which kind of representation do you have? | |

2. What do you see as being the **five** most important **key challenges for HR-policy** in **companies**? *Please prioritize the topics according to their importance with numbers from 1 (most important) to 5.*

| | range |
|---|-------|
| Recruitment in general | |
| Recruitment and vocational training of apprentices | |
| Training on the job / building routines | |
| Onboarding, mentoring and organisational socialization of newcomers | |
| Career development / further training for professional development | |
| Retain (qualified) existing employees | |
| (Systematic) Knowledge Management | |
| Personnel deployment appropriate to age/aging | |
| Job design and work arrangements appropriate to age/aging | |
| Life-course oriented employment and work assignment | |
| Measures for supporting life-course balance (fitting of work and private life) | |
| Competent and attentive superiors and managers | |
| Transition to retirement | |
| Health and safety management | |
| Employee benefits, rewarding models | |
| Generational conflicts | |
| Annual performance/development discussions; appreciative dialogues between executives and employees | |
| Employer branding | |
| Others, namely: | |

3. Do you have a systematic approach for ... | ... and who is responsible for ...?

| | Yes | Owner | CEO | HR Manage- ment | Qualified specialist (please name the function) | Nobody / don't know | We do not need that |
|---|-----|-------|-----|--------------------|---|------------------------|------------------------|
| Personnel recruitment | | | | | | | |
| Vocational training | | | | | | | |
| Higher Education | | | | | | | |
| Further training | | | | | | | |
| Personnel development | | | | | | | |
| Professional development | | | | | | | |
| Maintain employees | | | | | | | |
| Transition from work to retirement | | | | | | | |
| Compatibility (balance) of work and private life | | | | | | | |
| Physical Risk Assessment | | | | | | | |
| Psychological Risk Assessment | | | | | | | |

Quick-Check

| <u>Topics</u> | 0 – the topic does not touch us / ... is irrelevant | 1 – We`ve never thought about 2 – We haven`t really thought about | 3 – We are just thinking about 4 – We are dealing with | 5 – We are going to plan 6 – We have a concept | 7 – We started with it 8 – That is partially implemented | 9 – That is fully implemented 10 – ... & evaluated | | | | | |
|---|---|--|---|---|---|---|---|---|---|---|----|
| Personnel recruitment and development | | | | | | | | | | | |
| We know the relevant structural data of the employees in our organisation according to age, gender and qualification. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| We take age and gender composition into account when making personnel policy decisions. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| We take into account the specific strengths of different sexes and age groups in our recruitment and personnel development policy. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| We promote the compatibility of work and private life and have concepts that respect special needs in different phases of life. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| We try to bind specialists and managers to our organisation with appropriate incentives. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| We take into account the changes in the physical, mental and social competences of our ageing employees and we have a concept to offer appropriate activities and career paths. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| We have no problems attracting junior staff for occupational training and recruiting experienced specialists for our company. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| We have a good reputation in our region and are known as an attractive employer. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|
| We have no gender pay gap for the same job. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|----|

| <u>Topics</u> | 0 – the topic does not touch us / ... is irrelevant | 1 – We've never thought about 2 – We haven't really thought about | 3 – We are just thinking about 4 – We are dealing with | 5 – We are going to plan 6 – We have a concept | 7 – We started with it 8 – That is partially implemented | 9 – That is fully implemented 10 – ... & evaluated | | | | | |
|---|---|--|---|---|---|---|---|---|---|---|----|
| Work organisation and work design | | | | | | | | | | | |
| We deploy our employees according to their skills and health condition. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Tasks and work processes are designed in such a way that they can be carried out by older employees up to normal retirement age. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| We involve our employees in the design of work places and work processes, e.g. by promoting suggestions for improvements. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| We try to be flexible with our working hours (part-time, working time accounts) and to respect needs in different life phases and situations (child-raising and care periods or similar). | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Occupational training, competence and professional development | | | | | | | | | | | |
| We know the strengths and weaknesses of our employees and we try to keep all of them up to date through appropriate occupational training. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| We offer employees of all age groups career perspectives. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| We offer all employees, regardless of age, gender or status, the opportunity to extend their skills, e. g. through seminars or internal training on the job. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| We support new employees with an organised welcome culture. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| <u>Topics</u> | 0 – the topic does not touch us / ... is irrelevant | 1 – We’ve never thought about 2 – We haven’t really thought about | 3 – We are just thinking about 4 – We are dealing with | | 5 – We are going to plan 6 – We have a concept | | 7 – We started with it 8 – That is partially implemented | | 9 – That is fully implemented 10 – ... & evaluated | | |
|--|---|--|---|---|---|---|---|---|---|---|----|
| The return to work after a longer period of absence (illness, family/child care, elderly care) is oriented towards the needs and capabilities of the person. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| We make sure that the content and didactics of further training measures are tailored to the different learning needs and abilities of the employees. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| We make sure that competences are retained when employees leave the company (knowledge management). | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Management, Leadership and Organisational Culture | | | | | | | | | | | |
| We promote a working atmosphere that values the diversity of our employees (older and younger, women and men, ...) and appreciates them as individuals. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| All employees in our organisation are treated fairly by their superiors. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| We have a culture of open minded cooperation and participating collaboration. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Our employees are seen as our best internal experts for work and innovation. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| We conduct regular development dialogues with the employees. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|
| We have a generation and diversity management concept and make superiors/management aware of this. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--|---|---|---|---|---|---|---|---|---|---|----|

| <u>Topics</u> | 0 – the topic does not touch us / ... is irrelevant | 1 – We’ve never thought about 2 – We haven’t really thought about | | 3 – We are just thinking about 4 – We are dealing with | | 5 – We are going to plan 6 – We have a concept | | 7 – We started with it 8 – That is partially implemented | | 9 – That is fully implemented 10 – ... & evaluated | |
|--|---|--|---|---|---|---|---|---|---|---|----|
| Our superiors encourage dialogues between different groups like older and younger employees, male, female or diverse sexes, various nationalities etc. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| (Occupational) Health and Safety | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|
| Our company does not have an extraordinary number of health problems or accidents compared with the branch. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| We undertake regular age- and gender sensitive risk assessment. Part of this is also whether task or partial activities are health-critical with increasing age and/or duration of work load. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| We regularly evaluate physical, psychological, mental, and social impacts (work requirements) as well as the individual and organisational demands and resources (coping possibilities) of the work. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| We offer our employees support in maintaining and promoting their health, work ability and well-being (health promoting measures). | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| We have a functioning occupational health management system. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| The integration of employees having been ill very often or for a longer period is regulated and | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

[Geben Sie Text ein]

Annex 2

| | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|--|
| people with restricted capacity are offered an adapted layout of activities and work requirements as far as possible. | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|--|