

# Analysis and Evaluation of the Workshop with National Experts



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	Strengths	
<b>Human</b>	<ul style="list-style-type: none"> <li>▪ committed employees</li> <li>▪ cosmopolitanism</li> <li>▪ impulse to improve everything</li> <li>▪ acceptance of authorities</li> </ul>	
<b>Organisation</b>	<ul style="list-style-type: none"> <li>▪ cosmopolitanism</li> <li>▪ network-Culture (e.g. in China)</li> <li>▪ good work-organisation</li> <li>▪ impulse to improve everything</li> <li>▪ good working conditions</li> </ul>	<ul style="list-style-type: none"> <li>▪ acceptance against authorities</li> <li>▪ ability to work in groups</li> <li>▪ good infrastructure</li> <li>▪ differentiated educational system</li> </ul>
<b>Technics</b>	<ul style="list-style-type: none"> <li>▪ label „Made in Germany“</li> <li>▪ curiosity with regard to technics</li> <li>▪ implementation of innovative products</li> <li>▪ positive image at high-tech products</li> </ul>	<ul style="list-style-type: none"> <li>▪ high-quality products</li> <li>▪ research</li> </ul>

	Weaknesses
<b>Humans</b>	<ul style="list-style-type: none"><li>▪ too many different expertises and branches</li><li>▪ risky adversity</li><li>▪ „Ossis“ vs. „Wessis“</li></ul>
<b>Organisation</b>	<ul style="list-style-type: none"><li>▪ bureaucratic and hierarchic structures</li><li>▪ low flexibilities</li><li>▪ low change-speed</li></ul>
<b>Technics</b>	<ul style="list-style-type: none"><li>▪ nature and technics as „romantic mindset“</li><li>▪ adverseness to technics</li><li>▪ weaknesses in the field of engineering</li><li>▪ basic research</li></ul>

	Chances
<b>Mensch</b>	<ul style="list-style-type: none"> <li>▪ education as social value</li> <li>▪ learning from experts</li> <li>▪ informal, flexible learning</li> <li>▪ competences instead of (formal) qualifications</li> </ul>
<b>Organisation</b>	<ul style="list-style-type: none"> <li>▪ conservative attitude of union organisations</li> <li>▪ using knowledge systematically</li> <li>▪ combination of learning and praxis in schools</li> <li>▪ enlargement of experience based learning</li> <li>▪ very good education in traditional subjects</li> <li>▪ certificates for informal qualification</li> <li>▪ conservative learning is sustainable</li> <li>▪ world-wide cooperations</li> </ul>
<b>Technics</b>	<ul style="list-style-type: none"> <li>▪ enlargement of engineering-abilities</li> <li>▪ resurrection of female engineers</li> </ul>

	Risks
<b>Human</b>	<ul style="list-style-type: none"> <li>▪ mentality to experimentalize is missing</li> <li>▪ limited horizon</li> <li>▪ cultured classes and structures</li> <li>▪ missing of pragmatism</li> <li>▪ avoiding of uncertainty</li> <li>▪ linguistic barriers</li> <li>▪ complicated mindsets</li> <li>▪ cultural change</li> </ul>
<b>Organisation</b>	<ul style="list-style-type: none"> <li>▪ thievery of knowledge</li> <li>▪ bad integration of foreigners</li> <li>▪ formalities</li> <li>▪ bureacracy</li> <li>▪ missing junior staff</li> </ul>
<b>Technik</b>	<ul style="list-style-type: none"> <li>▪ insufficient engineers</li> <li>▪ quality could decrease</li> </ul>