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FACULTY OF PHILOSOPHY, PEDAGOGY AND PSYCHOLOGY  
POSTGRADUATE PROGRAMME: COUNSELLING AND CAREER GUIDANCE

**PROMOTING NEW FORMS OF WORK ORGANIZATION AND  
OTHER COOPERATIVE ARRANGEMENTS FOR COMPETI-  
TIVENESS AND EMPLOYABILITY**

PROCEEDINGS OF THE 1<sup>st</sup> INTERNATIONAL CONFERENCE  
ATHENS (23-25/1/2004)

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PROMOTING NEW FORMS OF WORK ORGANIZATION AND OTHER COOPERATIVE ARRANGEMENTS FOR COMPETITIVENESS AND EMPLOYABILITY

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**Foreword**

Previous related conferences and research studies indicated that a) although some new forms of work organization were proven to be useful, they remain unused or under-utilized despite the gains that promise in the highly competitive global market; b) research on the various aspects of the subject was fragmented, and there were very few bridges between academics and practitioners; c) there were only a few agencies, programmes and initiatives concerned with work organization that existed across Europe as a whole.

This Conference has succeeded in meeting its main objective, which was to become a forum of ideas and experiences concerning new forms of work organization and other cooperative arrangements for competitiveness and employability, which *inter alia*, included life-long learning and career development, and work organization and work life balance. Furthermore, the participation and contribution of social partners' representatives from the U.K. and Greece, as well as the presence of many university students, gave hope of meeting the other important aim of the Conference, a closer cooperation of social partners' organizations with academic institutions, and make a more effective dissemination and awareness of purpose across Europe, through the publication and distribution of the Conference's proceedings.

Professor Chris Jecchinis, Ph.D  
Chairman of the Scientific Committee

### Note for the Readers

The Proceedings of the International Conference, in this publication, contain the entire contents of the contributions, which were presented in English and Greek. Each Greek contribution is followed by a summary in English.

## PROMOTING NEW FORMS OF WORK ORGANIZATION AND OTHER COOPERATIVE ARRANGEMENTS FOR COMPETITIVENESS AND EMPLOYABILITY

### OPENING ADDRESSES

#### Chairman: Prof. Michael Kassotakis

Mr. Vice-Rector, Mr. Dean of the School of Letters, Mr. President of the Faculty of Philosophy, Pedagogy and Psychology, Mr. Andreasen, Representative of the European Commission, Heads of the Departments, dear colleagues, dear students, in my capacity as Director of the postgraduate programme "Counselling and Career Guidance" I have the pleasure to welcome you all to the Conference, which has the title "Promoting New Forms of Work Organisation and Other Cooperative Arrangements for Competitiveness and Employability."

Before starting, I would like to announce the apologies of Mr. Psacharopoulos for not being able to be with us for health reasons.

Allow me now to move on immediately to the greetings and request the Vice-Rector of Economic Affairs of the University of Athens, Professor Dermitzakis, to take the floor.

#### Prof. Michael Dermitzakis, Vice-Rector of the University of Athens

Honoured guests, with particular pleasure I address my greetings to the participants of the present Congress on competitiveness and employment.

I would like to direct your attention to the fact that the Program of Competitiveness and Entrepreneurship has been running over the last three years in the University of Athens within the framework of the program EPEAEK and is one of the most successful and effective programs, despite the fact that not all the Faculties of the University participate. We have pin-pointed the fact that the usefulness and the efficiency of this Program is immense because it is related immediately to the association of Academic Education with the job market. It is more generally accepted today that higher education constitutes not only the institution of productivity and the transmission of knowledge, but also an area for preparation of scientists capable of dynamically undertaking professional and enterprising activity in the future. Through this particular Program what we have accomplished so far is that:

1. Our students are familiarized with the job market, the requirements of future employers and expected financial remuneration from the exercise of their profession.
2. They are also more familiarized with the object of their study henceforth not only theoretically but practically, being forced to solve problems that emerge during the practical application of what they have been taught and what they have absorbed in the educational operation.
3. Because of the above-mentioned they will develop skills and flexibility that will be essential to their future professional development.
4. They learn the job market in depth and form contacts with persons and companies that are active in the field of their profession.
5. In the modern competitive job market they acquire precedence over those who have not dealt with the practical application of their knowledge and feel readier to face the challenges and the new data of the job market.

I warmly congratulate my colleagues and more specifically Professor Michael Kasotakis for his valuable contribution to the success of this Conference. I wish every possible success in the works of the Conference.

**Chairman:** I thank the Vice-Rector, Mr. Dermitzakis, for his address, and I now call on the Dean of the Faculty of Philosophy, Professor Theodore Pelegrinis, to address a greeting to the participants of the Conference.

**Prof. Theodossios Pelegrinis, Dean of the School of Letters**

On behalf of the School of Letters I welcome you all to this Conference that begins tonight at the University of Athens.

It is said that, Work, which is the subject of the Conference, has a direct relation to the existence of the individual and more specifically to his quality of life, not only because through work can the individual acquire those commodities that improve his life, but also because work itself constitutes a commodity. Of course, the person who works also feels better in his life. In order to promote this commodity, the more the individual handles science in order to exempt himself from work, the more his labour makes it unbearable for him. Here, of course exists a contradiction, a paradox; many times the very science which the person invokes in order to improve his work is turned against the work itself.

I will mention the case of Brecht who, in 1946, wrote *Galileo* precisely in order to stigmatize that warped course of science. Man imported science into culture, says Brecht, in order to alleviate himself from labour and he then used science in order to make the atomic bomb, which is directed against his very own life. I would like to say that over the last decades the individual has progressed much in the scientific field; this development, however, has turned itself against the right of the person to work. It is explicit that the machine substitutes the hands, consequently the possibilities of today's youth, and people in general, of finding work are very limited. Of course, society always finds the way to survive and it confronts the contradictions, the barbs and the difficulties that it must face.

Specifically, I consider that this congress constitutes a contribution to the possibility of the individual to combine science and technology, as they develop in our days, with the right to work. Precisely because the congress addresses a vital part of our life, I hope that its work will be fertile and that it will help in the confrontation of this problem. I thank you.

**Chairman:** We also thank the Dean of the School of Letters, Prof. Pelegrinis, and I now request the President of the Faculty of Philosophy, Pedagogy and Psychology, Professor Laurentios Dellasoudas, to address his own greeting.

**Prof. Laurentios Dellasoudas, President of the Faculty of Philosophy, Pedagogy and Psychology**

Mr. Vice-Rector, Mr. Dean, Mr. Chairman of the Conference, Heads of the Departments, ladies and gentlemen. According to various approaches, work provides people, among others, the following: a) the chance to cultivate and fully develop their aptitudes, which in turn contribute to the development of their personality, and b) the possibility of forming essential relationships with other members of the society.

Therefore examining the aspect of preparation offered for this goal we recognise that economic growth, competition and integration into the job market constitute the sovereign objectives of education with parallel downgrading of its social and humanitarian dimensions. For this reason members of the Greek Parliament in 1997 in the debate concerning Secondary Education stressed that the demand for creating the essential prerequisites remains a constant goal. Namely, a) Education, on the one hand, "constitutes that professionals should be adequately prepared for a place in the world and the European environment, and it should promote every worthy person without bias", and, on the other hand, be supported "in a mesh of values and rules, such as the healthy competition". b) Young Greeks "should acquire knowledge that will be essential in order for them to be able to compete and survive in the competitiveness that is shaping the new social and economic environment worldwide". c) The educational policy should not be "subjugated to any kind of technology", but "it should subjugate technology to the benefit of society, to the benefit of education, to the benefit of not only the present generation, but also future generations". With this prospect in mind the poor or the socially disadvantaged can seek the way towards prosperity.

Thus, while a such policy does not theoretically exclude prosperity, either economically or for any other reason, in everyday life the lack of equal opportunities in all sectors and levels has repercussions, as is natural, in the least-favoured social groups. It is progressively certain that inequality appears to limit itself, on the one hand, with the increase in the number of entrants to Third Degree Education and, on the other hand, with the operation of programs of professional training. However, the increase in the number of university entrants and the generalisation of additional educational help (in-school or out-school) do not put an end to competition, but on the contrary they bring it to even higher levels. In this way we are led towards a system of intensification of study with unremitting education and learning, so much so that **life-long education and learning** constitute a new and **additional problem**.

Turning now to the other side, we must take into account: a) the needs of the job market and b) the rights of employers who exclude or reject less productive workers, while we should not overlook the need to access information of high quality, which should be enriched and updated continuously.

With this data and keeping in mind the European experience with regard to employment we could, by formulating concisely a basic guide to the beginnings of equitable practice, say that the basic conditions of professional integration constitute the following actions:

On the side of the State:

- (i) the existence of a policy for professional education and training,
- (ii) the long-term planning of training and employment,
- (iii) the existence of strategy and infrastructure for sufficient briefing concerning the needs, the potentials and the requirements of the job market and, (iv) the organisation of School Career Counselling.

On the side of the job market:

- (i) its predispositions and readiness in view of the rapid change in orientation of the economy and, (ii) the obligation of services responsible for the exchange of information to include all the interested parties. Taking into consideration that the relative processes should be distributed throughout the European Union, the translation of particulars into the various languages is essential.

Having therefore before us the problems and the weaknesses of both sides the following question forms itself: how much of the question of employment could be confronted with new approaches and conditions; that is to say, the subject for alternative or new forms of employment should be examined.

I consider that at least certain of the alternative forms of employment for the Disabled and Handicapped People are suitable for the general population. I could describe several of them, but I find myself here in order to address a greeting and not to make proposals. Simply I report indicatively the increase in aid to *individual and corporate employment*, pointing out the mounting tendency for the foundation of "social companies" in various forms, *telework (the creation and distribution of a product or services via computer or telephone)* and *the cooperation of organisations or institutions*.

With these data, the particularly important role of modern approaches to work with new or alternative forms of professional employment and, accordingly, the necessity and usefulness of the present Conference are well founded and distinguished. There remains nothing further for me to do than to congratulate the Programme of Postgraduate Studies in Counselling and Vocational Guidance, the Laboratory of Experimental Pedagogy, and the School and Professional Department of the Faculty of Philosophy, Pedagogy and Psychology of the University of Athens, that is to say the colleague professors Mr. Kassotakis and Mrs. Nova, as well as all those who have contributed to the organisation of this Conference, and to wish all a very successful Congress

**Chairman:** We thank you, Mr. President. I would like to request the representative of the European Committee, Mr. Lars E. Andreasen, to address a greeting to the participants of the conference on behalf of the European Commission.

**Lars-Erick Andreasen, Administrator Principal, European Commission**

I thank you very much, Mr. Chairman. It is a great pleasure for me on behalf of the European Commission to assist in this meeting which really will be effective. A few words concerning the various programs that the Commission promotes so much: In November, we held a Conference in Barcelona and yesterday we had a similar meeting in Athens; we plan to have a new one in Rome and we are also preparing yet another in Poland.

All these meetings concern themselves with the development of new forms of work and, as the previous speakers have remarked, it is a very important subject. In November, the Committee received the last report concerning European competitiveness and the first conclusions to which we were led, according to this report, render it explicit that the combination of organizational forms of work is a central characteristic of those enterprises which aspire to an increase in their productivity. It is precisely this subject which will be raised in your own congress here and is, as other speakers have already remarked, a vital question of our times.

One and a half years ago, the Danish Presidency organised a meeting where Mr. Chris. Jecchinis addressed himself to me, asking if the Committee would really be interested in a similar congress in Athens and I answered that, of course, yes, as it is something which interests us very much. You understand, therefore, that the Committee really is very glad because this congress is taking place in order to raise and discuss all those questions that occupy businesses today.

I would like therefore to congratulate all those who contributed effort in order for this meeting, this congress to take place. I congratulate your initiative and wish success

in your work. I thank you very much.

**Chairman:** We thank you, Mr. Andreasen, for your wishes. We would also like to thank you for your help and your support concerning the organisation of this Conference.

**Prof. Michael Kassotakis, Director of the Postgraduate Programme: Counselling and Career Guidance**

Dear participants,

The view that the onset of the 21<sup>st</sup> century is consonant with spectacular changes in every sector of human activity has become a commonplace. These changes, which are due to a number of factors, the most important of which include the growth of the Information and Communication Technologies and the rapid increase of knowledge, have brought about the globalization of economy, culture and social life, thus creating new challenges to mankind.

Work has inevitably been influenced by the above changes, the consequences of which can be observed in its renewed nature, methods and technology. As a result, the traditional organizational models and structures in the working environments must be replaced by new organizational structures, which should be highly competitive and flexible enough in order for new working places and more chances for employment to be secured. It is evident that the new organizational structures of work will affect people's personal and social lives. Further, their application requires that the cadre of the enterprises and organizations as well as the workers and employers should develop new skills.

The flexibility and uncertainty, which can be created in a working environment like the one mentioned above, call for provision of continuous assistance to enterprises and workers. Such a perspective formulates the need for creating social and economic contexts, which will support the new models of work and their spread. They will also provide for equipping the counselors with new knowledge and skills through properly designed training courses. In view of the above, the role of education which is that of preparing the workers to enter the labour market and of forming links between them and various productive units along with the operation of the Counselling and Career Guidance should undergo radical changes. Vocational Counselling should stop being a simple process of assisting individuals to find a direction of studies or a job. Instead, it should aim at supporting individuals to obtain self-actualization, adjust themselves to new working environments, and acquire the skills required for the new working organizational structures.

The lack of comprehensive knowledge of the above issues in Greek reality was our main incentive for organizing the present Conference, the aim of which is a) to reveal the necessity of adopting new models of work and underlie the multiform cooperation that is required for the study and resolution of the issues arising from the application of the above working models, b) to reinforce the cooperation between the productive units and the universities, and c) to show the necessity of the contribution of the graduates of the postgraduate programme "Vocational Guidance and Counselling" to the realization of the above goals.

Before finishing this short address, I would like to thank the European Commission for sponsoring the organization of this Conference and particularly Mr Lars Eric Andreasen for his precious assistance thus far. I would also like to thank a good friend and supporter of previous relevant events, Mr Kevin O'Kelly, as well as another friend and