



ETORKIZUNA
ERAIKIZ
think tank

WORK OF THE FUTURE
REPORT OF THE 13th MEETING

27/01/2022

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SPACE FOR DELIBERATION ON THE WORK OF THE FUTURE

27 January 2022, 4 pm - 6 pm

1. Programme

| Timetable | Theme | Presenter/Dynamiser |
|-------------------|---|--|
| 4:00 pm – 4:15 pm | Welcome | Jabier Larrañaga, Deputy (Provincial Minister) for Economic Promotion, Tourism and the Rural Environment |
| 4:15 – 5:00 pm | Meaningful work in the university and in professional training: presentation of experimental projects | Unai Elorza, Mondragon Unibertsitatea Gorka Artola, University of the Basque Country Rikardo Lamadrid, Basque Government |
| 5:00 – 5:55 pm | Group dynamic | Unai Andueza, Director of Strategic Projects at the Department of Economic Promotion, Tourism and the Rural Environment |
| 5:55 pm – 6:00 pm | End of session | Jabier Larrañaga, Deputy (Provincial Minister) for Economic Promotion, Tourism and the Rural Environment |

2. List of attendees

- Jabier Larrañaga
- Unai Andueza
- Iker Estensoro
- Jon Gurrutxaga
- Sebastian Zurutuza
- Ander Arzelus
- Joseba Amondarain
- Ana Ugalde
- Gorka Artola
- Ismene Tapia
- Itziar Abarisketa
- Juan Ángel Balbás
- Lucia Amo
- Carla Guerrero
- Marian Tapia
- Marta Rosende
- Rikardo Lamadrid
- Unai Elorza
- Naia Begiristain

3. Welcome

The Director of Strategic Projects opened the session. *‘The Orkestra facilitator is unable to attend today, as she is feeling unwell, and the researcher from Mondragon Unibertsitatea is also unable to be here, also due to illness. However, they will be connecting via Zoom. So without further ado, we will now open the session. First of all, I would like to refer to a request that was included in the evaluation of the previous session: from now on, in the deliberation session we will be facing forwards. Water and coffee will also be available. This is at the request of several participants. Let me repeat that we have an interpretation service. In this Think Tank we all need to feel comfortable. So, speak in Basque or Spanish, whichever you prefer. As we often say, language should not be a barrier to understanding each other. Now I will hand over to the Deputy for Economic Promotion, Tourism and Rural Environment. Thank you very much’.*

The Deputy (Provincial Minister) for Economic Promotion, Tourism and the Rural Environment took the floor and thanked the Director of Strategic Projects. *Thank you for taking part in this session. Thank you too to those of you who are joining us by video link. Thank you very much for taking part. Since the last session we have had the Etorkizuna Eraikiz Congress. It lasted for many hours. There are various videos of the congress posted on YouTube, if anyone is interested. I won’t try to summarise all the reflections made at the congress. But I would like to say that they were very interesting. We had external experts and although we didn’t have much time to work with them, we have taken some of their recommendations on board. We had experts on these issues that we were discussing, and they told us it was important to take our experience from here to other places. But we have to learn how to do that.*

‘There was one common reflection at the Etorkizuna Eraikiz Congress. Each individual usually makes his or her reflections in his or her institutions or organisations, but at this type of forum they pool all these reflections, which is very important. In addition, what

comes from other areas is positive, because it is enriching. The Congress also discussed innovation, both in terms of people and processes. It also served as a comparison for the reflections we are making here. I think it was very important. Thank you for being here today.'

4. Meaningful work in the university and in professional training: presentation of experimental projects

The Director of Strategic Projects took the floor. 'The videos created within Etorkizuna Eraikiz have been uploaded to the website. And all the documents and work tools generated in this group have been uploaded to the Etorkizuna Eraikiz video library. I think it's worth reminding you of that. I also want to remind you that in the Think Tank we will have two types of session, one related to experimentation and companies, and the other to collaborative governance. Our thinking is about how to reach companies and above all how to gain capillarity. As for today's session, we will address governance, focusing on some of the issues mentioned in the last few sessions. This looks like the minutes, but we want to keep these things in mind. Everything that happens at the Think Tank sessions is very important and is reflected in various documents.'

'Now I want you to look at this slide (Appendix 1, Slide 7). As you can see, it shows how we were visualising the capillarity that I mentioned, that way of reaching the companies. There was an experimentation phase, and we also predicted that there would be need for bridge work. In this exercise we identified our travelling companions on this journey: business associations, consultancy firms, etc. So, it would be helpful for the people in charge of the bridging work to carry out a follow-up, as it is essential to complete the cycle. However, at the last session, something came out of your working groups that we had not taken into account until now: To date, we have been thinking about how to reach the companies, but we have not worked in depth with people and we have not thought about how these people cultivated a sense of work before they came to those companies. And a number of questions arose, such as: Is the moment of joining the company not too late to work on the meaningfulness of work? What is the role of education?'

'Let's see what comes out of this process of reflection and sensitisation. Not only when people are already in the company, but also in earlier phases. The educational trajectory is a very broad one. So what will be our starting point? The Provincial Government and Orkestra, after reflecting on the matter, consider that we need to start with university and vocational education, because education is a very broad area and we need to choose. We are aware that in an ideal world, we would take in the educational system more broadly, but this can work as an initial experiment.'



'We have tried to take into account everything that has been said here. With regard to the issue I mentioned, Orkestra has facilitated the approach, holding meetings with different agents to seek solutions to this issue. They have also had meetings with Mondragon Unibertsitatea. We do not have a complete solution, but it will serve as a starting point. At least we know where the experimentation can start. After discussing the issue with ECO18, ECO21 and the Mondragon researcher, we can start working with

a prototype. In the group dynamics we are going to have, we will be asking questions about this. You will have an opportunity there to ask questions.'

The researcher from Mondragon Unibertsitatea took the floor. *'This is a exercise in giving shape to the project. What you see here is the first experiment. This is a study conducted by a research group. For us it was interesting to see in what kind of context someone invests their volition or their motivation. For example, the degree of willingness an individual brings, depending on the type of work. We give the students an exercise to analyse the meaning of work. The students do it on a voluntary basis. Let me explain that exercise. Students are asked to perform a repetitive task, such as finding some specific letters in a text. That is one of the tasks. Searching for some letters on some pages is one task, and once they have completed it, they are asked how often they would repeat a job like that in exchange for remuneration.*

'Other students were asked to do a different job, making a Lego building. The person conducting the experiment asked the students if they were willing to continue, and if they would continue in exchange for other remuneration. They did this with several people. Some gave up the exercise earlier, some later. These experiments can be interesting, since they allow us to see how a person reacts depending on the type of work he or she is doing. It shows the results you get depending on the type of work. What we did was to offer the students a type of work, ask them to repeat it several times, and at the end of the task ask them to explain how they felt. In this exercise, what we were analysing was the meaningfulness of work. However, although the survey was relatively short, it would be normal for people to complete surveys in different ways. In addition, students engage in a discussion to reflect on the influence of the way a job is designed on people's well-being. This is a job that takes a single morning; extrapolating to a years-long job will yield other results.

'When people carry out a job, they see their own reactions. That is to say, they experience individually the reactions that are generated in relation to work. There may also be group reactions about a job. So, the following experiment could be conducted with an experimental group, to see how they react as a group to a job. For example, once a

production system has been set up, eight to ten people could be selected and put to work, each organised differently. The organisation can be very traditional, for example, by presenting repetitive work based on fragmented work steps. But it can also be organised in other ways, encouraging turnover, involving the personnel in management of the production system, trying to make the work more enriching, etc. In other words, there are different ways of organising the same job. In the first option, the work is fragmented and there is little communication; The second encourages the exchange of work and the participation of workers. How will people at work react to different ways of organising work? The aim would be to see the reactions generated by this experiment, in which we would give them questionnaires, in addition to calculating productivity.

The Director of Strategic Projects took the floor. *'Thank you for that presentation. However, I would like to remind you that what the Mondragón researcher has presented is a prototype. An initial prototype. This is what we will take as a first pillar on the roadway of experimentation that our prospecting work requires. For its part, Orkestra, as part of its facilitating role, held meetings with people from the University of the Basque Country and Vocational Training Centres. I will now hand over to ECO18 who will explain this issue.*

ECO18 took the floor and thanked the Mondragon researcher. *'Thank you and good afternoon. I would like to reiterate my thanks to the Mondragon researcher for his presentation. We took the next step; how would we conduct experiments like this? We analysed two elements. First, the conditions. In other words, what conditions would we need? What do we need? When researching with people we need to treat these issues seriously; especially when it comes to students. One of the most important requirements is to protect the student's information and data. You have to measure what the students say and feel, and that has to be handled very carefully.*



'Universities have ethics committees. Although we don't think we will have to go through that, it's something we need to keep in mind. Students should participate in this exercise on a voluntary basis. But not only on a voluntary basis, but also on an informed basis. That is, they must have knowledge of the experimentation. That may make the results less spontaneous or useful. However, this is a must. This is a mandatory requirement. The Mondragon researcher said that some incentive or benefit should be offered to students who participate in the experiment. We believe that we should propose work related to the students' area of knowledge. So that they see that their knowledge is related to the area, i.e., that it is not pointless. We consider these to be essential requirements.

'The students participating in the experiments will be volunteers. At the same time, we are universities and this exercise cannot be carried out in isolation from our activity. We need to integrate these exercises into our research structures. The research or experimentation must have some employment sense for the participants. We cannot ask them to do work that has no sense for them. As for the resources, we would do it through a call for proposals. The aim is to recruit volunteers. The experiment should be conducted in a safe environment. In addition, we would need technical resources and it should not

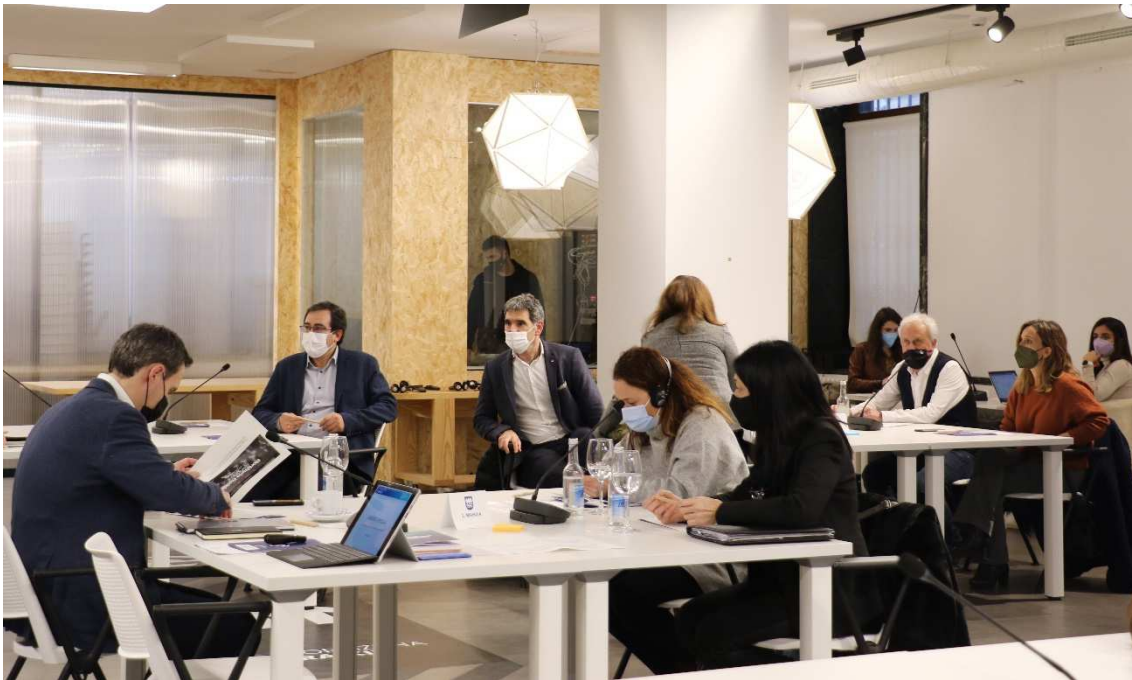
be an isolated action. We need to try to integrate better into our processes. I have proposed some questions for the dynamics. And that's all from me. Thank you very much'.

The Director of Strategic Projects took the floor. *'As you can see, several universities and research groups are participating in this experimentation: Orkestra, the University of the Basque Country, Mondragon University, etc. But that is not all. ECO21 will now talk about vocational education. Thank you very much'.*

ECO21 thanked the Director of Strategic Projects and began a presentation. *'There are 30 vocational training centres in the Basque Country. Of these, 13 are in Gipuzkoa. The meaning of work lies within the organisations. There are very different models of organisation or governance. We have somewhat parallel institutions: traditional management, operational management, strategy and innovation departments. It is with these structures that we will carry out the experiments on the meaning of work. It is very important for us to have a good understanding of these roles. These centres handle all the complexity of vocational training, and also address trust. The question is how to work on the meaningfulness of work in vocational training centres. Of the 13 centres we would work with 5, and the work would be carried out by the school itself. In other words, each institution would work on all this at its own centre, and would take charge of the design and the experimentation in the centre. While we are piloting the project we will do it like that. Then we will make an evaluation of the experiments and finally we will promote dissemination.*

'From the five centres, more defined models will be created and extended out to the system through collaborative networks. We would also bring to the table life experiences related to the subject. In addition, we would propose evaluation and improvement of each of the actions and we would include the culture of meaningful work in the learning process. We would start first with the teachers, because they are the model. At the same time, we would ask these five pilot centres, using the dual system and the experience in the workplace, 'Is this useful for you?' This is quite theoretical, as well as difficult to

organise. This is the approach we want to take in vocational education. And that's all from me'.



The Director of Strategic Projects took the floor. *'This is the contribution we are making. In addition, here you can see what stage we are at. Now we have to form the working groups to carry out the dynamics. We are on schedule. Several people have told me they have to leave before the dynamic starts. If there are too few people at any table, just move to another table. In the slide (Appendix 1; Slide 16) and on the pages that have been handed out, you have the questions that you will have to answer in the groups. Today's group dynamics will focus on these questions. You have 45 minutes, and then we will have a plenary session. Before I forget, it is important that you appoint a spokesperson'.*

5. Group dynamic

First group:

The spokesperson in the first group was DFG1. *'We think it is positive to develop this model in classrooms. We consider it appropriate. I will answer the first and second questions together. We believe that the conceptual framework should be clear. To take a step forward, we look at personal motivation in three different areas: the values of each person, the relationship with the person next to them and the reason for the work. In this experiment, we have clearly seen that we should get the most out of that reasoning. On the other hand, we all think, as a premise and using the examples mentioned earlier, that the exercise with Lego might be the most motivating. But then, in many jobs, repetitive tasks are mandatory. This is what happens in the real world, so the biggest challenge is for the teacher or the people facilitating the experiment: we understand that it is necessary to create value from the experiment. The people participating in the experiment should be made to feel good in both situations, and be aware to the fact that in real life there are many repetitive tasks to be done.'*



'What do we consider would be desirable? This experiment should serve as a reflection for each person. So we will analyse ourselves. In other words, what are my own motivations? This would be an internal look at our own relationship with work. That was our reflection. Thank you very much'.

Second group:

The spokesperson for the second group was DFG3. 'Good afternoon. Our debate was also fruitful. We have good news and bad news. The good news is that we have defined the experiment. The bad news is that we think that the number of centres is too small. We have two experiments, the experiment in Vocational Education and the experiment in the University of the Basque Country. We will learn some very useful lessons from both of them. Some of the aims included measuring emotions and causes. Seeing the students as spectators. But we have a question: Why not give a direct questionnaire to the students? Then we would have two types of information source: the emotional answers and the ones on the questionnaire. It would complement the experiment. As for the longitudinal questionnaire, someone queried whether this is necessary or not. The longitudinal questionnaire is necessary. The difference lies in following the same person or following different people. We believe that it is much easier to do this at the same academic level with different people, although this poses certain difficulties. On the other hand, we have seen opportunities in vocational education, with regard to the link with the students who take the dual programme, in other words, linking the academic level with the company level. We propose to combine the two levels: What do today's young people want? And on the other hand, what do companies want? To sum up, we propose a circular model. Specifically, a combination and linkage between business and education.'

Third group:

The spokesperson for the third group was ECO18. 'A lot of ideas came up in our group. The overall feeling was very positive. The group liked the vision very much. We believe that people play an important role in processes such as those described. Therefore, the

process will depend on the individuals. We believe that this type of initiative should be generalised, because it would allow these issues to be normalised. It seems to us that it has great objectives and we consider the subject to be very interesting and important. In our opinion, it is not enough to raise the level of awareness: effort is also very important. It should be viewed as a whole. So, the educational world must be linked to the business world. These two areas are not separable; otherwise we would have a problem. We have to take into account the real situation. Therefore, the systemic vision must take preference: experiments should be conducted both in the company and in education and they should be linked. The longitudinal nature must be taken into account. I would add one other thing: lifelong learning. Indeed, there is a long gap between the moment when a person is trained and when he or she arrives at the company. So we believe that it would be useful to introduce continuous training in this area’.

Fourth group:

In the fourth group, the spokesperson was ECO23. ‘The spokesperson for the last group explained very well the ideas that came up in our group, where we discussed many very similar issues. As ECO18 mentioned, it has to be approached systematically. We also mentioned the importance of values, and we talked about age. Would it be possible to address the meaningfulness of work from an early age? Themes such as effort, solidarity, cooperation, the need to make an effort. Our group believes it is necessary to focus on the meaning of work before waiting for university and vocational education. Finally, we believe that the meaning of the work is very personal. It’s something that each person experiences differently’.

The Director of Strategic Projects took the floor. ‘Before we finish there’s one more thing I would like to say. It is aimed at those who have made the presentations: Do you have any questions or comments?’

The researcher from Mondragon Unibertsitatea took the floor. ‘I didn’t follow all the questions one by one. But I see that the two perspectives that have been mentioned go

hand in hand. I find the longitudinal view very interesting and I see how it fits in. Otherwise, I have nothing particular to mention.

The Director of Strategic Projects took the floor. *'Thank you to everyone who participated in today's session. And that concludes the group dynamics. I will now hand over to the Deputy for Economic Promotion, Tourism and Rural Affairs to close the session. Thank you very much for your participation, and remember to fill out the evaluation forms. Until next time!'*

6. End of session

The Deputy for Economic Promotion, Tourism and Rural Environment took the floor. *'Thank you for participating. Your contributions were very interesting. Thanks for your work: we value it highly. To conclude, I would like to remind you of the aim of this group. What is the purpose of this journey? What are we here for? Our objective is the competitiveness of our companies. I think this is something we should not forget. It's important to remind ourselves of that from time to time. Once again, thanks to all of you who have participated. Thank you, we will see you again at the next session. Goodbye for now.'*

7. Appendices

a. Presentation used during the session

Meaning of Work

Design of experiments to be developed in companies

27/01/2022

Contents

- Introduction
- Reflection on evaluation
- Return of the results of the previous session
- Presentations: the governance framework and the process of developing the education system
- Group dynamic
- Close

Reflection on evaluation

The results of the process are being made known (basis for collaborative governance):

- What did you like?
 - Participate calmly in the group
- How did you feel?
 - Very comfortable and motivated, very at home
 - I felt I was participating
 - Very comfortable and at ease in the group
 - Involved, learning
 - Good, I feel part of the project
 - Good. I feel comfortable expressing my opinions and learning from the opinions of others
- How do you think the others felt?
 - At ease. It is an open space to express opinions
 - Involved
 - Good, part of the project

To be improved:

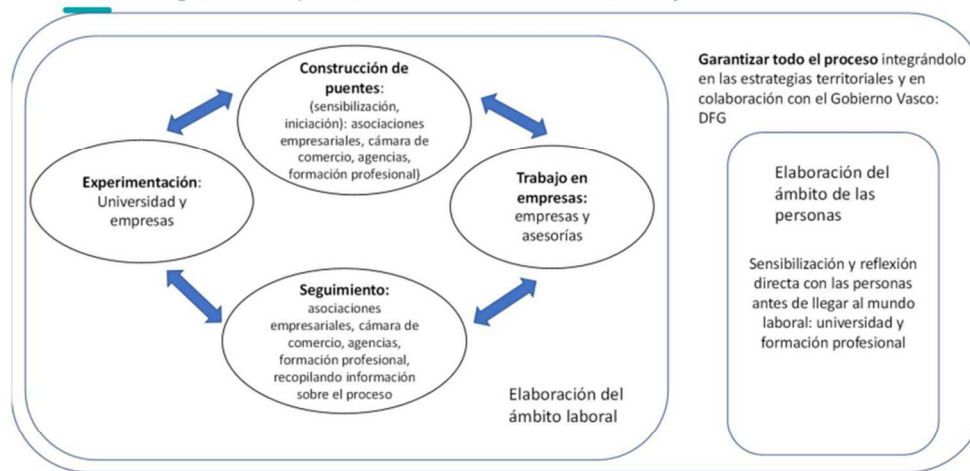
- The slides are only in Basque / The presentations should be bilingual
- Direct participation of companies / In the initial presentation, I felt we should have had participation from companies.
- Having my back turned to the others / everyone having their backs turned to each other / layout of the tables



Lessons learned from the perspective of the Economic Promotion Department

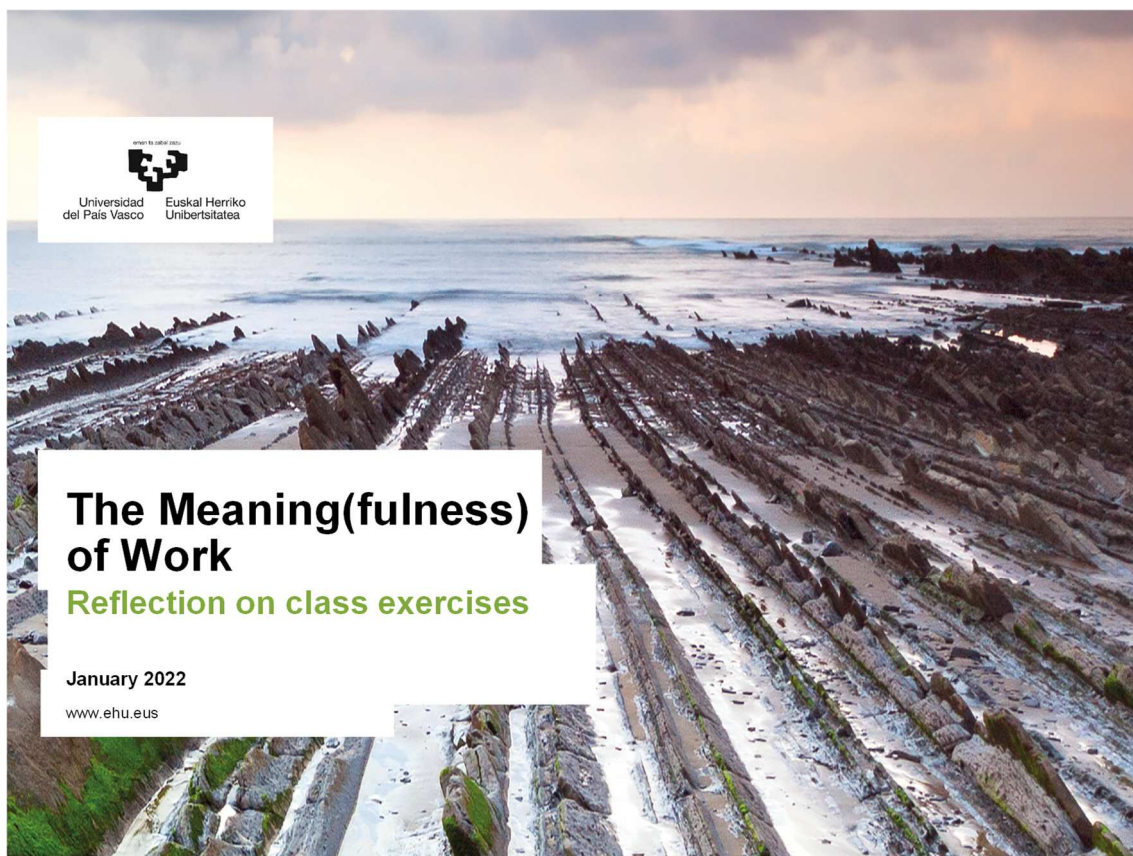
Results of the previous session

Modelo de gobernanza para el desarrollo del sentido del trabajo



Governance development process





UNIVERSIDAD DEL PAIS VASCO
EUSKAL HERRIKO UNIBERTSITATEA

The Meaning(fulness) of Work

Reflection on class exercises

January 2022

www.ehu.eus

MEANING OF WORK | Reflection on the exercises carried out in class

UNIVERSIDAD DEL PAIS VASCO
EUSKAL HERRIKO UNIBERTSITATEA

Proposed experiments

First experiment

Individually they will be asked to complete two assignments and after each assignment, they will fill out a questionnaire on their emotions:

- Performing an unrewarding and repetitive task (find the letters "sd" in a meaningless text), and once the teacher gathers up the results, he/she throws them in the bin.
- Assemble a Lego construction. Once the teacher has received it, he/she leaves it on the table.

After repeating each type of work, the surveys will be compared to see if there are any changes in emotions and the meaning of work.

Second experiment

A group of students should work in teams, for example, assembling a series of products out of Lego. Two different types of organisation will be monitored:

- By means of a classic chain production system
- By means of a takt-time work production system.

Once completed, the surveys on emotions and meaning of work carried out after the experiments with each type of work organisation will be compared and a discussion will be generated in class.

MEANING OF WORK | Reflection on the exercises carried out in class

Conditions for working on the exercises

Transparency of information with the students and data protection

- Participation in the exercises must be voluntary.
- Students should know beforehand that they are participating in an experiment.
- The personal data of the participants will be protected and will not be used in the analysis of the results.

Added value for students

- Since participation is voluntary, we anticipate that some incentive or benefit will have to be offered to the students.
- The specific assignments proposed, although unrewarding, should be within the students' areas of knowledge.



MEANING OF WORK | Reflection on the exercises carried out in class

Needs for working on the exercises

Integration in university education and research

- The teaching and research staff taking part will also be volunteers, fulfilling the necessary requirements for education and research.
- This experimentation should not be an isolated action; it should also have an educational or research "meaningfulness" for the teaching and research staff.

Resources

- Selection by means of a call for applications for both research/teaching staff and students.
- Safe environment for students and research teaching staff.
- Technical resources will be needed for specific experiments, such as material for staging the experiments.





Governance development process



Group dynamic

Use of time:

40 minutes for teamwork

3 minutes for each spokesperson

Questions proposed to the group

The aim of this experiment is **to develop a level of awareness among students on the meaning of work:**

- Do you think it is enough to achieve this goal in the classes?
- What other objectives would it be desirable to achieve?

The measurement of the long-term impact of actions is called **Longitudinal Research:**

- Do you see your companies and institutions as part of longitudinal research?
- How would we combine the educational exercises with the results observed in companies on the meaning of work?

Evaluation and next session



Please complete the evaluation, it is of great help to us in preparing the next sessions



The next session will be held on **17 February**, we will send you the agenda and materials in advance

b. 15. working document

THINK TANK

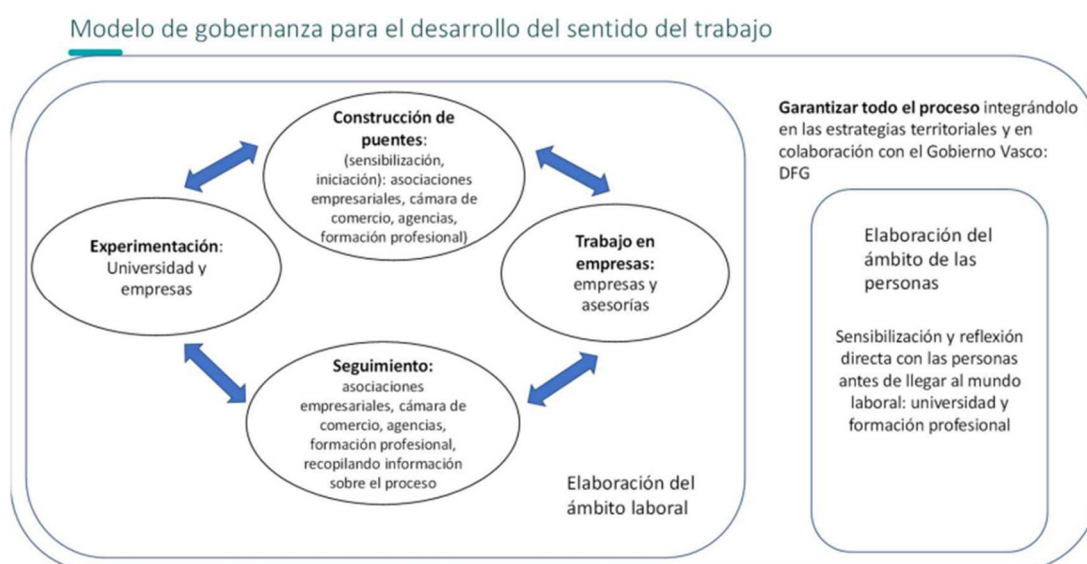
Process of deliberation on the work of the future: 15. Working Document

COLLABORATIVE GOVERNANCE: THE MEANING OF WORK IN THE EDUCATIONAL SYSTEM

(27 January 2022)

Introduction

This document corresponds to the second phase of the deliberation group. In this phase, the group developed the following framework to establish the governance that will support the process:



In this framework, on the one hand, governance in the workplace is explained in order to show companies the tool/methodology that will be developed to address the idea of meaningful work. But in addition, on the right hand side of the picture, you have the need for governance to work in the area of people. At the session of 27 January 2022, this idea was addressed with the two agents from the educational system participating in the deliberation, namely the university and the vocational education centres, and this document sets out the results of the work that was carried out.

Presentation of the approaches made

Representatives from Mondragon Unibertsitatea, the University of the Basque Country and vocational training centres were asked to set out how the meaning of work could be addressed in their respective fields. The contributions were as follows.

The representative from the Mondragon Unibertsitatea research group, which is experimentally developing a work tool on the meaning of work reported on an experiment carried out at the university, where the individual reactions of student volunteers to different types of work were analysed. The exercise helps students to become aware of their reactions and to understand the influence that the nature of work has on their well-being. The next step could be an exercise to work on group reactions. This experiment is a first step in a longer process.

Based on this experiment, members of the University of the Basque Country shared their reflections on the conditions that would be needed to carry out this type of experimental process. In particular, they mentioned the following requirements: (a) voluntary participation of the students, (b) adequate information about the experiment, (c) linking the experiment to the students' field of knowledge.

Next, the representatives of the vocational education centres took the floor and set out a proposal for experimenting with the meaning of work in 5 of the 13 centres in Gipuzkoa. The process would begin first with the teaching staff and then be extended to the students. Once the model has been defined in these five centres, it will be extended to the rest.

Advances

The group rates positively the fact that the meaningfulness of work is being emphasised in the educational system. It also raised some aspects that need to be taken care of in order to approach this path properly:

- a) It will be important to work with a clear conceptual framework
- b) Experimentation should enhance the value of the motive of the work
- c) The reality in our context is that there are lots of repetitive jobs. It is important to find ways of feeling good in them too.
- d) This experiment should serve as a reflection for each person, to ask ourselves about our own motivations.

- e) Consideration should be given to direct student questionnaires
- f) These questionnaires could be followed up with longitudinal studies
- g) We need to combine the meaning of work in both the educational and work environments, cultivating a systemic perspective: one way would be to work with dual system students
- h) We should have the vocation to extend these activities in order to standardise the subject
- i) This issue must also be integrated into the lifelong learning process
- j) Working on values is fundamental when addressing the meaningfulness of work (effort, solidarity, cooperation)
- k) We cannot forget vocational education and pre-university education

All these contributions will also serve to orient the results of the experiments with companies towards the university and vocational education, developing a collaborative governance that can contribute to this.

c. Session programme

THINK TANK

DELIBERATION GROUP ON THE WORK OF THE FUTURE

FACE-TO-FACE SESSION (at GUNEA), 27 January 2022, 4:00 pm

CENTRAL THEME OF THE SESSION

At the previous session we discussed the meaning of work. In this session we will work on the topic of collaborative governance. At the October session, the group proposed to work on the issue of the **meaning of work in the educational system too**. Over these months we have further explored this idea and the group participants who have done so will share their progress, opening it up to deliberation.

AGENDA FOR THE SESSION

- Introduction
- The meaning of work in the university and in vocational education
- Contributions of the group to inclusion of this topic in Etorkizuna Eraikiz and the policies of the Provincial Government
- Close