

NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS
SCHOOL OF LETTERS

MSC PROGRAMME IN COUNSELLING AND CAREER GUIDANCE

LABORATORY OF EXPERIMENTAL PEDAGOGY

CENTERS FOR VOCATIONAL GUIDANCE AND COUNSELLING

PROCEEDINGS OF THE 1ST INTERNATIONAL CONFERENCE

ATHENS (23-25-1-04)

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

With the Support of the European Committee

ATHENS 2004

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

SUMMARIES OF THE OPENING SESSION

CHAIRMAN, Prof. Michael Kassotakis: Mr. Vice-Rector, Mr. Dean of the School of Letters, Mr. President of the Faculty, Philosophy, Pedagogy and Psychology, Mr. Andreasen, Representative of the European Committee, Directors of Departments, dear colleagues, dear students, in my capacity as Director **of the postgraduate programme "Vocational Guidance and Counselling"** I have the pleasure of welcoming you all to the inaugural meeting of this Conference which has the title "Promoting New Forms of Work Organisation and Other Cooperative Arrangements for Competitiveness and Employability." First of all, I would like to apologize on behalf of the Co-Chairman of this meeting, Mr. Psacharopoulos, who has notified me that he is unable to be with us for reasons of health. I had hoped that he might be able to come to the presentation of his speech so that we could have the pleasure of hearing him. In order to gain time and because our Vice-Rector has other obligations, I would like to move on immediately to the greetings and to request the Vice-Rector of Economic Affairs, Professor Dermitzakis, to take the podium.

Prof. Michael Dermitzakis, Vice Rector of the University of Athens: Honoured guests, with particular pleasure I salute today the organisation and realisation of this Congress on competitiveness and employment. I would like to direct attention to the fact that the Program of Competitiveness and Entrepreneurship has been taking shape over the last three years in the University Athens within the framework of the program EPEAEK and is one of the most successful and effective programs, despite the fact that all Faculties of University do not participate for other reasons. 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 familiarized still more 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 cultivate 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 Kassotakis, who is responsible for Scientific Matters, for his valuable contribution to the success of this Congress. I wish you good success in the work of this Conference not only for the results, which will be useful both for this and other Universities, but also for the Program which is under development and which will be taken into consideration for the further planning of employment of our graduates. Many thanks.

CHAIRMAN: I thank the Vice-Rector, Mr. Dermitzakis, and I now call on the Dean of the Philosophical Faculty, Professor Theodore Pelegrinis, to address his greetings to the participants of the conference.

Prof. Theodossios Pelegrinis, Dean of the School of Letters: On behalf of the Philosophical Faculty I welcome you all to the Congress that begins here tonight in the room of ceremonies at the University of Athens. It is said that the subject of the congress, Work, 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 very much the Dean of the School of Letters, Prof. Pelegrinis, and I now request the President of the Faculty Philosophy, Pedagogy, Psychology, Professor Laurentios Delasoudas, to address his own greeting.

Prof. Laurentios Dellasoudas, President of the Faculty of Philosophy, Pedagogy and Psychology: Mr. Dean, Mr. Chairman of the Congress, ladies and main Presidents of the Faculties, ladies and main participants at a conference according to the various approaches the work provides in the person, between the other something from them reported previously Mr Dean, , work offers to the individual: a) the chance to cultivate and to develop fully his aptitudes, which in turn contribute to the growth and formation of his personality, and b) the possibility of contracting essential relationships with other members of 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 in their allocutions 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 Counseling.

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 congress are well founded and distinguished. There remains nothing further for me to do than to congratulate the Programme of Postgraduate Studies in the Advisory and Professional Orientation, 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 congress, and to wish all present, including the foreign participants, a very successful Congress

CHAIRMAN: We thank you, Mr. President, and hope that you will be given the opportunity during the proceedings of the Congress to express your opinions, which you were unable to do now in their entirety. At this point, I would like to request the representative of the European Committee, Mr. Lars E. Andersen, to address a greeting to the participants of the conference on behalf of the European Committee.

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 Committee 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 organisational 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. Jechinis 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 like also to thank you for your help and your support concerning the organisation of this congress

**Prof. Michael Kassotakis, Director of the postgraduate programme
“Vocational Guidance and Counselling”**

Your Excellency Mr Vice-Chancellor

Mr. Representative of the European Commission

Mr. Dean of the School of Letters of the University of Athens

Mr. Head of the Faculty of Philosophy, Education and Psychology

Mrs Directors of the Departments of the Faculty of Philosophy, Education and Psychology

Dear Colleagues

Dear Students

Dear friends

The view that the onset of the 21st 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 Vocational Guidance and Counselling 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 Larse Eric Andersen 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 colleague, Professor Chris Checchinis, former President of the National Center for Vocational Guidance and instructor of our postgraduate programme. Professor Chris Checchinis was the first to have the idea of organizing this Conference and the one who undertook the writing up of the relevant proposal submitted to the European Commission.

Let me express special thanks to my colleague, Associate Professor Christina kaltsouni-Nova, President of the Organizing Committee of the Conference, who undertook the burden of its organization and worked with zeal and enthusiasm for its realization. Without her contribution and that of her collaborator Dr Eleni Konidari this Conference would not have been organized.

I would also like to thank the members of the Scientific and Organizing Committee of the Conference, the administrative staff of the university, the Senate, the Dean of the Faculty of Philosophy of our university, the Head of the Department of Philosophy, Education and Psychology and the Director of the Sectors of the above department for their valuable contribution to the organization of the Conference.

Let me also thank my Greek and foreign colleagues for their participation. I am sure that their presentations will contribute to the promotion and enhancement of our knowledge of the issues addressed in this Conference. I also thank you all for being here. I am sure that the works of the Conference will meet your expectations.

Assoc. Prof. Christina Nova-Kaltsouni, Chairperson of the Organising Committee

Mr. Vice-Rector, Mr. Dean of the School of Letters, Mr. President of the Faculty, Philosophy, Pedagogy and Psychology, Mr. Andreasen, Representative of the European Committee, Directors of Departments, dear colleagues, dear students, in my capacity as Chairwoman of the Organising Committee I also welcome you to this Conference and I thank you warmly for your participation. I would also like to thank

those who entrusted me with the organisation of the Conference, especially Professors Tsekinis and Kassotakis. I am grateful to my colleagues and students who assisted me in any way in the organisation, as well as Mrs. Eleni Konidari for her important support.

I would like to thank our guests from abroad, firstly for their participation in our Conference and secondly for the support they have given us during the preparations. It is an honour for us that Mr. Lars-Erik Andreasen from the European Commission is present and I would like to thank him personally for his valuable assistance.

Our Conference has as its theme the promotion of new forms of employment. Personally, I feel concern not only for the success of the Conference but also for the messages that we shall send to the working population, and in particular to the young, with reference to new adjustments concerning labour problems and their effects on our quality of life.