

# Pro-DEENLA

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Steinbeis Innovation Center  
Logistics and Sustainability

# TRAINING SUSTAINABILITY SYSTEMATICALLY IN THE TRANSPORT AND LOGISTICS SECTOR

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# TRAINING SUSTAINABILITY SYSTEMATICALLY IN THE TRANSPORT AND LOGISTICS SECTOR

THERE ARE MAJOR CHALLENGES TO THE USUAL WAYS  
IN WHICH WE DO BUSINESS, AND THIS IS A SITUATION  
WHICH IS NOT EXCLUSIVE TO THE TRANSPORT AND  
LOGISTICS SECTOR:

**“Low water levels in the Rhine –  
shipping left high and dry”**

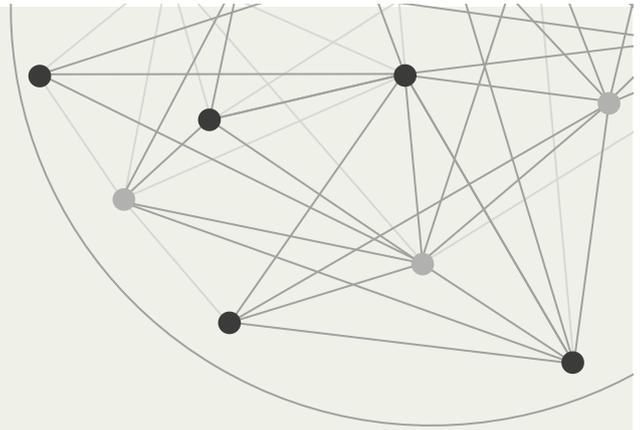
(Allgemeine Zeitung Mainz, 28.11.2018)

**“Shipping at a standstill –  
ferryman are starting to lose  
their jobs”**

(Frankfurter Neue Presse, 17.11.2018)

**“UN Report sounds the alarm – it is  
still possible to limit the impact of  
climate change”**

(Deutsche Welle, 27.11.2018)



The headlines of these three articles vividly illustrate the ecological and social impacts being created by our current approach to work and the economy. Climate researchers are now in no doubt that the low water levels prevailing in many of Germany's rivers during the autumn of 2018 were a consequence of the rising level of greenhouse gases in the atmosphere.

This example gives rise to the question as to how sustainable our present work methods and economy are. Although sustainable business practices are beginning to emerge in some cases, the degree of commitment displayed by most companies in this area is still too low. In other words, the present work and business practices of many companies are exerting increasingly negative effects on mankind and on the environment. Paradoxically, however, the ecological, social, and economic effects caused by the current methods are something that will need to be dealt with in future.

Nevertheless, the United Nations takes the view that it is not yet too late! It is becoming ever more apparent that humans and their economic practices are at a crossroads. Either we adopt a forward-looking approach and seek to shape a planet that offers a good quality of life at a global level or else we choose to turn our back on all of this and continue to pursue a form of development that is no longer sustainable.

Against such a background, is it possible for companies to provide training that will permit more sustainable economic activity? An initial glance at the training statistics reveals the quantitative relevance of vocational education and training. The system of dual vocational and education training (VET) that operates in the Federal Republic of Germany would be capable of providing domain-specific training in sustainable occupational actions to around 500,000 training entrants per year (cf. Vocational Education and Training Reporting Authors' Group 2018, p. 128). Particular importance is attached to economic vocational training. Thinking and acting in economic terms involves making decisions that have significant effects on the way in which a company works and does business. Such decisions also exert an impact on the environment as a whole via the economic, ecological, and social consequences of the company's output of goods and services. In short, each (occupational) action makes a contribution towards the future-oriented creation of a planet that offers global liveability.

Within this context, company-based learning that is aligned to the notion of sustainability provides specific starting points for investigating the present work and business approach of a company and the effects that this has on humans and the environment. Such learning may also (help) shape movement towards a sustainable business model.

#### **GLOBAL ACTION PROGRAMME ON "EDUCATION FOR SUSTAINABLE DEVELOPMENT (2015–2019)"**

Shaping the economy and society in a way that is geared towards sustainability is also a key focus of the UNESCO Global Action Programme on "Education for Sustainable Development (2015–2019)". The goal of the Global Action Programme is to "scale up action at all levels and areas of education and learning to accelerate progress towards sustainable development" (UNESCO 2014, p. 14). This overarching target is divided into the following two objectives in order to integrate sustainable development into education and education into sustainable development:

1. "Reorient education and learning so that everyone has the opportunity to acquire the knowledge, skills, values, and attitudes that empower them to contribute to sustainable development." (UNESCO 2014, p. 14)
2. "Strengthen education and learning in all agendas, programmes, and activities that promote sustainable development." (ibid.)

In order to achieve these aims, the Global Action Programme identifies five priority action areas (for more detail, cf. UNESCO 2014, p. (15 ff.).

1. Advancing policy: integrate mainstream ESD into both education and sustainable development policies, to create an enabling environment for ESD and to bring about systemic change.
2. Transforming learning and training environments: integrate sustainability principles into education and training settings.
3. Building capacities of educators and trainers: increase the capacities of educators and trainers to more effectively deliver ESD.
4. Empowering and mobilising youth: multiply ESD actions among youth.
5. Accelerating sustainable solutions at local level: at community level, scale up ESD programmes and multi-stakeholder ESD networks.

### **“PRO-DEENLA” WITHIN THE CONTEXT OF THE GLOBAL ACTION PROGRAMME**

However, if vocational education and training wishes to empower people to help shape their own world via the occupational activities they perform, it will still need to face up to a number of major challenges. An analysis of relevant laws and ordinances and of current training regulations and skeleton curricula has, for example, revealed that the role played by vocational education and training in sustainable development is still too small. Sustainability as a multidimensional concept essentially represents a desideratum for vocational education and training (cf. Otte and Singer-Brodowski 2017, p. 7).

Against this background, the Federal Institute for Vocational Education and Training (BIBB) is acting on behalf of the Federal Ministry of Education and Research (BMBF) to support 18 cooperative projects within the scope of the main pilot programme funding focus “Vocational education and training for sustainable development 2015–2019”. In doing so, it is also supporting the implementation of the Global Action Programme on “Education for Sustainable Development” at the level of VET. In specific terms, the main pilot programme funding focus is pursuing the overall objective of achieving “integration and implementation of the notion of sustainability in the various professional tasks, work processes and procedures in the respective occupation” (BIBB 2015, p. 1). This requires a “paradigm shift in the economy and in the world of work” (ibid.) in order to move towards occupational organisational competence which is aligned to sustainability. Because the Federal Institute for Vocational Education and Training takes the view that “the key to a sustainable approach towards work and economic activity [...] lies in skilled work” (ibid.), (economic) vocational training in a school-based, extra-school or company-based context is accorded a particular degree of significance within the scope of the transformation to a sustainable economy and society. “Pro-DEENLA”, full title “Proactive training of VET staff via the dynamically aligned development, piloting and dissemination of sustainable learning tasks in dual training”, is one of the 18 cooperative projects to receive funding. We, the Department of Business Education and Pedagogy at the Leuphana University of Lüneburg, have been collaborating with the Steinbeis Innovation Centre for Logistics and Sustainability (SLN) in Sinsheim as part of the “Pro-DEENLA” project since 2016. Working together with 15 companies from the transport and logistics centre, we have been successfully facing up to the challenges described above.

Our aim is to design, pilot, and disseminate sustainably aligned learning tasks that can be used in company-based training in the occupation of freight forwarding and logistics services clerk. The main emphasis of the implementation activities is on fostering competencies for sustainably oriented activities on the part of both the company-based VET staff and the trainees.

In specific terms, our pilot project comprises the following four phases, each of which relates to the others:

#### **1. COLLECTION OF EXPERT OPINIONS**

We began by conducting guided interviews with expert protagonists from the transport and logistics sector in order to obtain specialist practical and theoretical expert opinions on the relevance of the notion of sustainability at a sectoral, company and workplace level in the transport and logistics branch. Desk research was also carried out. In the second stage of this process, we used the findings obtained to identify work and learning situations that are of relevance with regard to sustainability. Work process and workplace analyses also helped us to pinpoint the individual practical training needs of the partner companies.

## 2. DESIGN OF LEARNING TASKS

By taking these findings relating to sustainable action in the transport and logistics sector into account and by using the ordinance on vocational training in the occupation of freight forwarding and logistics services clerk as a further object of reference, we were then able to work at a company-based level to design link-up and expanded learning assignments which facilitate various points of access in respect of the development of competencies for occupational activity that is aligned to sustainability.

- **Basic learning tasks** are conceived in a way that makes it possible for individual trainees to complete them in the workplace. When it comes to these learning tasks, the aim is that trainees should initially be able to work independently from their trainers to address the topics from an individual perspective.
- **Link-up learning tasks** are designed to enable reflection to take place on the basic tasks previously performed together with other trainees via vehicles such as a “trainee meeting”. Further processing can then take place. The idea behind these learning tasks is for trainees to expand their own findings from the basic tasks by taking the perspectives of other trainees into consideration. This then facilitates reflexive learning within the area of conflict between the subjective level and the inter-subjective company level.
- **Expansion learning tasks** are intended to allow the findings that have emerged from the basic and link-up tasks carried out previously to be embedded within an overall company context. The aim is that these learning tasks will permit trainees to engage in reflexive learning within the area of conflict between the inter-subjective company level and a sectoral level.

The basic, link-up and expansion learning tasks are combined to form learning modules, each of which comprise the following two parts:

- **Notes for Trainers/Teachers:** In the first part of the individual learning modules, we formulate (didactic) tips for VET staff on the company-based deployment of the learning tasks that have been devised. This puts vocational education and training staff in a position to be able to deliver training for sustainable economic practices within their own company.
- **Notes for Trainees/Students:** The second part of the learning modules encompasses individual tasks which trainees are also able to tackle independently of their trainers.

This targeted and comprehensively informative approach ensures that the learning tasks can be used in training in the occupation of freight forwarding and logistics services clerk in a self-directed way, i.e. without further (didactic) support.

The learning tasks focus on tackling contradictions. This is because (occupation-related) actions that are aligned to sustainability are fundamentally characterised by contradictory decisions. In company practice, this frequently leads to situations in which a choice needs to be made between two diametrically opposed alternatives. Both of these options are desirable, but they cannot be implemented at the same time. We wish to encourage stakeholders to develop the competencies they need in order to deal constructively with the conflicting relationship that exists between effective and growth-oriented company policy on the one hand and socio-political, social and ecological ethics of responsibility (the “DNA” of vocational education and training for sustainable development) on the other. This is not an easy matter. We appear to be living at a time when there is little tolerance for ambiguity. In many areas of life currently, provision which offers clear assistance and guidance is perceived as attractive. By way of contrast, the diversity, complexity, and plurality that is inherent in sustainable development is not viewed as an asset.

Nevertheless, our trials have shown that one of the central tasks of sustainability-oriented economic education and training is to encourage people to deal with the contradictions between different action decisions (cf. e.g. Fischer et al. 2017, p. 5 ff.).

### 3. PILOTING AND EVALUATION OF LEARNING TASKS

Once the learning tasks had been designed, they were trialled practically in the company-based training of the following partner companies and were subsequently evaluated together with the VET training staff and the trainees. The aim of the evaluation was to produce both a methodological and didactic and a content-related reflection upon the learning tasks. We used the findings obtained to revise the learning tasks in order to enable their deployment in a self-directed way within VET practice.



### 4. IMPLEMENTATION OF WORKSHOPS

As well as piloting the learning tasks within the companies, we also conducted national workshops to provide continuing training to VET staff and to enable them to network. The aim of the training workshops was that participants should engage with the content of a topic that was of relevance to them and try out a learning method that could be deployed as part of company-based learning.

# “PRO-DEENLA” LEARNING MODULES

The following 10 thematic areas extend across 14 learning modules and contain 27 successfully designed learning tasks which have been piloted and revised.

We wish your company every success in achieving sustainability and in delivering sustainable training.

## “SUSTAINABLE DEVELOPMENT” LEARNING MODULE

*Authors: Andreas Fischer, Harald Hantke, Jens-Jochen Roth, Kristin Senneke*

### SUSTAINABLE DEVELOPMENT

<b>Classification under training regulation</b>	Basic interdisciplinary topic
<b>Target competencies</b>	<ul style="list-style-type: none"> <li>- The trainees outline the idea of sustainable development.</li> <li>- The trainees identify sustainable action at their own company.</li> <li>- The trainees reflect on sustainable action at their own company.</li> </ul>
<b>Brief description and module context</b>	<p>First, trainees acquire an understanding of the basics of sustainable development by addressing intra- and inter-generational equity and the three dimensions concept. The basics are developed using trainees' examples from their private and professional lives. In a second step, the trainees compare their individual points of view with those of their colleagues. As part of this they discuss whether one of the sustainability dimensions should be prioritised. Based on this, the trainees address sustainable behaviour in their own company by using an employee survey to identify which sustainability dimensions are considered a priority in their own company. Finally, the trainees reflect on the results of the survey by inferring potential consequences for themselves and their company, and by showing how these might be subsequently considered in their own company.</p> <p>This module serves as an introductory foundation for work on further Pro-DEENLA learning modules and can therefore be regarded as an interdisciplinary module.</p>

# “CARBON AND WATER FOOTPRINT” LEARNING MODULE

Authors: *Andreas Fischer, Harald Hantke, Jens-Jochen Roth, Kristin Senneke, Lisa Stoschek, Jan Pranger*

## CARBON AND WATER FOOTPRINT – CALCULATION OF CARBON FOOTPRINT IN ACCORDANCE WITH DIN EN 16258

<b>Classification under training regulation</b>	“Environmental protection”
<b>Target competencies</b>	<ul style="list-style-type: none"> <li>- The trainees calculate the energy consumption and greenhouse gas emissions of transport services in accordance with DIN EN 16258.</li> <li>- The trainees evaluate transport services on the basis of their calculation in accordance with DIN EN 16258.</li> <li>- The trainees explore the benefits and drawbacks of the calculation of energy consumption and greenhouse gas emissions in accordance with DIN EN 16258 for their company.</li> </ul>
<b>Brief description and module context</b>	<p>The trainees begin by using an information text to look closely at the DIN EN 16258 standard. In their own words, they then explain the specialist abbreviations that are used. Learners are then tasked with two example assignments relating to the calculation of energy consumption and greenhouse gas emissions in accordance with DIN EN 16258. Their first assignment is to understand these calculations. As the task progresses, the trainees work independently to produce four calculations relating to energy consumption and greenhouse emissions at different transport companies. They evaluate these companies based on the results of their calculations. The trainees conclude by considering the practicality and usefulness of energy consumption and greenhouse gas emissions calculations in accordance with DIN EN 16258 for their company.</p> <p>This module serves as the basis for tackling a further module on the topic of “Water and carbon footprint”. The focus of the following module is based on a playful familiarisation with the concepts of the water and carbon footprint.</p>

## CARBON AND WATER FOOTPRINT – THE NATURAL QUARTETS

<b>Classification under training regulation</b>	“Environmental protection”
<b>Target competencies</b>	<ul style="list-style-type: none"> <li>- The trainees use examples to describe the concepts of the carbon and water footprint in order to represent the ecological impacts of personal and company actions.</li> <li>- The trainees use the carbon and water footprint concepts reflect on the ecological impacts of personal and company actions.</li> </ul>
<b>Brief description and module context</b>	<p>The trainees begin by learning the rules of a quartets game that relates to the carbon and water footprint. They also become familiar with the concept of “virtual water”. They then play the game “The Natural Quartets” in pairs or groups (between two and a maximum of five participants). Trainees are able to playfully familiarise themselves with the concepts of the carbon and water footprint. They use examples of everyday products and services to create links between the concepts and their own personal and working lives. The trainees finish by creating a personal “encyclopedia”, in which they record relevant terms and describe these using examples from the quartets game and from their own life experience.</p> <p>This module uses examples to focus on the concepts of the carbon and water footprint and facilitates play-based reflection on the ecological impacts of personal and company actions.</p>

## “COMBINED TRANSPORT!?” LEARNING MODULE

Authors: *Andreas Fischer, Harald Hantke, Jens-Jochen Roth, Kristin Senneke, Jan Pranger, Michael Tietz*

### COMBINED TRANSPORT!?

<b>Classification under training regulation</b>	“Forwarding and logistics services”
<b>Target competencies</b>	<ul style="list-style-type: none"> <li>- The trainees explain the concept of combined transport.</li> <li>- The trainees outline the advantages and disadvantages of different modes of transport.</li> <li>- The trainees discuss the advantages and disadvantages of the concept of combined transport, taking economical, ecological, and political perspectives into account.</li> </ul>
<b>Brief description and module context</b>	<p>In the basic learning task, the trainees begin by developing a summary of the concept of combined transport. They use this information as a basis for planning combined transport for the manufacture and delivery process of a bar of chocolate and research the extent to which this form of intermodal transport is used at their company. Within the scope of the link-up task, the trainees look at the benefits and drawbacks of the modes of transport of rail, waterway, road, and air by playing a board game entitled “Responsibility has the right of way”. They then reflect together on the findings and ideas they have obtained. In the simulation called “Combined transport. Haulage and logistics of the future!?” (expansion learning task), the trainees proceed to adopt a transport policy perspective. As interest groups or representatives of the political administration, they are faced with the task of negotiating their respective objectives for a sustainable transport infrastructure in the best possible way. The trainees subsequently evaluate the course of the game and reflect upon their findings with regard to everyday (company) life.</p> <p>This module builds on basic modules (e.g. “Sustainable development”) and places the focus on the concept of combined transport with a view to designing innovative delivery chains.</p>

## “SUSTAINABLE (CUSTOMER) REQUIREMENTS” LEARNING MODULE

Authors: *Andreas Fischer, Harald Hantke, Jens-Jochen Roth, Kristin Senneke, Jan Pranger*

### SUSTAINABLE (CUSTOMER) REQUIREMENTS – FROM THE PERSPECTIVE OF THE “COMPANY”

<b>Classification under training regulation</b>	“Marketing”
<b>Target competencies</b>	<ul style="list-style-type: none"> <li>- The trainees analyse the service portfolio of their own company.</li> <li>- The trainees review the service portfolio of their own company based on criteria relating to its sustainable alignment.</li> </ul>
<b>Brief description and sub-module context</b>	<p>The trainees begin by developing a summary of the composition of their company’s service portfolio. They also look at the Fraunhofer Sustainability Index for Logistics Services Providers. On the basis of this information and further research, the trainees consider the service portfolio of their company from a sustainability-oriented perspective in order to determine how sustainable their company’s services are. They use the information obtained to draw up a sustainability index of their own company complete with comments and then present this to company management.</p> <p>This sub-module serves as the basis for the tackling of further sub-modules on the topic of “Sustainable (customer) requirements”. These focus on customers and their needs and on the future prospects of the service portfolio.</p>

**SUSTAINABLE (CUSTOMER) REQUIREMENTS – FROM THE PERSPECTIVE OF THE “CUSTOMER”**

<b>Classification under training regulation</b>	“Marketing”
<b>Target competencies</b>	<ul style="list-style-type: none"> <li>- The trainees identify (sustainability) customer requirements for forwarding and logistics services.</li> <li>- Using the “magic triangle” model, the trainees discuss the (sustainable) requirements customers have of their own company.</li> </ul>
<b>Brief description and sub-module context</b>	<p>The trainees look at customers of the company. They begin by evaluating customers against the background of the “magic triangle” and then formulate a question that will enable them to find out the extent of the importance that their own customers place on sustainable logistics services. The trainees respond to this question in consultation with their trainer and with the assistance of a method that they have selected themselves. The trainees may, for example, evaluate past customer requirements and offers, conduct a customer survey, or hold a discussion with the Sales Department. They conclude by discussing and evaluating their results with regard to the previous assessment and possible impacts on the company.</p> <p>This sub-module serves as an additional basis for the tackling of a further sub-module on the topic of “Sustainable (customer) requirements”. It brings together the contents of the previous sub-module relating to the service portfolio of the trainees’ own company and the (sustainable) requirements of its customers. These foundations are then used to develop a future perspective.</p>

**SUSTAINABLE (CUSTOMER) REQUIREMENTS – FROM THE PERSPECTIVE OF THE “FUTURE”**

<b>Classification under training regulation</b>	“Marketing”
<b>Target competencies</b>	<ul style="list-style-type: none"> <li>- The trainees discuss similarities and differences between the (sustainable) service portfolio of their own company and the (sustainable) requirements of the customers.</li> <li>- The trainees develop approaches to improve services and processes with regard to sustainable business operations.</li> </ul>
<b>Brief description and sub-module context</b>	<p>The trainees use the findings that have emerged from the learning sub-modules relating to the perspectives of the “Company” and the “Customer” to derive operational service and process improvements. This involves bringing together the service portfolio of their own company and the customer perspective previously identified and developing these further in the direction of sustainability-oriented future ideas. The focus of this process is not merely to develop ideas that are capable of direct implementation. The point is that trainees should be encouraged to use a method that is conducive to creativity to develop unusual and innovative ideas for the future. This sub-module forms the conclusion of the learning sub-modules relating to the topic of “Sustainable (customer) requirements”. It serves as a summarising collection of future ideas, which should be forwarded to the relevant departments of the company for further use.</p>

## “EU DISCLOSURE REQUIREMENTS” LEARNING MODULE

Authors: Andreas Fischer, Harald Hantke, Jens-Jochen Roth, Michael Tietz, Jan Pranger, Kristin Senneke

### EU DISCLOSURE REQUIREMENTS

<b>Classification under training regulation</b>	“Contracts, liability and insurance”
<b>Target competencies</b>	<ul style="list-style-type: none"> <li>- The trainees critically and constructively analyse EU Directive 2014/95/EU (EU reporting obligation regarding responsible economic activity).</li> <li>- From the critical-constructive analysis, the trainees derive requirements pertaining to their own company.</li> </ul>
<b>Brief description and module context</b>	The trainees use a newspaper article to identify the main principles of EU Directive 2014/95/EU. Next, they conduct independent Internet-based research in order to consider these principles in more detail. The trainees then use this information as a basis for tackling the question as to which challenges the Directive creates for small, medium-sized and large companies and thus for their own company. Finally, the trainees discuss their findings amongst themselves and work together to design a programme of internal continuing training, in which they provide information on the Directive and present the resultant requirements made of their own company.

## “DEALING WITH CONTRADICTIONS” LEARNING MODULE

Authors: Andreas Fischer, Harald Hantke, Jens-Jochen Roth, Kristin Senneke, Jan Pranger

### DEALING WITH CONTRADICTIONS

<b>Classification under training regulation</b>	Basic interdisciplinary topic
<b>Target competencies</b>	<ul style="list-style-type: none"> <li>- The trainees outline the “systemic visualisation method”.</li> <li>- The trainees describe and interpret the network of relationships in the transport and logistics sector with the assistance of a diagram.</li> <li>- The trainees explain the contradiction between efficiency and sustainability.</li> <li>- The trainees reflect upon their everyday working life against the background of the contradiction between efficiency and sustainability.</li> </ul>
<b>Brief description and module context</b>	In the basic learning task, the trainees describe and interpret a picture of the network of relationships in the transport and logistics sector that has been designed as a “systemic visualisation” by experts in the branch. This provides them with an insight into the “systemic visualisation” method. Within the scope of the link-up learning task, the trainees look at the contradiction between efficiency and sustainability and identify contradictions in their professional environment. The trainees then jointly opt for one of the contradictions. In the subsequent expansion learning task, they use the “systemic visualisation” method to create their own presentation. Against this background, the trainees reflect jointly on their findings and draw conclusions for their everyday work routine. This module serves as an interdisciplinary module that facilitates various link-up points with other learning modules. It promotes an understanding of alternative actions between efficiency and sustainability in everyday working life. Within this context, it addresses how to deal with contradictions.

## “ENERGY SAVING AND ENERGY EFFICIENCY” LEARNING MODULE

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### ENERGY SAVING AND ENERGY EFFICIENCY

<b>Classification under training regulation</b>	“Environmental protection”
<b>Target competencies</b>	<ul style="list-style-type: none"> <li>- The trainees present energy saving measures.</li> <li>- The trainees derive systemic consequences from the way in which they deal with energy.</li> <li>- The trainees reflect upon the systemic consequences of the way in which they deal with energy.</li> <li>- The trainees implement their own energy saving measures.</li> </ul>
<b>Brief description and module context</b>	<p>The trainees begin by collecting energy saving measures that are known to them. They then select a measure that they would like to examine more closely within contexts inside and outside the company. They develop a story about the complex system correlations of this measure and prepare this story in an appealing way. The trainees present their story in a form they have chosen themselves and reflect upon it together with their colleagues. The trainees go on to draw up an energy saving guide. They implement the energy saving measures outlined in this guide in their everyday working life by setting up energy teams (e.g. a light energy team) which subsequently go on to assume responsibility for further management of the individual measures.</p>

## “REFLECTING ON RESOURCES” LEARNING MODULE

Authors: *Andreas Fischer, Harald Hantke, Jens-Jochen Roth, Jan-Marten Brüggmann, Jan Pranger*

### REFLECTING ON RESOURCES

<b>Classification under training regulation</b>	<ul style="list-style-type: none"> <li>- “Safety and health at work”</li> <li>- “Work organisation”</li> </ul>
<b>Target competencies</b>	<ul style="list-style-type: none"> <li>- The trainees present individual objectives, opportunities, stresses, and limits.</li> <li>- The trainees reflect on their own resources.</li> <li>- The trainees use the reflection on resources as a basis for the development of ideas for the improvement of company processes.</li> </ul>
<b>Brief description and module context</b>	<p>The trainees start by using the “focusing” method of gaining mindfulness to discover which kinds of (self-) knowledge can be obtained by carefully considering their own thoughts and feelings. Increased mindfulness of their own perceptions serves as a basis for subsequent reflection on the requirements made of them and on their individual values, aims, limits, and stresses. This provides a foundation for the next stage, in which trainees are given the opportunity to use the design thinking method in order to develop possible solutions for the improvement of company processes.</p>

# “CORPORATE SOCIAL RESPONSIBILITY (CSR)” LEARNING MODULE

Authors: *Andreas Fischer, Harald Hantke, Jens-Jochen Roth, Jan Pranger*

## CORPORATE SOCIAL RESPONSIBILITY (CSR) – RESPONSIBILITY – FROM THE WORKPLACE AND OUT INTO SOCIETY

<b>Classification under training regulation</b>	<ul style="list-style-type: none"> <li>- “Marketing”</li> <li>- “Training company”</li> </ul>
<b>Target competencies</b>	<ul style="list-style-type: none"> <li>- The trainees substantiate their own understanding of social responsibility using work-related examples.</li> <li>- The trainees identify measures and projects aimed at the assumption of responsibility at their training company on the basis of their own understanding of responsibility.</li> <li>- The trainees develop a claim and an advertising slogan to communicate the social responsibility at their own training company.</li> </ul>
<b>Brief description and sub-module context</b>	<p>The trainees begin by reflecting upon their own understanding of social responsibility. Against this background, they then present the understanding of social responsibility at their training company. In their description, trainees also take marketing measures and the company’s external image into consideration. They subsequently develop a claim and build on this to produce an advertising slogan, which can be used for the external communication of the understanding of social responsibility at their training company.</p> <p>This learning sub-module serves as a basis for the completion of further sub-modules relating to the topic of “Corporate Social Responsibility (CSR)”. When processing the work orders, it will be of additional benefit if the trainees have already completed the “Sustainable development” learning module.</p>

## CORPORATE SOCIAL RESPONSIBILITY (CSR) – CSR (MEASURES) IN THE TRANSPORT AND LOGISTICS SECTOR

<b>Classification under training regulation</b>	<ul style="list-style-type: none"> <li>- “Marketing”</li> <li>- “Training company”</li> </ul>
<b>Target competencies</b>	<ul style="list-style-type: none"> <li>- The trainees identify existing and future CSR measures of their training company.</li> <li>- The trainees analyse CSR measures with regard to the three dimensions of sustainability.</li> <li>- The trainees develop a CSR measure and an advertising slogan for their training company.</li> </ul>
<b>Brief description and sub-module context</b>	<p>The trainees begin by looking at the concept of CSR with the assistance of an information text and thus receive an initial insight into the design of CSR measures. They then use the notion of the three dimensions of sustainability as a backdrop for identifying possible CSR measures for their training company and go on to plan the design and implementation of one of these measures. The trainees then present their results to each other and work together to specify in more detail a CSR measure for their own training company. Finally, they develop an advertising slogan for the CSR communication of this measure.</p> <p>This learning sub-module follows on from the previous learning module on the subject of “Corporate Social Responsibility (CSR)”. When processing the work orders, it will be of additional benefit if the trainees have already completed the “Sustainable development” learning module.</p>

**CORPORATE SOCIAL RESPONSIBILITY (CSR) – CSR COMMUNICATION AT THE TRAINING COMPANY**

<b>Classification under training regulation</b>	<ul style="list-style-type: none"> <li>- “Marketing”</li> <li>- “Training company”</li> </ul>
<b>Target competencies</b>	<ul style="list-style-type: none"> <li>- The trainees critically examine CSR communication against the background of greenwashing.</li> <li>- The trainees work out possible approaches for sustainable CSR communication for their training company.</li> </ul>
<b>Brief description and sub-module context</b>	<p>Taking the problem of greenwashing within CSR communication as a starting point, the trainees analyse possible challenges that may emerge from here for their training company. They follow this up by using a role play situation to develop criteria that enable the identification of greenwashing within the scope of CSR communication. On the basis of these findings, the trainees develop a guide for successful CSR communication at their training company. They then present this guide to the company’s marketing department. Alternatively, the trainees review existing or future CSR communication measures using the guide as a reference and make improvements to these measures where necessary.</p> <p>This learning sub-module forms the conclusion of the sub-modules relating to the topic of “Corporate Social Responsibility (CSR)” and serves as a collection of ideas for CSR measures and for the communication of such measures, which can be forwarded to relevant departments at the company for further use.</p>

**“DIGITALISATION LEADS TO MORE SUSTAINABLE BUSINESS PRACTICES!?” LEARNING MODULE**

*Authors: Andreas Fischer, Harald Hantke, Jens-Jochen Roth, Jan Pranger, Jan-Marten Brüggemann, Rebecca Pooker*

**DIGITALISATION LEADS TO MORE SUSTAINABLE BUSINESS PRACTICES!?”**

<b>Classification under training regulations</b>	Interdisciplinary topic
<b>Target competencies</b>	<ul style="list-style-type: none"> <li>- The trainees identify company perspectives on the topics of “digitalisation” and “sustainability in the workplace”.</li> <li>- The trainees develop ideas regarding the question of how the opportunities afforded by digitalisation can be utilised in order to operate in a more sustainable way.</li> </ul>
<b>Brief description and module context</b>	<p>Against the background of sustainable business practices, the trainees begin by considering the opportunities created by increasing digitalisation in the workplace. They conduct interviews with their colleagues for this purpose. Applying the design thinking method, the findings obtained are used to develop ideas in a structured way in respect of the question as to how the opportunities afforded by digitalisation can be made utilisable and thus allow more sustainable business practices to be adopted.</p>

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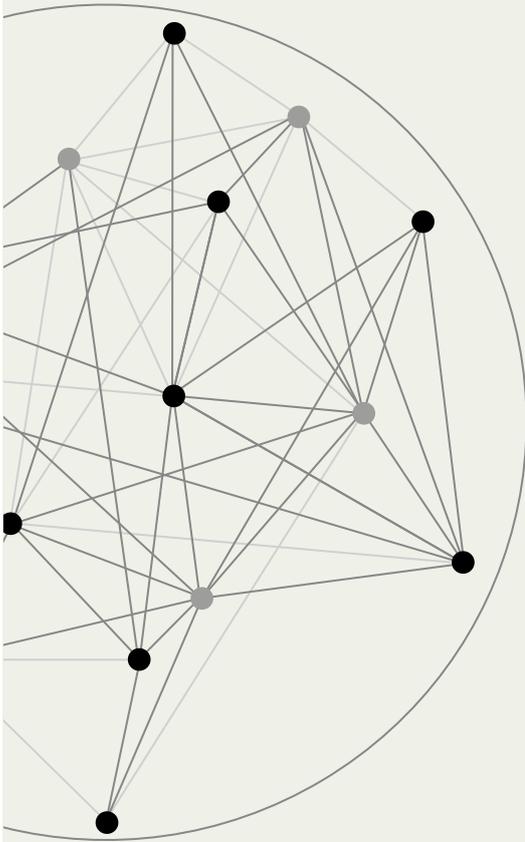
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