



# Diversifying the Business Lab

## INCLUDING DIVERSITY PERSPECTIVES IN THE DESIGN OF A MASTER COURSE

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# 1. Diversity in teaching in higher education

## 1.1. DIVERSITY AND DIVERSITY DIMENSIONS

The term diversity encompasses individual, social and structural differences and similarities of people and groups. Different dimensions can be distinguished. A widely used model to systematise diversity and raise awareness about different backgrounds is the "Four-Layers of Diversity Model" by Lee Gardenswartz and Anita Rowe (1998). The systematisation points out diversities that can cause social and structural inclusion and exclusion processes in the various areas of life. The model distinguishes between internal, external and organisational dimensions of diversity. The internal or core dimensions are understood to be relatively unalterable by the individual. The internal dimensions are gender, age, sexual orientation, ethnicity, race and physical ability. The external dimensions are e.g. personal or recreational habits, geographic location, parental status or educational background. Organisational dimensions are e.g. work content, seniority, or management status.

Depending on the context, different dimensions of difference can be effective. Which dimensions have an influence on current events depends on the context, situation and goal. It is important not to focus on just one dimension, but to consider several dimensions, informed by the intersectional approach (connected and interwoven identity aspects).

## 1.2. DIVERSITY IN HIGHER EDUCATION INSTITUTIONS

Backgrounds of students and staff at Universities of Applied Sciences (UAS) are also diverse. This is highlighted by the statement of Leah Carola Czollek & Gudrun Perko 2008:

*“THERE ARE NO GENDER-NEUTRAL SPACES. THERE ARE NO HOMOGENEOUS SPACES. THE FACT OF GENDER AND DIVERSITY (PLURALITY, HETEROGENEITY) SHOULD THEREFORE ALSO BE TAKEN INTO ACCOUNT IN DIDACTIC.”*

(Czollek / Perko 2008, p. 7)

The Four-Layers of Diversity model was developed in the context of the business sector. It was adapted and further developed to being able to take into account the context of Higher Education institutions. To consider the university context, relevant dimensions in relation to HE were included, e.g. phase or focus of studies, student employment or study program.

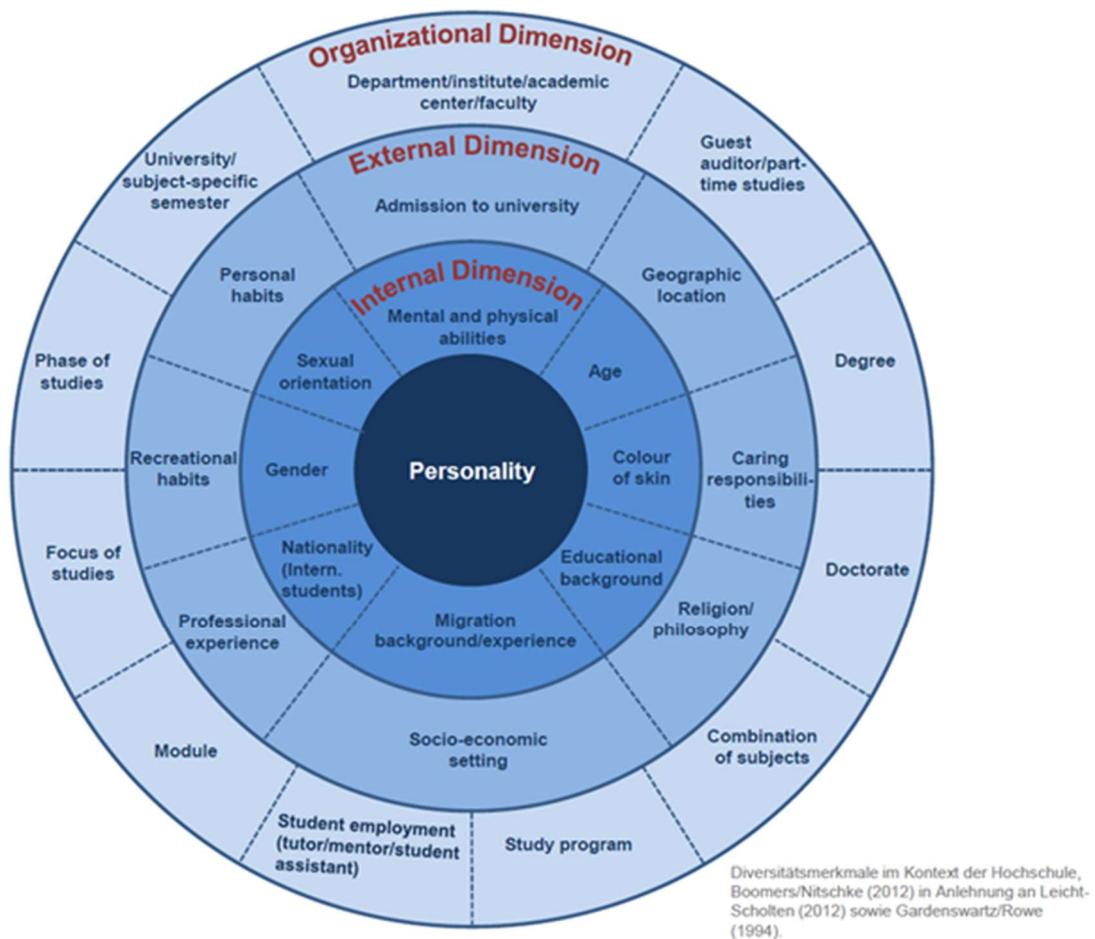


Figure 1: Diversity Wheel in the context of the HE sector

### 1.3. WHY SHOULD WE CONSIDER DIVERSITY IN THE LECTURE ROOM?

Diversity in its affirmative approach, raises awareness about diversity in the lecture room, by naming and recognising differences. Considering the background of diverse students would contribute to a more inclusive access to HE. It aims at promoting equality of opportunity for all people and students, regardless of their age, gender, religion, skin colour or socio-economic background

Furthermore, as Czollek & Perko (2008) argue, implementing diversity in HE would contribute to a professionalization, in which diversity would be seen as a core part of quality development. The result of this process would be social justice and equal opportunities (Czollek & Perko, p. 33)

Universities are also required to take the anti-discrimination legislation into account. According to the Equal Treatment Act the following dimensions are protected by law: Age, gender, sexual orientation, ethnicity and religion / belief. Furthermore, the dimension disability is protected in the Federal Act on Equal Opportunities for Persons with Disabilities.

Furthermore, on the level of policies and higher education development, the need for an inclusive strategy is addressed. The National Strategy on the Social Dimension in Higher Education (Bundesministerium für Wissenschaft, Forschung und Wirtschaft / BMWFW 2017) highlights the need to consider the social dimension, aiming at the common goal that students should reflect the composition of the population in access, participation and completion of higher education at all levels.

The "National Strategy on the Social Dimension in Higher Education" sets out three major target dimensions (BMWFW 2017, p. 20)

I. More inclusive access

II. preventing dropouts, improving academic success

III. create framework conditions and make optimal use of higher education policy control

In our context, target dimension II "Prevent dropout, improve study success" and in particular the Action line 5 "Study organisation and quality of teaching" are of relevance. Creating an inclusive teaching and learning environment is one of the measures mentioned (BMWFW 2017, p. 26).

#### 1.4. APPROACHES: STAGES AND DIDACTIC PRINCIPLES

When thinking about an inclusive teaching and learning environment, different stages can be considered: in the first stage the planning and in the second stage, the implementation. In the stage of planning, already during the designing of the curriculum, diversity should be considered, in order to develop an inclusive curriculum. Another important aspect are the assessment practices (see New York University). Furthermore, when choosing teaching contents and teaching materials, diversity considerations should be taken into account. And also at the stage of implementation, in the concrete interaction with the students, in the teaching and learning process. Two didactic principles are particularly helpful for diversity-conscious teaching: variety of methods and activation of students (see Freie Universität Berlin 2018). The considerations on all stages and regarding the didactical principles should be inspired by the composition of the actual students in the lecture room.

In the following we will give an example how this can be done for a concrete lecture.

## 2. The Case Example: Business Lab & Company Dialogue (B-Lab & CD)

As a real Case Example, we choose a lecture to be held in the new Master Programme "Global Strategic Management" with the different Study Tracks "Global Green and Social Business", "Global Leadership and HR Management" and "Global Strategic Decision Making". The new Master Programme will be starting in winter term 2021. The chosen lecture for our Case Example is the so-called "Business Lab & Company Dialogue (B-Lab & CD)", a Project lecture that will be held in all three different Study tracks simultaneously.

Main outline of Blab & CD:

<i>Type of Lecture</i>	Project
<i>Group Size</i>	10 – 15 students per specialisation track
<i>Units per Week</i>	2
<i>ECTS Credits</i>	5
<i>Course Overview</i>	<p>-Lab &amp; CD is a project lecture that aims at teaching students how to link the knowledge gained within previous lectures with skills learned in the practice. B-Lab &amp; CD aims to provide students a deeper knowledge about the fundamentals of project management and digital teamwork and a practical project experience with a real-life company.</p> <p>Students will collaborate closely with a real-life company (client), and will apply their gained knowledge and new content related to their study track “Global Green and Social Business”, “Global Leadership and HR Management” or “Global Strategic Decision Making” as well as the fundamentals of project management and digital teamwork in practice.</p> <p>In (digital) project teams, students will provide a company with decision guidance on a pre-specified company need, develop potential solutions and prepare pitch decks or presentations to be presented in front of their clients.</p>
<i>Methods of Instructions</i>	combination of instructor-coaching lecture, company inputs and interaction, individual and group work and presentations

For more detailed information, please find the Full Syllabus for B-Lab & CD in the Annex.

The Case Example “Business Lab & Company Dialogue” was selected as the lecture includes a variety of elements that might be relevant for many other lectures as well. It is a combination of instructor-coaching lecture, company interaction, individual and group work and presentations.

We have selected the elements

- **Company Selection & Interaction**
- **Methods & Materials Selection**
- **Team Composition for Group Works and**
- **Leadership & Engagement of Team Members in Group Work**

to be addressed for this case study as concrete examples for how to consider the diversity aspect for.

### 3. Theoretical Approach & Literature Review: Considering diversity in selected lecture elements

Literature provides us interesting insights, how diversity dimensions can be considered in various aspects of lecture planning and implementation on theoretical level.

#### 3.1 CONSIDERING DIVERSITY IN THE COMPANY PROJECT SELECTION & INTERACTION

Students project is one of the methods that can foster different cognitive and social learnings. By working in real cases with companies, students actively engage in real-world problems and meaningful projects (BIE, 2021).

To consider the diversity in the definition of the company project and selection, aspects like:

- Company branch / industry
- Company size
- Gender of the representative / founder
- Seniority of the representative / founder
- Management style / culture
- Geographic Location
- Impact in the society...

Offering project with start-ups as well as multinationals; different industries; different management style and profile, with female and male leaders; as well as from different geographic locations, allow students to have different perspectives in the project and open up their learnings.

For the interaction, it is important to have develop a **code of conduct**, for creating a good, safe and stimulating work and study environment, whereby lecturers, students and company partners behave respectfully towards one another with mutual acceptance and trust. It should formulate the expectations with regard to the standards of behavior and communication. Also considering diversity aspects and dimensions. This could be drafted by the teacher considering also the university and institute guidelines, and then co-created with the students and company.

#### 3.2 CONSIDERING DIVERSITY IN THE METHODS AND MATERIALS SELECTION

According to Knud Illeris (2004), the learning depends of three dimensions: cognitive, emotional and social learning. It is possible to relate that the cognitive learning is partially depending on how the content is built and offered and that the content is “acquisition” is given through instruction (by interaction) and individually.

The selection of methods and materials suitable for a particular course should be part of a constructive alignment, with a consistency among the intended learning outcomes, teaching methods and assessment (Fry et al, 2009; Biggs 1996).

Methods and materials give students with different learning styles and personalities the opportunity to grasp content and make their own contributions to the course, so to integrate consider diversity for the selection of methods and materials, it might be good to start with some questions (TU Graz & convelop, 2017):

- *What opportunities are there to use different teaching methods as part of the course?*
  - How can students be motivated to actively participate in large numbers?
  - How can reticent students be encouraged to make presentations, lead work groups or workshops?
  - Are there ways to accommodate different prior knowledge in the course?
  - How could students be encouraged to take turns in different roles and functions in group work?
  - Can different perspectives be addressed in teamwork and presentations through the purposeful composition of groups?
  - What methods are well suited to the number and diversity of students in your teaching?
  
- *What different ways are there to design and select the teaching materials?*
  - Which teaching materials appeal to you personally? Why?
  - How can you make manuscripts and presentations appealing?
  - Is it possible to recognize the diverse participation and performance of men and women, for example?
  - Can videos or films be used to accompany the material?
  - Is the material also made available electronically?
  - What platforms are in use? Do all students have equal access?
  - What possibilities are there to make learning materials and methods accessible?

Considering the type of course, number of students and other characteristics of the group and topic, provide variety of methods, supplementing the lecture with oral and written contributions. Suggestions include (TU Graz & convelop, 2017):

- Group work, e.g. summary or visualization of the course content, elaboration of case studies by the students (in pairs / small groups), collaborative problem solving, etc.
- short questions for reflection / getting in the mood for a topic; reflections in pairs (quiz questions)
- Individual contributions such as papers, presentations, short written contributions
- Student projects
- Discussion using the "fishbowl" method (A small group of participants discusses in a circle in the middle of the room, all other participants sit in a large circle around this "goldfish bowl". They observe the discussion and can contribute by briefly taking a seat on a free chair in the discussion circle as well).
- Gamification

When considering the materials selection, you can take into account the different levels of prior knowledge of students, for example, by:

- making the material more concrete for students with little prior knowledge,
- getting students with medium prior knowledge interested in the topic by asking questions,
- challenging students with a lot of prior knowledge referring them to research papers and literature.

In the design and selection of teaching materials, you can reflect on the diversity also by:

- making visible different female and male authors/experts participation and contributions in the field/topic
- integrating other cultural backgrounds, by bringing authors/experts from different countries and continents as resources
- offering a resources toolbox, including apart from books, articles and case studies, a mix of podcasts, videos (own or from other authors).

### 3.3 CONSIDERING DIVERSITY IN THE TEAM COMPOSITION FOR GROUP WORKS

According to Reich (2010), a good learning group is as heterogeneous as possible and is a mixture of higher and lower achievers, all sexes, different intercultural backgrounds, different levels of previous experience related to the topic or subject and in age. Heterogeneity – most of the time - is not a deficiency, but always an opportunity for students to boost each other.

In heterogeneous groups, students with different skills, talents, achievement levels, and social and cultural backgrounds can complement one another (Johnson et al., 1991), whereas homogeneous groups lack this synergistic diversity.

In order to ensure heterogeneity in a group, the team composition must be done by the instructor, based on transparent criteria. Suggestion of a [Step-by-step procedure to form heterogenous teams](#), according to Maasen & Ruschin (2018):

**Step 1:** Identification and decision about diversity characteristics relevant for the envisaged Team Work, check the Diversity Dimension Wheel (see page 2) e.g. Pre-knowledge about the topic, Pre-Work Experience in a specific topic field, Pre-Education (study programs, Bachelor Degrees, Master Degrees, etc.), Personal Interests, Language Skills, International Student vs. Domestic Students, Gender, Age, Nationality, etc.

**Step 2:** Collection of information about relevant diversity characteristics from the students, e.g. via a Pre-Lecture Survey, Online-Questionnaire, etc.

**Step 3:** Formation of heterogenous teams by the lecturer through considering the collected information

When students are given a choice in their team selection, students tend to choose to collaborate with friends, same-culture peers, and similar-achieving peers (Brouwer et al., 2018; Moore & Hampton, 2015). It diminishes the critical dialogue within the team if the team members think alike.

However, it must be mentioned that heterogeneity in teams – compared to homogenous teams - can also lead to an increase of conflicts, which may relate to low efficient and low effective team work (Chao & Pardy, 2017)

### 3.4 CONSIDERING DIVERSITY IN LEADERSHIP & ENGAGEMENT OF TEAM MEMBERS IN A GROUP WORK

Specifying **rotating roles and responsibilities** within a group can stimulate a change of perspective within heterogenous groups and ensures the engagement of all team members with diverse backgrounds. – see TU Graz & convelop (2017)

Examples, according TU Graz & convelop (2017):

- Rotation of the role of Project Leader on a regular basis between all team members
- Rotation of responsibilities for different tasks between all team members (e.g. presenter, notekeeper of meetings, team communication, etc.)

Meaningful teamwork can be encouraged through asking the team members to take on distinct roles within their teams. Chao & Pardy, 2017 suggest to ask the teams to create a portfolio of work and to display the reality of teamwork in organizations within a team, by assigning wider roles that are common to project and collaboration work, like observer, facilitator, researcher, stakeholder, customer, writer, editor, etc.

Further, Chao & Pardy, 2017 suggest to provide the teams “heavy assignments” that provide a challenge and the opportunity that students can specialize within the project, develop distinctive skills and bring their unique information and knowledge to the team. This leads to the fact that team members are mutually dependents and therefore responsible for each other and therefore enhance their engagement.

Additionally, a **combination of individual and group assessment** for the project teams’ work is essential to enhance the engagement within a group work as well.

## 4. Practical Approach: Considering Diversity in the Case Example B-Lab&CD

Through literature review and the theoretical examination of approaches for diversity dimensions in specific lecture elements we have gained a deeper insight into possibilities and methods to be applied. In the next step we directly try to apply some of the theoretical approaches within our specific Case Example B-Lab & CD.

#### 4.1 COMPANY PROJECT SELECTION & INTERACTION

According to our previous experience and integrating the learning from the diversity perspectives, firstly a short list with companies will be provided by the lecturers considering the dimensions of the diversity wheel (Gardenswartz and Rowe, 1998) and the three specialization focus of the lectures (strategic decision making / green social business / HR and leadership). This will consider lectures and institute contact as well as a desk research screening of companies in the region.

<i>Layer</i>	<i>Dimension</i>	<i>Comments</i>
Internal	Gender	of the leader / contact person
External	Geographical Location / presence	Regional / international
	Educational Background	Not only business people
	Company size	Small, medium, large
	Seniority	In the management / contact person
Organizational	Management style / culture	Public, private, employee-owned, family business
	Industry / branch	Provide a variety of industries and branches

Secondly, the contact will be made with the companies defined as priority invite to participate. Then the project case will be discussed and agreed between the lecturer and the company representative aligned with the specialization focus. Also the draft schedule for interaction and meeting with the students will be defined.

Thirdly, lectures will draft a code of conduct, for creating a good, safe and stimulating work and study environment. It should consider university's and national's guidelines on diversity and equality (E.g. Equal Treatment Act and Federal Act on Equal Opportunities for Persons with Disabilities and National Strategy on the Social Dimension in Higher Education). It should be then presented and co-created with company and students, to get to the final version to be put in place and followed.

#### 4.2 METHODS & MATERIALS SELECTION

The Business Lab lecture is structured as a project lecture, with a mixture of inputs and collaborative hands-on work. The teaching and learning methods will include:

- Students project with company cases and interaction (project based learning)
- Group work and assignments
- Project management
- Public presentations
- Lecturer inputs and coaching

The teaching materials will include:

- A toolbox with categorize the learning materials by prior knowledge level

- Videos, web articles, peer reviewed readings, podcasts, cases
- Resources from male and female experts/authors
- Integration of authors from different cultures / continents

Performance and learning by mixed-assessment (individual & group)

- Individual: peer-to-peer assessment within the group
- Group assessment: evaluation of group performance (presentations, reports, etc.)

### 4.3 GROUP COMPOSITION & SELECTION

For the team composition within the lecture “Business Lab & Company Dialogue”, we, the Lecturing team, will consider which diversity dimensions, according to the Diversity Wheel related to universities (based on Boomers & Nitschke, 2017), are relevant for the teams and which may have a strong, weak or no influence on the team work for their team task.

In the example case of B-Lab & CD, we assume the following diversity dimensions (based on Boomers & Nitschke, 2017) might be relevant, although we have to mention that at this point in time - while preparing this document - we do not know the concrete topic the students will have to elaborate on, yet.

<i>Layer</i>	<i>Dimension</i>	<i>Influence on the B-Lab &amp; CD</i>	<i>Note</i>
Organizational	Focus of Studies	Strong	Specialisation chosen is of high relevance
	Degree	Strong	Already completed study degrees (e.g. Bachelor Degree, etc.)
	Doctorate	Weak	Is of relevance if some students already have a PhD relevant for the project topic, etc.
External	Professional Experience	Strong	Work Experience in the project topic
	Recreational Habits	Weak	Personal interest for the project topic
	Personal Habits	Weak	Personal interest for the project topic
	Geographic Location	No	Only relevant, if it were a 100% online lecture
Internal	Nationality (International Students)	Weak	Different cultural backgrounds

	Gender	Weak	Mix of Gender is envisaged
	Age	Weak	Different levels of pre-experience
	Educational Background	Strong	Pre-Education related to the project topic is of high relevance
Other (pre-determined by the lecturer)	English Language Skills	Strong	Very relevant, as the course lecture is English
	German Language Skills	Weak	Relevant, especially when the company prefers communication in German

Based on these considerations, we will prepare a short online questionnaire to collect information about the diversity dimensions from the students. The questionnaire will be handed out to the students before the official start of the lecture, including questions, like:

- Which study degrees what you already completed?
- What is your main focus of the study Programme?
- Do you already have pre-knowledge about topic XY?
- Do you already have work experience in topic XY?
- Based on a range from 0 (no interest at all) – 5 (very high interest), how high would you rate your interest in the topic XY?
- Are you an International Student? If yes, which is your home country?
- What is your gender?
- What is your year of birth?
- .... etc.

The information will be collected anonymously in order to avoid bias from the lecturer later on during the team formation. However, every student will be provided a reference number to be later possible to be identified.

With the collected information the lecturers will create 4 heterogeneous groups of 5 students each, trying considering different diversity characteristics as much as possible in every team. With this approach we aim to have as most diverse as possible teams created who complement each other in the sense of interest, skills and background knowledge.

#### 4.4 LEADERSHIP & ENGAGEMENT OF TEAM MEMBERS

For the team work itself we will establish 5 roles – a Team Leader (or Project Leader), a Communication Leader, a Research Leader and 2 Researchers. These five roles will rotate on a 2-weekly-basis, ensuring that each team member will assume each role at least once during the whole semester. A rotation plan will be asked to be provided from

each team at the very beginning of the teams' work. With this approach we aim to achieve a change of perspective for the whole project, ensuring that everyone's views and insights will be considered within every role.

Further, regarding the assessment we will include a mixed assessment, including an assessment of the individual performance carried out by a peer-to-peer assessment within the project teams and a group assessment, to be performed by us, the lecturers based on the produced outcomes and results (project presentations, project papers, etc.).

## 5. Lessons Learnt & Challenges

Summing up, we would like to present our lessons learnt during the process of our engagement with the topic of diversity-conscious teaching.

The definition and selection of the relevant diversity dimensions in relation to the actual context we are dealing with, is crucial. This should be the starting point of the process. It is important, to define the relevant dimensions for the specific lecture and class room setting.

Furthermore, we realized that what we learned during HDW Modul A regarding planning of HE teaching and method implementation is also relevant for diversity-conscious teaching. Using a variety of methods and materials is helpful and supports an inclusive approach to teaching.

Moreover, we realized that we have already integrated elements that support diversity in our previous teaching. But that was done more intuitively. Now we can base and explain our teaching practices on theoretical understanding.

These learnings are based on the planning process of the course. The Business Lab will be run in the next academic year, so we have no concrete results yet regarding the actual implementation.

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**Link to the Erasmus+ Project Website Diversity Capacities (DivCap):**

<https://www.diversitycapacities.eu/>



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## 7. Annex: Syllabus for Business Lab & Company Dialogue

<b>Course Title:</b>	<b>Business Lab &amp; Company Dialogue</b>				
<b>Corresponding Module:</b>	Business Project				
<b>Number of Students</b>	10 – 15 per specialisation track				
<b>Semester:</b>	2	<b>Units per Week:</b>	2	<b>Type of Course:</b>	PT
<b>Use of Moodle:</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>ETCS Credits:</b>	5	<b>Course Number:</b>	18071209
<b>Course Overview:</b>	<p>The course "Business Lab &amp; Company Dialogue" aims to provide students a deeper knowledge about the fundamentals of project management and digital teamwork and a practical project experience with company cases and interaction.</p> <p>Students will collaborate closely with companies and will apply their gained knowledge on their 1<sup>st</sup> semester with a focus on their study track "Global Green and Social Business", "Global Leadership and HR Management" or "Global Strategic Decision Making" as well as the fundamentals of project management and digital teamwork in practice.</p> <p>In (digital) teams, students will work on projects and experiments, develop potential solutions and prepare pitch decks or presentations to be presented in front of public audience (companies, other study programs, lecturers).</p>				
<b>Course Objectives:</b>	<p>Through a project or group work, presentations, case studies, and discussions, as well as through excursions and guest lectures, the students will apply their gained knowledge and new content related to "Global Green and Social Business", Global Leadership and HR Management" or "Global Strategic Decision Making" in practice.</p> <p>They will be able to apply the fundamentals of project management directly. Additionally, the students will get to know and apply the tools of digital teamwork. Students assume the roles of consultants and go through each phase of a professional project, thereby <b>developing competences such as:</b></p>				

	<ol style="list-style-type: none"> <li>1. Ability to work in teams (group work)</li> <li>2. Leadership skills (project hierarchy, competitive role-play)</li> <li>3. Idea creation, innovation and problem-solving (developing new strategies and models)</li> <li>4. Critical thinking (assessment of resources and markets, validating strategies)</li> <li>5. Self- and time management (Self-organization outside of classroom)</li> <li>6. Ability to identify customer &amp; beneficiary needs and to react accordingly</li> <li>7. Ability to see the big picture (understanding of correlations between market success factors)</li> <li>8. Presentation skills (preparation of convincing pitches and presentation for different target audiences)</li> </ol> <p><b>Learning outcomes in terms of knowledge:</b></p> <ol style="list-style-type: none"> <li>1. Comprehension of project management principles</li> <li>2. Application of project management principles methods and artifacts as well as digital teamwork tools</li> <li>3. Analysis of a complex problem / case and their business implications</li> <li>4. Evaluate the ideas and methods to take informed decisions on the project/cases</li> </ol>
<b>Course Topics:</b>	<ul style="list-style-type: none"> <li>• Practical project/case related to "Global Green and Social Business", "Global Leadership and HR Management" or "Global Strategic Decision Making"</li> <li>• Project Management principles and artifacts</li> <li>• Forms and tools for digital team collaboration</li> <li>• Presentation skills</li> </ul> <p>Excursions and/or guest lectures related to "Global Green and Social Business" "Global Leadership and HR Management" or "Global Strategic Decision Making"</p>
<b>Methods of Instruction:</b>	<p>This course is based on a combination of instructor-coaching lecture, company inputs and interaction, individual and group work and presentations.</p>

<p><b>Required Resources:</b></p>	<p>There will be no text book for this course. The course is meant to be an applied project course that will build upon students' skills and knowledge developed in the previous semester and apply into a case / project. The students have to deliver pre-defined results by setting up their own problem-solving approach and project management design. A basic selection of supporting materials will be provided by the lecturer (Blab toolbox). In addition, students will have to research further material as part of their assignments, primarily through article databases provided by the library center (<a href="http://www.fh-joanneum.at/biz">www.fh-joanneum.at/biz</a>), e.g. EBSCO or Science Direct as well as using other available, up-to-date sources.</p>
<p><b>Recommended Literature:</b></p>	<ul style="list-style-type: none"> <li>* Berkun, S. (2008): Making Things Happen. Mastering Project Management. O'Reilly.</li> <li>* Blank, S. (2020): The Four Steps to the Epiphany. Successful strategies for products that win. Wiley.</li> <li>* Frynas, J. G., Mellahi, K. (2015): Global Strategic Management. 3rd edition. Oxford University Press.</li> <li>* Hollister, S. (2017): Business Plan. The Right Way To Create A Winning Business Plan. CreateSpace Independent Publishing Platform.</li> <li>* Johnson, G. et al. (2019): Exploring Strategy. Text and Cases. 12th edition. Pearson Education.</li> <li>* Katzenbach, J. R. et al. (2013): HBR's 10 Must-Reads on Teams. Harvard Business Review.</li> <li>* Krogerus, M. et al. (2017): The Decision Book. 50 Models for Strategic Thinking. Profile Books.</li> <li>* Lewrick, M., Link, P., Leifer, L. (2018): The Design Thinking Playbook. Mindful Digital Transformation of Teams, Products, Services, Businesses and Ecosystems. Wiley.</li> <li>* MacMillan, I., Thompson J. (2013): The Social Entrepreneur's Playbook. (Expanded Edition.) Wharton School Press.</li> <li>* Osterwalder, A. &amp; Pigneur, Y. (2010): Business Model Generation. A Handbook for Visionaries, Game Changers, and Challengers. Wiley.</li> <li>* Osterwalder, A., Pigneur, Y., Bernada, G., Smith, A., Papadakos, T. (2014): Value Proposition Design: How to Create Products and Services Customers Want. Wiley.</li> </ul>

	<p>* Projekt Management Austria (2019): pm baseline version 3.1. pma.</p> <p>* Scott, D. J. (2016): Project Management. A Quick Start Beginners Guide For The Serious Project Manager To Managing Any Project Easily. CreateSpace Independent Publishing Platform.</p>															
<b>Additional information:</b>	-															
<b>Course Schedule:</b>	According to central timetable															
<b>Course Location:</b>	According to central timetable															
<b>Assessment of Performance</b>	<p>Grading for this class is on the standard Austrian grading scale and is based on a combination of the following elements:</p> <ul style="list-style-type: none"> <li>- 30% Presentations (Interim and Final)</li> <li>- 20% Assignments (PM artifacts)</li> <li>- 40% Final Report (final product)</li> <li>- 10% Peer-to-Peer Assessment (within Teams)</li> </ul> <p>In each area 61% constitutes the passing grade.</p>															
<b>Minimum Requirements for a Positive Grade:</b>	<p>Regular attendance according to the rules of FH JOANNEUM and the curriculum</p> <p>Minimum attainability of 61 % respectively 61 points</p>															
<b>Grading Key:</b>	<table border="0"> <tr> <td>(1) „Sehr gut“</td> <td>„Excellent“</td> <td>100 – 93 % or points</td> </tr> <tr> <td>(2) „Gut“</td> <td>„Good“</td> <td>92 – 85 % or points</td> </tr> <tr> <td>(3) „Befriedigend“</td> <td>„Satisfactory“</td> <td>84 – 71 % or points</td> </tr> <tr> <td>(4) „Genügend“</td> <td>„Sufficient“</td> <td>70 – 61 % or points</td> </tr> <tr> <td>(5) „Nicht genügend“</td> <td>„Failed“</td> <td>60 – 0 % or points</td> </tr> </table> <p>Comment: Fractional parts will be rounded according to DIN 1333</p>	(1) „Sehr gut“	„Excellent“	100 – 93 % or points	(2) „Gut“	„Good“	92 – 85 % or points	(3) „Befriedigend“	„Satisfactory“	84 – 71 % or points	(4) „Genügend“	„Sufficient“	70 – 61 % or points	(5) „Nicht genügend“	„Failed“	60 – 0 % or points
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<b>Attendance:</b>	Regular attendance is mandatory according to the rules of FH JOANNEUM and the curriculum															

<b>Lecturer 1:</b>	Lígia F. Pasqualin, MA, MBA
<b>Short CV:</b>	Lígia Pasqualin is a Lecturer and project manager in the Institute of International Management at and provides more than 15 years working experience in companies and university. She is coordinator of EU-funded projects and her research and interest focuses on Innovation of Higher Education, (female) Entrepreneurship and International Strategy. Lígia holds a MBA degree, a Master degree in International Management, and a bachelor degree in Social Communications. Besides academia, she has worked in the E-learning sector in a company currently owned by LinkedIn Learning as well as in the advertising business for 8 years.
<b>Contact Details:</b>	<a href="mailto:ligia.pasqualin@fh-joanneum.at">ligia.pasqualin@fh-joanneum.at</a> / +43 316 5453-6826
<b>Lecturer 2:</b>	Mag. Sandra Meier
<b>Short CV:</b>	Sandra Meier is working as a lecturer at the Institute of International Management at FH JOANNEUM University of Applied Sciences in Graz since 2015. She has a Masters' degree in Environmental System Sciences with a special focus in Economics and several years of working experience in international cooperation projects with a special focus on environmental and sustainability topics. She is coordinator of EU-funded projects and has more than 10 years' experience in project management.
<b>Contact Details:</b>	Institute of International Management Eggenberger Allee 11, 8020 Graz 4th floor, Office No. 474 +43 316-5453-6835 <a href="mailto:sandra.meier@fh-joanneum.at">sandra.meier@fh-joanneum.at</a>
<b>Lecturer 3:</b>	Tbd.
<b>Short CV:</b>	Tbd.
<b>Contact Details:</b>	Tbd.

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