

Niels Aper · Edmond Beqiri · Frank Bezzina · Vincent Cassar · Martin Euwema
Ibish Mazreku · Laura Płatkowska-Prokopczyk · Agim Rysha · Emanuel Said
Elżbieta Szymańska-Czaplak · Pavel Taraba · Slavomira Vargova · Bedřich Zimola

STUDENTS PARTICIPATING IN THE PROJECT



Project webpage

competentstudent.wfil.uni.opole.pl

Students participating in the project

University of Haxhi Zeka

Florinda Berisha
Dorontina Brahimaj
Aulona Cenaj
Malsore Duraku
Fjolla Halitaj
Duresa Kilaj
Ajshe Komoni
Diellza Loci
Durim Selmonaj

University of Malta

Natalia Bezzina
Nicole Galea
Ranson Mercieca
Christina Micallef
Demi Mock
Isaac Pace
Ryan Sammut
Matthew Schembri
Ileana Marie Vella

Catholic University
of Leuven

Sverre Buytaert
Tine Drooghmans
Hanne Duchamps
Lina Marcinnó
Izabela Mazurek
Marie-Puck Meert
Femke Tistaert
Fien Vanderspikken
Jarne Willekens

University of Opole

Veronika Brodzinska
Bartłomiej Dzwonnik
Anna Kozubska
Natalia Matera
Michalina Mencil
Sofia Struchkova
Magdalena Turlo
Artur Wons
Julia Wypych

Tomas Bata University
in Zlín

Tomáš Bedan
Iveťa Dobiášová
Patricia Gallová
Jan Hobler
Martin Kozel
Jan Svoboda
Michaela Tomková
Alžběta Vávrová
Viktorii Zykova



“Competent student – experienced graduate: international workshops on key competencies for the labour market”

The project is financed by the National Agency for Academic Exchange within the International Academic Partnerships Programme

Agreement No. PPI/APM/2019/1/00014/U/00001

Competent student – experienced graduate:

international workshops on key competencies for the labour market

5	1. Introduction	62	Cooperate with me – fairly
6	Project description	62	Project management
8	Resource pack content	64	Project Life Cycle and Design Process
10	Workshop 1: “Tell me about your culture – comprehensively”	66	Methods of Network Analysis
11	Workshop 2: “Negotiate with me – openly”	68	Share your vision with me – clearly
12	Workshop 3: “Cooperate with me – fairly”	68	Case study – Malta and its potential to compete in the world markets
13	Workshop 4: “Share your vision with me – clearly”	70	Strategic Management – Local Businesses
14	Workshop 5: “Help me win – everyday”	72	“Blue Ocean Strategy” simulation
15	2. Course description	74	Help me win – everyday
16	“Tell me about your culture – comprehensively”	74	Business Communication
21	“Negotiate with me – openly”	76	Business English – English for Logistics
27	“Cooperate with me – fairly”	78	Presentation Skills Development
32	“Share your vision with me – clearly”	81	4. Alternative solutions
41	“Help me win – everyday”	81	4.1 “Tell me about your culture – comprehensively”
49	3. Workshops	107	4.2 “Negotiate with me – openly”
49	Tell me about your culture – comprehensively	133	4.3 “Cooperate with me – fairly”
50	Nature-based businesses	159	4.4 “Share your vision with me – clearly”
52	Local manufacturing and service businesses	185	4.5 “Help me win – everyday”
54	Heritage-based businesses		
56	Negotiate with me – openly		
56	Negotiations and Conflict Management		
58	Change Management		
60	Sustainable Development		

1

Competent student – experienced graduate:

international workshops on key competencies for the labour market

INTRODUCTION

INTRODUCTION

The resource pack Competent student – Experienced graduate is the outcome the project “Competent student – experienced graduate: international workshops on key competences for the labour market” implemented by 6 partner institutions in the years 2020–2022 with the financial support of Polish National Agency for Academic Exchange NAWA.

The project was a response to the contemporary challenges of the international labour market and the need to develop a new formula for building students' competence and to test it in practical conditions. The aim of the project was to develop student's labour market key competences by their participation in international workshops, performing practical tasks in a multicultural group, and

participation in study visits to international companies and public institutions. Once the realisation of the project has been completed the resource pack Competent student – Experienced graduate can be used by higher education institutions to complement the regular courses they offer to successfully develop students' competences needed at the labour market.



“Competent student – experienced graduate: international workshops on key competencies for the labour market”

The project is financed by the National Agency for Academic Exchange within the International Academic Partnerships Programme

Agreement No. PPI/APM/2019/1/00014/U/00001

PROJECT DESCRIPTION

The project was developed and implemented by 6 universities: University of Opole, Poland (project coordinator); University of Malta; Catholic University of Leuven, Belgium; University of Haxhi Zeka, Kosovo; Tomas Bata University in Zlin, Czech Republic; Wrocław University of Economics and Business, Poland. It involved 45 students, 9 from each partner country. The target groups were the students of the last semesters of undergraduate or graduate studies in business-oriented study programmes (Management, Organisational Psychology, Logistics, Business English, Economics), both BA and MA cycles, in their last semesters, just before entering the labour market. They had no previous experience of international cooperation in such a diverse cultural context as represented by Partners.

The condition for participation was the ability to communicate in English at B1 level. Partners jointly developed specific recruitment criteria, giving priority to people at a disadvantaged position in entering the labour market (e.g. stereotypical perception of the role of women in the labour market in most of the Partner countries, resulting in a higher unemployment rate and lower wages) to create equal opportunities for the group and weaken the adverse phenomenon.

Building students' awareness and competence was conducted in the framework of jointly implemented study modules, each of them being an opportunity to meet with a different business and organizational culture of the host country. Students participated in 5 international workshops, which consisted of seminars, debates, as well as company and public institutions study visits in the host country. During the project, students also co-organized an event in their own country for the other partners, which allowed

them to develop organizational skills in the context of international cooperation. Additionally, project participants through their experience, different from other students of Partner universities, became opinion leaders in situations involving intercultural issues, which opened the possibility of multiple use of their skills for their home universities.

Project implementation involved 3 types of activities: working out the guidelines for the trainers to conduct the workshop; involving international groups of students in practical activities aiming at developing assumed skills and competences; accompanying students in all activities to measure the balance of competences developed by students due to their participation the workshops. Thus, apart from students themselves, the target groups consisted of academic staff and representatives of local businesses, playing the roles of experts, trainers, moderators and researchers.

Action	People involved
working out the syllabus for the workshop	experts from academia and business
running the workshop	trainers and moderators supporting students before and after the workshops
measuring the effectiveness of the program of developing competences	research team

Before the workshops, the experts from academia together with representatives of business and public sector worked out preliminary guidelines. Next, trainers conducted the workshops according to instructions included in the material. Moderators prepared the students to participate in the workshops involving them in pre-workshop activities and supported them in working out the reports once the workshops were over. Researchers accompanied students during the workshops, collecting data before and after the whole project, as well as during each workshop planned to develop particular competences.

The benefit of the project was that all participating students developed assumed key competencies for the labour market; the measurement was based on balances of competences conducted by the Research team and the acquisition of ESP language skills (English for logistics in this case) was measured and certified by the external body. The sustainable result of the realization of the project is the resource pack Competent student – Experienced graduate, focusing primarily on the competences developed by the students during practical workshops with the representatives of entrepreneurs and field trips to enterprises and public institutions.

The project created conditions for multilateral cooperation between partners and opened up possibilities for its intensification in the area of academic teaching, e.g. offering workshops in the form of e-courses, as variable courses conducted with international partners. Implementing the tasks, both the students and the moderators from the universities worked in a modern educational style, placing particular emphasis on learning rather than teaching. Students independently acquired knowledge

and developed skills and social competencies in a linguistically and culturally diverse group, supplying various social capital, with the support of the moderator/facilitator and trainer. Additionally, experts did not prepare the materials for the workshops to be used with a spoon-feeding method – their preliminary guidelines were tested by the students in practical conditions, allowing experts to take into account student's reports and their feedback while preparing the final document. In this way, their guidelines for conducting particular workshops turned into syllabi comprising information about learning outcomes, methods of verification, contents of education, forms of teaching, methods of implementation, and were included in the resource pack to be used as a model once the project was completed.

To sum up, the students who participated in the project activities are to be considered the primary beneficiaries, as they developed key competences needed in the labour market. However, the beneficiaries of the project are also partner universities and their employees acting as experts and moderators. International cooperation in the field of teaching carried out with the participation of entrepreneurs made them develop innovative educational methods and materials to be used after the completion of project activities, in the form of a course as a whole or in individual modules, in an international variant of blended-learning. In this way, the beneficiaries of the project are not only the students but also academics who were able to use this experience for improvement of their teaching/training skills.

RESOURCE PACK CONTENT

Educational resource pack Competent student – experienced graduate consists of 5 syllabi, 5 students’ reports on the workshops implementation and 20 student’s reports on the hypothetical realization of the same theme in another partner country. Each module corresponds to 30 hours /2 ECTS of learning/teaching, making it 150 hours/10 ECTS in total.

The material is designed to be used in two variants: it can be implemented as a whole or individual modules may be incorporated into regular courses; moreover, it can be used with blended learning techniques to maintain the international environment of the classes and perform company visits as adapted to the local context. The modules correspond to 5 project workshops in which students acquire/develop specific competences needed in the labour market.

Workshop	Skills and competences
“Tell me about your culture – comprehensively”	information search and verification of sources, and critical thinking
“Negotiate with me – openly”	negotiation and persuasion skills, and decision making on the basis of facts
“Cooperate with me – fairly”	performing occupational tasks (project management) and problem thinking
“Share your vision with me – clearly”	setting goals and visualizing and creativity, originality and initiative
“Help me win – everyday”	foreign languages and clear communication and instructing skills

The entire course develops and consolidates students’ transversal skills: group work, taking responsibility, active learning and teaching others, active listening, self-assessment, public speaking and use of office software.

In the material that follows, special emphasis is put on how to support students in developing competences needed in the labour market. Each

chart below provides basic information on the overall objective of each workshop, ways of realization of the task, knowledge and skills acquired by students, applied approach and enhanced skills. The details can be found in the syllabi in the first part of the resource pack as well in the examples of workshop realisations in the second part.

WORKSHOP 1: “Tell me about your culture – comprehensively”

Objective:

Participating in the activities students develop skills to identify and analyse the characteristics of national cultures as a factor shaping attitudes and behaviour in international business and social relations. With the ability to confront their own knowledge and opinions about the impact of culture on the phenomena of socioeconomic nature with people representing different nationalities, it is possible to acquire the skill of looking objectively at this problem through the experience of discussion and cooperation in a multicultural group.

The realization of the tasks:

1. Preparatory stage – implementation of the introducing tasks concerning issues related to the business culture, its determinants and consequences.

2. Stage of development – the aim of the task will be achieved through the following measures:

a. Seminar devoted to the issue of dynamic relationships of national and organizational culture (the key theories; aspects of the identification and measurement).

b. Workshop on the impact of culture on working conditions, tasks, equality between women and men on the professional ground, and discussion on measuring these variables (statistical data mining, indicators, monitoring bodies and their reports)

c. A visit to the local/global enterprise of intercultural profile.

d. Debate on stereotypes and facts concerning the social impact of national/ organization culture with the participation of representatives of practice and academia and students. During the debate, participants have to deal with issues of causes of

conflicts due to cultural differences within different organizations, attitudes caused by them, ways of avoiding and dealing with consequences of the diversity of cultures in enterprises.

e. Discussion summarising the task and progress of participants.

3. Summary Stage – the development of a synthetic report relating to the subject of the task.

Knowledge and skills acquired during the task:

Classifications of national cultures, the tools of description, measurement, directions and results of the research on the influence of culture on the economy and/or social reception (possibly). The effect of the task is a deepened knowledge of target cultures and the ability to use the tools to identify the characteristics of cultures in the practice of international cooperation.

Applied approach:

A critical analysis with the use of tools for comparing values for characteristic for different cultures, their strengths and weaknesses, presenting proposals in a positive way.

Enhanced skills:

Presentation, discussion, evaluation (in English), the exchange of views and their justification in a diverse cultural context (orally, in writing), self-assessment of acquired competences (results and process).

WORKSHOP 2: “Negotiate with me – openly”

Objective:

The task leads to assimilation of negotiation good practices used in international teams and international relations. The outcome of the task is to systematize and develop the knowledge and practical negotiation skills of students, particularly in conflict situations, using supporting tools: leadership and evidence-based management.

The realization of the tasks:

1. The preparatory stage – implementation of the introductory tasks related to international negotiations and their determinants (strategy, information, skills to cope with conflict).
2. Stage of development – the aim of the task will be achieved by the following measures:
 - a. Introduction to the theory of international negotiations with the use of case studies; a debate between students, researchers and practitioners.
 - b. A visit to a company incorporating a round of talks at the round table with the leaders of the company and a simulation based on a case study on the issues of strategy and leadership.
 - c. A seminar on evidence-based management in social sciences and a discussion on the students' research concepts evaluated by a panel of academics.
 - d. A visit to the headquarters of a company, where a simulation based on a case study devoted to the issues of negotiation and conflict is to be performed.
 - e. Discussion summarising the task and progress of participants.

3. Summary stage – the development of a synthetic report relating to the subject of the task.

Knowledge and skills acquired during the task:

Knowledge and ability to apply the theory of international negotiations, the practical application of knowledge in the field of multicultural team leadership, development of negotiating skills in conflict situations, evidence-based management as a basis for resolving conflict situations.

Applied approach:

Simulations and case studies in the field of negotiation, leadership and imparting information, and self-assessment of their application skills.

Enhanced skills:

Collecting, interpreting and presenting information, formulating and coordinating stands, presenting the results of activities, self-assessment of acquired competences (process and results).

WORKSHOP 3: “Cooperate with me – fairly”

Objective:

The outcome of the task is to deepen the practical planning and organizational skills of students and to work in a multicultural project team.

The realization of the tasks:

1. The preparatory stage – implementation of the introductory tasks related to project management and project determinants (objectives, criteria, resources, activities in a project, management and communication in a project team).
 - a. Introductory seminar on the issue of project management with the use of case studies.
 - b. Workshop on project management based on practical knowledge and solutions and approaches used by the International Project Management Association (IPMA) and Project Management Institute (PMI).
 - c. A visit to the selected company dedicated to the presentation of practical challenges in the implementation of international projects.
 - d. Presentation of students' ideas for a realization of an international project with evaluation by a panel of academics and practitioners.
 - e. Discussion summarizing the task and progress of participants.
2. Stage of development – the aim of the task will be achieved by the following measures:
 - a. Introductory seminar on the issue of project management with the use of case studies.
 - b. Workshop on project management based on practical knowledge and solutions and approaches used by the International Project Management Association (IPMA) and Project Management Institute (PMI).
 - c. A visit to the selected company dedicated to the presentation of practical challenges in the implementation of international projects.
 - d. Presentation of students' ideas for a realization of an international project with evaluation by a panel of academics and practitioners.
 - e. Discussion summarizing the task and progress of participants.
3. Summary Stage – the development of a synthetic report relating to the subject of task.

Knowledge and skills acquired during the task:

Knowledge and ability to apply methods and tools of project management, practical application in relation to multicultural teams, development of the ability to plan and organize, to motivate their implementation and evaluate the implementation.

Applied approach:

Critical analysis of management tools in the field of project planning, communication, motivation and team work assessment and self-assessment of their application.

Enhanced skills:

Planning of tasks and their implementation in projects, acting under time pressure, organizing own and team work, achieving of objectives, self-assessment of acquired competences (process and results).

WORKSHOP 4: “Share your vision with me – clearly”

Objective:

The task is to deepen practical abilities to formulate long-term plans, search for undeveloped areas of the market, along with tools for monitoring the results.

The realization of the tasks:

1. The preparatory stage – implementation of the introductory tasks related to the formulation and implementation of strategies and determinants of the process with special emphasis on human factor (strategy, information, skills to cope with conflict).

2. Stage of implementation – the aim of the task will be achieved by the following measures:

a. Simulation of strategy based on the Blue Ocean theory; participants thanks to cooperation in groups and rivalry between groups acquire the skills to share knowledge and to support each other in making strategic decisions.

b. A seminar on the strategic management based on case studies. During the seminar, issues of planning, formulating visions and making changes using critical analysis will be taken up. The work will be conducted on the basis of previously submitted reading materials. During the meeting, students will be actively involved in the processing of knowledge in this area.

c. An interdisciplinary research seminar devoted to the relationship between the strategy (for the chosen functional area/s) and operational activities. The seminar will be oriented to practice and conducted in the form of a panel of experts from the companies and researchers from academia.

d. Discussion summarising the task and progress of participants.

3. Summary Stage – the development of a synthetic report relating to the subject of the task.

Knowledge and skills acquired during the task:

Knowledge and ability to apply the theory of Blue Ocean Strategy in practice, understanding the consequences of the strategy adopted for the functioning of teams of employees, particularly in a multicultural environment, deepening the ability to formulate goals, planning their implementation, motivating and verifying the achievement of goals and correcting them if necessary.

Applied approach:

Simulations and case studies in the field of strategy, its monitoring, human resources management, and self-assessment of their application skills.

Enhanced skills:

Ability to interpret, formulate and build tasks arising from the strategy, strategic human resources management, self-assessment of acquired competencies (process and results).

WORKSHOP 5: “Help me win – everyday”

Objective:

The task is to deepen practical abilities to formulate long-term plans, search for undeveloped areas of the market, along with tools for monitoring the results.

The realization of the tasks:

1. The preparatory stage – implementation of the introductory tasks related to the formulation and implementation of strategies and determinants of the process with special emphasis on human factor (strategy, information, skills to cope with conflict).

2. Stage of implementation – the aim of the task will be achieved by the following measures:

a. Simulation of strategy based on the Blue Ocean theory; participants thanks to cooperation in groups and rivalry between groups acquire the skills to share knowledge and to support each other in making strategic decisions.

b. A seminar on the strategic management based on case studies. During the seminar, issues of planning, formulating visions and making changes using critical analysis will be taken up. The work will be conducted on the basis of previously submitted reading materials. During the meeting, students will be actively involved in the processing of knowledge in this area.

c. An interdisciplinary research seminar devoted to the relationship between the strategy (for the chosen functional area/s) and operational activities. The seminar will be oriented to practice and conducted in the form of a panel of experts from the companies and researchers from academia.

d. Discussion summarising the task and progress of participants.

3. Summary Stage – the development of a synthetic report relating to the subject of the task.

Knowledge and skills acquired during the task:

Knowledge and ability to apply the theory of Blue Ocean Strategy in practice, understanding the consequences of the strategy adopted for the functioning of teams of employees, particularly in a multicultural environment, deepening the ability to formulate goals, planning their implementation, motivating and verifying the achievement of goals and correcting them if necessary.

Applied approach:

Simulations and case studies in the field of strategy, its monitoring, human resources management, and self-assessment of their application skills.

Enhanced skills:

Ability to interpret, formulate and build tasks arising from the strategy, strategic human resources management, self-assessment of acquired competencies (process and results).

The programme of developing students' competencies was supervised by the project researchers who systematically carried out balances of competences. Research Manager also acted as the internal evaluator in the project and was responsible for proper compiling the data as well as disseminating research results. Detailed information on the research results can be found in the research report accompanying the resource pack Competent student – Experienced graduate.

Before their first workshop, students filled in three inventories concerning skills, knowledge and attitudes: Cross-Cultural Competence Inventory, Multicultural Personality Questionnaire, Intercultural Sensitivity Scale. After completing the whole project they were asked to fill in the same inventories again. Additionally, students were asked to fill in a structured diary every day during the workshops.

The findings from the research confirm that workshops were very effective. The students reported gaining knowledge during each workshop; the workshops combined with field trips (experiential and active learning) proved to be most effective. As far as skills and abilities are concerned, significant increase was observed in e.g. conflict management skills but almost none in language skills. However, it was not the purpose of the project to focus on developing language skills as such, it was rather about using English in a cross-cultural context, eliminating communication barriers, being understood by others, being open to initiate communication with others, listening and being perceptive to culturally divergent others.



“Competent student – experienced graduate: international workshops on key competencies for the labour market”

The project is financed by the National Agency for Academic Exchange within the International Academic Partnerships Programme

Agreement No. PPI/APM/2019/1/00014/U/00001



Competent student – experienced graduate:

international workshops on key competencies for the labour market

COURSE DESCRIP- TION

COURSE TITLE:

“Tell me about your culture – comprehensively”

HOURS: 30 / TYPE OF COURSE: WORKSHOP / ECTS: 2

Main goal:

The participants develop the understanding how the national culture shapes the attitudes and behaviours in international relations (business, social).

Other/supportive/detailed goals:

The participants learn about the features and differences between national cultures. The participants acquire the ability of discussing impartially the issues of the national culture’s, especially it’s impact on socio-economic phenomena with people representing other nationalities in a multicultural group.

Short description:

National cultures taxonomies: portrayal, measurement, research made, consequences for society, for business. Positive yet critical approach with comparative tools for values, strong and weak features. Competencies in presenting, discussing, judging, self-evaluation.

Full description:

1. Introduction to the project – getting to know the participants among themselves
2. Introduction to the workshop
3. Intercultural dialogue issues on the example of Kosovo coexistence of different religious traditions
4. Visits in the local companies with international profiles operating in Peja region
5. Diverse national cultural heritage as a opportunity to develop tourism sector
6. Concluding session

Learning outcomes:

1. Develop skills related to the impact of national culture (Kosovo) over the socioeconomic development.
2. Impact of partner’s culture in the practice of international cooperation and international relations.
3. Through the work in multicultural groups, students will acquire the skills to look objectively at the impact of culture on socioeconomic nature with people representing different national background.

“Tell me about your culture – comprehensively”

Way of verification of learning outcomes:

Presentation.

Competencies developed:

Knowledge about national cultures, influence of culture on the economy and social reception. Skills related to the presentation of cultural differences in English, and discussing critical cultural incidents in English. Attitude of using the tools to identify the characteristics of cultures in the practice of international cooperation.

Way of verification of competencies developed:

Verbal discussion, written evaluation form.

Bibliography:

- Facets of Managing in Cross-Cultural Diversity* (2021), I. Świątek-Barylska, U. Mohan Devadas (eds.), Wydawnictwo Uniwersytetu Łódzkiego, Łódź.
- Gesteland, R. (2012), *Cross-cultural Business Behavior: A Guide for Global Management 5th* (fifth), Denmark: Copenhagen Business School Press.
- Hofstede, G. (1980), *Culture’s consequences: International differences in work-related values*. Sage Publications, Beverly Hills, London.
- Meyer, E. (2014), *The Culture Map: Breaking Through the Invisible Boundaries of Global Business* (1 edition). New York: Public Affairs.
- Trompenaars, F., Hampden-Turner, C. (1993), *The Seven Cultures of Capitalism*, Piatkus, London.

THEORETICAL BACKGROUND

The globalization, as it develops in the last decades, demands that growing part of employees could cooperate with other countries companies, both clients or suppliers. The differences between national cultures, as identified, described and modeled by Geert Hofstede, Fons Trompenaars, Richard Gesteland or Erin Myers can become a challenge in such cooperation. Above all this phenomenon touches today not only managers but also the staff engaged in the operational processes, which means that the graduates in their first jobs needs already well developed “intercultural intelligence” in add to the professional competencies. It’s not possible to acquire it without the contact with foreigners and without self-reflection on its formation process.

The enhancement of competencies among students of various business-oriented programs, should giving them in the same time an experience of multicultural environment, which is aimed in the project of cooperation realized by 5 countries. The students start their journey through the competency building process, where the competencies enhanced find their explication in the scope of modern companies core activities (vision / strategy formation, project management, negotiation, communication and leadership) and international scale of their application by today’s businesses, both interiorized by the process of self-reflection and group dynamics problem solving.

REALISATION / KOSOVO

AGENDA 1: Intercultural Dialogue (10 hours)

Objectives:

- Presentation of cultural heritage diversity of Kosovo
- Establish trust, appreciation, and respect among participants
- Intercultural understanding between partners
- Presentation of cultural elements of Kosovo

Specific expected results of Topic 1:

- Exchange of public and individual opinions from students for cultural heritage diversity within Kosovo and between Kosovo and other countries partner in the project is reached
- The level of openness and cooperation between participants increased
- The improvement of the environment for future collaboration is archived
- The trust, appreciation, and respect among participants is improved
- The awareness of different communities on the promotion of cultural heritage in general and on diversity, in particular, is increased

Content:

- Trust building amongst participants
- Reflection about the cultural heritage diversity of Kosovo

Methodology: Non-formal methodologies such as:

- Mini-lectures
- Brainstorming sessions,
- Small group work,
- Energizers,
- Field visits and
- Team-building exercises

Workshop implementation:

- Introduction session (program, orientation, rules, individual presentation, history walk, trust -building
- Three cultural tours visiting: Çarshija/Bazaar of Peja, Bajrakli Mosque, Saint Catherine Church, and Peje/Pec Patriarchate

Workshop evaluation:

- Through verbal discussion
- Through written evaluation form

Agenda 2:

Visit the local enterprises of intercultural profile (10 hours)

Objectives:

- Provide information to participants on some selected businesses, which are playing an important role in the development of Peja Region

Specific expected results of Topic 2:

- Students are informed about some Kosovo's products

Methodology:

- Information sessions
- Field visits
- Discussion

Workshop implementation:

- Visit of following companies: "Peja Brewery", "AgroProduct" in Istog, Rest. "Freskia" in Istog and Rest. "Horizon" in Peja

- Students are informed about the implementation of specific standards
- Students understand the level of corporate social responsibilities in Kosovo

Content:

- Field visit to selected companies
- Discussion

Workshop evaluation:

- Through verbal discussion
- Through written evaluation form

Agenda 3:

Natural tourism heritage (10 hours)

Objectives:

- Presentation of natural and tourism heritage diversity in Peja
- Presentation to students examples of economic development through sustainable use of natural heritage

Specific expected results of Topic 1:

- Students get knowledge on how to use nature heritage for diversification of tourist offer
- Students understand the economic impact and creation of employment through sustainable use of natural heritage

Content:

- Presentation of general information to students with regard to tourism development in Peja
- Field trips

Methodology:

- Information sessions
- Field visits
- Discussion

Workshop implementation:

- Introduction session
- Field trip to the protection zone of the waterfall "Drini I Bardhë" and "Sleeping Beauty Cave" in North of Peja
- Field trip to Via Ferrata, Zip Line, and short hike in Healthy trail

Workshop evaluation:

- Through verbal discussion
- Through written evaluation form

COURSE TITLE:

"Negotiate with me – openly"

HOURS: 30 / TYPE OF COURSE: WORKSHOP / ECTS: 2

Main goal:

The participants learn to negotiate for sustainable agreements.

Other/supportive/detailed goals:

Other/supportive/detailed goals:

1. Awareness about sustainability.
2. Insights into negotiation and conflict resolution strategies.
3. Insights in change management methodologies.

Short description:

The workshop leads to assimilation of negotiation good practices used in international teams and international relations with a focus on sustainability. The outcome is to systematize and develop the knowledge and practical negotiation skills of students, particularly in conflict situations, using supporting tools: leadership and management based on facts.

Full description:

1. Introduction about sustainability.
2. Presentation and discussion with the mayor of Leuven about sustainable urban change.
3. Workshop the chain towards ethical chocolate.
4. Workshop innovation and sustainability in 3D printing at Materialise.
5. Visits at and experience with sustainable restaurant and catering concepts.
6. Workshop managing conflicts.
7. Workshop negotiation and social dialogue.
8. Workshop scientific policy-oriented research (HIVA Research Institute for Work and Society).
9. Presentation and discussion negotiation at the European Commission.
10. Presentation and discussion with trainer in negotiation at the European Union.
11. Workshop change methodologies and case study.
12. Experiential learning and managing resistance with sustainable food.

Learning outcomes:

1. Recognize the multitude of facets of sustainability, the impact of its own behaviour on the planet and able to formulate a motivated advice on an integrated sustainability policy.
2. Develop interpersonal communication and negotiation skills and tactics in an interdisciplinary and intercultural context.

THEORETICAL BACKGROUND

“Negotiate with me – openly”

3. Design and communicate a change management approach in an organizational context based on change management methodology.

Way of verification of learning outcomes:

Group work, presentation of the work to trainers and other participants, discussions between participants based on case studies, feedback from trainers and other participants.

Competencies developed:

Critical reflection, active listening, communication, presentation, negotiation, stakeholder management.

Way of verification of competencies developed:

Presentation and discussion.

Bibliography:

SDG, U. (2018). *Sustainable development goals*. United Nations.

Euwema, M. C., Medina, F. J., García, A. B., & Pender, E. R. (2019). *Mediation in collective labor conflicts* (p. 339). Springer Nature.

De Dreu, C. K., Beersma, B., Stroebe, K., & Euwema, M. C. (2006). *Motivated information processing, strategic choice, and the quality of negotiated agreement*.

Journal of personality and social psychology, 90(6), 927.

Euwema, M. C., Medina, F. J., García, A. B., & Pender, E. R. (2019). *Mediation in Collective Labor Conflicts* (p. 339). Springer International Pub.

Euwema, M. C., & Van Emmerik, I. H. (2007). *Intercultural competencies and conglomerated conflict behaviors in intercultural conflicts*. *International Journal of Intercultural Relations*, 31(4), 427–441.

Elgoibar, P., Munduate, L., & Euwema, M. (2016). *Building trust and constructive conflict management in organizations*. In *Building trust and constructive conflict management in organizations* (pp. 1–13). Springer, Cham.

Cummings, T. G., & Worley, C. G. (2014). *Organization development and change*. Cengage learning.

Boca, G. D. (2013, March). *Adkar model VS. quality management change*. In *International Conference Risk in Contemporary Economy*; Faculty of Economics and Business Administration, Dunarea de Jos University of Galati: Galati, Romania.

Sustainability

Sustainability is an important topic in today's life. We only have one planet where we should meet the needs of the present without compromising the ability of future generations to meet their own needs. In the corporate world, sustainability is associated with an organization's holistic approach, taking into account multiple facets, from manufacturing to logistics to customer service. The United Nation's Sustainable Development Goals (SDGs) are a collection of 17 interlinked global goals designed to be a blueprint to achieve a better and more sustainable future for all. It is a way to look to the concept of sustainability and facilitates a common comprehension and prioritization, definition, and monitoring of policy and actions.

Negotiation

Conflicts are everywhere part of nature, and certainly part of human relations. Humans experience conflict with other persons, in teams or groups, as well as between larger entities, departments, organizations, communities, and countries. Conflicts appear at home, at work and in our spare activities with friends; with people we love and with people we hate, as well as with our superiors and with our subordinates and co-workers. Parties need to accept conflicts as part of life dynamics and learn to deal with them effectively and efficiently. Conflict management refers to the way we manage incompatible actions with the other, being this other a person or a group. Euwema and Giebels (2017) is used to shed some light on the key elements of conflict.

Change management

Change management is the application of a structured process and set of tools for leading the people side of change to achieve a desired outcome. It starts from a current state and leads the transition to a new future state. In business and society, change management is often ignored or applied unsuccessfully. This is why products or service receive resistance and the desired outcome will never be reached whilst spending resources (time and money). There are many change management methodologies, in which we deep-dive in the ADKAR methodology, in which the trainer Niels Aper is a certified practitioner. Using a case study that the trainer has worked on, the workshop participants receive insights in the importance of change management, stakeholder management, the methodology and concrete steps to take, and managing resistance. Successful change management calls upon, and builds further on, the negotiation and conflict resolution skills earlier covered by the trainer prof. dr. Martin Euwema.

AGENDA 1:

“Sustainability” led by the trainer prof. dr. Katrien Vangrieken (10 hours)

- Introduction about sustainability
 - Where: KU Leuven
 - Who: prof. dr. Katrien Vangrieken, Expert on team learning and sustainability at KU Leuven
 - What: lecture and discussion
- Presentation and discussion with the mayor of Leuven about sustainable urban change
 - Where: KU Leuven
 - Who: Mohamed Ridouani, mayor of the city of Leuven
 - What: lecture and discussion
- Workshop the chain towards ethical chocolate
 - Where: KU Leuven
 - Who: Mario Vandeneede, founder Chocolatoa
 - What: lecture, group work on case study, tasting

- Workshop innovation and sustainability in 3D printing at Materialise
 - Where: KU Leuven (due to corona constraints no field visit at the company possible)
 - Who: Sara Negrello, recruitment manager at Materialise; Kevin Dotremont, Medical Application Specialist at Matreialise; Andreas Vandyck, Sustainability Coordinator at Materialise
 - What: lecture, group work on multiple case study, negotiation exercise
- Visits at and experience with sustainable restaurant and catering concepts
 - Where: catering on-site at KU Leuven, different restaurant concepts throughout the city of Leuven and Brussels
 - Who: prof. dr. Katrien Vangrieken
 - What: explanation of the concepts, experience and discussion

Objectives:

- The participant recognises the multitude of facets of sustainability (environmental, social, inequality, biodiversity, pollution, etc.) and recognizes the impact of consumer (and its own) behaviour on these aspects
- The participant understands how local communities (city, university) work together to reach sustainable development
- The participant understands the relatedness of all actors within the value chain in building a sustainable and ethical business
- The participant can, based on the main principles of societal, international and organisational trends in sustainability, reflect critically on organisational policy choices
- The participant reflects critically on the impact of on the sustainability policy of an organisation, while taking into account the consequences for the relevant stakeholders
- The participant can formulate a motivated advice on an integrated sustainability policy in an organisation and negotiate with relevant stakeholders to reach sustainable agreement

Agenda 2:

“Negotiation” led by the trainer prof. dr. Martin Euwema (10 hours)

- Workshop managing conflicts
 - Where: KU Leuven
 - Who: prof. dr. Martin Euwema, Full professor Organizational Psychology and chair research group at KU Leuven, expert conflict management, negotiation and mediation
 - What: lecture, negotiation based on case study, discussion
- Workshop negotiation and social dialogue
 - Where: KU Leuven
 - Who: prof. dr. Martin Euwema
 - What: lecture, reflection and discussion
- Workshop scientific policy-oriented research
 - Where: HIVA Research Institute for Work and Society, Leuven
 - Who: prof. dr. Ides Nicaise, research manager and expert in equal opportunities in education and in social policy on national and European level
 - What: lecture and discussion
- Visit, presentation and discussion negotiation at the European Commission in Brussels
 - Where: European Commission in Brussels
 - Who: European Commission Communication Manager
 - What: lecture and discussion
- Presentation and discussion with trainer in negotiation at the European Union in Brussels
 - Where: Brussels
 - Who: prof. dr. Francesco Marchi, top expert and trainer of diplomats at European Commission
 - What: lecture and discussion

Objectives:

- The participant acquires theoretical and practical insights in decision making and collaboration processes at different levels in and between organisations, institutions, cultures and countries
- The participant learns personal reflection skills and interpersonal communication and cooperation skills in an interdisciplinary and intercultural context
- The participant can balance the tension between empathy and assertiveness, including empathetic listening
- The participant listens to the opinion of others and constructively deals with various opinions and cultures
- The participant is able to deal with the tension between distributing value and the creation of value

Agenda 3:

“Change management”

led by the trainer Niels Aper (10 hours)

- Workshop change methodologies and case study
- Where: KU Leuven
- Who: Niels Aper, Ex-management consultant specialized in change management
- What: lecture, group work on case study, discussion, exchange of ideas
- Experiential learning and managing resistance with sustainable food
- Where: KU Leuven
- Who: Niels Aper
- What: discussion

Objectives:

- The participant understands the difference and complementarity between project management and change management
- The participants understands the importance of change management and the main drivers and obstacles of successful change
- The participant recognizes and is able to evaluate the multitude of change management frameworks
- The participant is able to, based on change management methodology, design and communicate a change management approach in an organizational context
- The participant knows the key principles of stakeholder management
- The participant can formulate tactics to tackle resistance to change

COURSE TITLE:

“Cooperate with me – fairly”

HOURS: 30 / TYPE OF COURSE: WORKSHOP / ECTS: 2

Main goal:

The main goal of the course is to enhance fair cooperation in an international project team.

Other/supportive/detailed goals:

Establish team, provide students with the theory of project management, introduce business plan as a project, presentation of results, feedback from experts.

Short description:

The course aims to gain knowledge and practical skills dealing with Project management in business practice.

Full description:

1. Preparing of project.
2. Presentation of project.
3. “Dragons DEN” – defend the project (Business plan) in front of experts.

Learning outcomes:

Knowledge and ability to apply methods and tools of project management, practical application concerning multicultural teams, development of the ability to plan and organize, motivate their implementation and evaluate the performance.

Way of verification of learning outcomes:

Business plan, presentation.

Competencies developed:

Knowledge and skills of methods and tools related to project management, especially in an international context; developing planning and organizational skills, motivation to complete the task, and self-assessment. Cooperation in a project team, working under pressure, time management, achieving goals.

THEORETICAL BACKGROUND

“Cooperate with me – fairly”

Way of verification of competencies developed:

Surveys.

Bibliography:

IPMA. *Individual Competence Baseline. International Project Management*. Association. Zurich: International Project Management Association. 2015.

Chow, T.C., Zailani, S., Rahman, M.K., Qiannan, Z., Bhuiyan, M.A. (2021). *Impact of sustainable project management on project plan and project success of the manufacturing firm: Structural model assessment*. PLoS ONE, 16 (11).

Kerzner, H. R. *Project Management: A Systems Approach to Planning, Scheduling, and Controlling*. Wiley, 2013.

Larson, W. E., Clifford F. G. *Project management: the managerial process*, 2014.

Letunovska, N.Ye. *Marketing and Management of Innovations*, 3. 2017. Available from: https://mmi.fem.sumdu.edu.ua/sites/default/files/mmi2017_3_226_235.pdf.

Lewrick, M., Link P. and Leifer, L. J. *The design thinking toolbox: a guide to mastering the most popular and valuable innovation methods*. Hoboken, New Jersey, 2020.

Maylor, H., *Project Management*. 2010.

Meredith, J. R. *Project Management in Practice*. Wiley, 2013.

Pinto J. K. *Project Management*. Prentice-Hall, 2013.

Project Management Institute. *A Guide to the Project Management Body of Knowledge: PMBOK(R) Guide*. Project Management Institute, 2017.

Taraba, P. *Application of project management methods in the Czech Republic*. MATEC Web of Conferences. 2018.

Taraba, P. *Project Management*. TBU. 2015.

Yarbrough, Q. *How to Create a Small Business Plan: A Quick Guide*. 2021. Available at: <https://www.projectmanager.com/blog/create-small-business-plan>.

Project management is one of the significant trends of current management. The situation has much changed when applying project management methods over the past ten years. Principles of project management are no longer a privilege of large corporations but still more widely applied in small and medium enterprises and even in the public sector and non-profit organizations. It has been proven that long-lasting and sustainable project management effects positively project planning and this is positively correlated with sustainable project success (Chow et al., 2021). However, there is a lack of knowledge and clear procedures at the start of the business idea when creating business plans (Letunovska, 2017). Therefore, when creating a business plan and its parts such as Executive Summary, Business Description and Structure, Market Research and Strategies, Management and Personnel, and Financial Overview, one can rely on using project management tools and techniques even from the beginning of business planning (Yarbrough, 2021). The aim of the course is to explain the basic principles and methods of project management following world trends, particularly in project management according to the International Project Management Association (IPMA, 2015) and Project Management Institute (PMI, 2017), and incorporate project management tools into creating a project – your own business plan.

According to Project Management Institute (PMI, 2017), project management is the application of knowledge, skills, tools, and technologies to tasks to fully meet the project’s requirements. In order to meet the specific objectives of the project, the main trade-offs must be defined (Kerzner, 2013). Most of the trade-offs are resolved if the organization’s strategy is well understood and trade-offs are discussed during the planning, budgeting, and scheduling phases of the project (Meredith, 2014). Larson and Clifford (2014) define three main trade-offs as Cost, Time, and Scope. Each project must have a clear purpose. The project’s goal should be Specific,

Measurable, Achievable/Acceptable, Realistic/ Relevant, Time Specific/Trackable (SMART), and it should also contain unique features regarding time, the project team, and the service/product. (Maylor, 2010; Taraba, 2018)

- Time – Each project is defined by time. Network analysis methods are used as part of the project scheduling (for instance, the Critical Path Method – CMP or Program Evaluation and Review Technique – PERT).
- Cost – Each project needs resources, whether human, financial, or material. Cost represents the manifestation of resources used in the time distribution. These three variables are always interdependent
- Scope – This aspect represents the unique goal of the project. (Taraba, 2018)

Work Breakdown Structure (WBS) is one of the most vital planning mechanisms. WBS divides project into its component sub steps in order to begin establishing critical interrelationships among activities. (Pinto, 2016) According to the Project Management Institute (2017) a WBS is a hierarchical decomposition of the total scope of work to be carried out by the project team to accomplish the project objectives and create the required deliverables. A WBS may be created through various tools and techniques – Decomposition and Expert Judgement. Decomposition is a technique used for dividing and sub diving the project scope and project deliverables into smaller, more manageable parts. The work package is the work defined at the lowest level of the WBS for which cost and duration can be estimated and managed. (Project Management Institute, 2017) According to Project Management Institute (2017) is expert judgment often used to analyse the information needed to decompose the project deliverables down into smaller component parts in order to create an effective WBS. Such judgment and expertise is applied to technical details of the project’s scope and used to reconcile differences in opinion on how to best break down the

overall scope of the project. This level of expertise is provided by any group or individual with relevant training, knowledge, or experience with similar projects or business areas. (Taraba, 2015)

According to Pinto (2016) the WBS serves six main purposes:

- It echoes project objectives.
- It is the organization chart for the project.
- It creates the logic for tracking costs, schedule, and performance specifications for each element in the project.
- It may be used to communicate project status.
- It may be used to improve overall project communication.
- It demonstrates how the project will be controlled.

Risk is a natural component of the project. It is necessary to recognize it, reduce the possible or acceptable level. Based on the literature sources study and our own experience we have formulated the basic ways of risk response

- Mitigating Risk.
- Avoiding Risk.
- Transferring Risk.
- Retaining Risk. (Taraba, 2015)

Mitigation risks is usually the first option considered by project managers. With this approach, it is possible to use techniques that aim to reduce the probability of project risk and the negative impacts of risks being analysed. More commonly the techniques of reducing the probability are used in practice. Some risks can be eliminated already in the pre-project stage. If the value is above the acceptable level of risk, we recommend the use of tested technology, proven practices instead of experimenting with new technology. Insurance is another option to minimize project risks. However, it must be remarked that insurance of certain project tasks is not always possible (impossibility of clear statement of the possible insurance event) or is prohibitively expensive. It is also possible to pass on some risks to customers or other stakeholders. If the risk probability is low or the risk elimination is not possible to provide by other means, enterprises access to risk acceptance. In this case it is necessary to create sufficient financial and time reserves and thorough preparation of contingency plans. (Taraba, 2015).

Within Risk Management it is possible to use various methods differing in complexity of processing and suitability of use in individual projects. During the course will be described Scoring Method with a Risk Map.

When scheduling project various techniques are used. The first step is to build a list of project activities. Subsequently, total duration of the project is calculated, the activities along the critical path are determined (zero slacks) and the slack for the remaining activities is calculated. A project network is then created – manually or, more often, using selected software. (Taraba, 2015) In project management the following methods of network analysis are used most often:

- CPM – (Critical Path Method) – deterministic method (time durations are known)
- PERT – (Program Evaluation and Review Technique) stochastic method (time durations are random variables) (Larson and Gray, c2014)

Design thinking along with some selected aspects of agile project management. Selected aspects of agile project management are the iterative approach and value creation for users. Collaboration is the necessary aspect for innovative solutions. (Lewrick, Link and Leifer, 2020)

Certificates can be obtained in the project management area within the Czech Republic. International Project Management Association (IPMA, 2015) offers four certificates according to project manager level of competencies: Level D (Certified Project Management Associate), Level C (Certified Project Manager), Level B (Certified Senior Project Manager), Level A (Certified Project Director). On the other hand, the Project Management Institute (PMI, 2017) offers the essential certificates CAMP (Certified Associate in Project Management) and PMP (Project Management Professional). PMI issues four other certificates in association with levels and specializations of project management: PMI-SP (PMI Scheduling Professional), PMI-RMP (PMI Risk Management Professional), PgMP (Program Management Professional), PMI-ACP (PMI Agile Certified Practitioner). (Taraba, 2018)

REALISATION / CZECH REPUBLIC

AGENDA 1:

Project Management (10 hours)

Ing. Pavel Taraba, Ph.D. / Ing. Zuzana Vaculčíková, Ph.D.

- Introduction to Project Management (Project and Project Management, Project Management Trade-offs, Project manager and project team, Certification of Project Managers)

• Business plan theory (Idea, Customer, Business plan as a project)

- WBS – Work Breakdown Structure
- Risk of the Project – Scoring method with a risk map

AGENDA 2:

Project Life Cycle and Design Process (10 hours)

Ing. Eva Šviráková, Ph.D.

- Project Life Cycle and Design Process
- Hit the Golf Hole: Agile Project Management along with Design Thinking tools.

Briefly and to the point we will introduce the framework in which we move in design thinking tools and how we can use it as effectively as possible in project management. In design thinking, we adapt methods that are commonly applied by designers. This is why we make use of an iterative procedure in design thinking, from

the problem statement right up to the problem solution. The objective is to generate as many ideas as possible including wild ones with the help of various creativity techniques. The creative working method aims to trigger both halves of our brain. All these tools of design thinking applied in agile project management are used in teams whose members work together and together form the best solution to the problems presented. Collaboration is the necessary aspect for an innovative solution.

AGENDA 3:

Methods of network analysis (10 hours)

RNDr. Bedřich Zimola, Ph.D.

- Background for network analysis – graph theory, using of graph theory (short path in the network, short connection in the network, maximal flow in the network)
- Using of the network as a model for project management support

• CPM and PERT Methods, time analysis, time-cost analysis of the project, deterministic, stochastic models

Dragon DEN
Ing. Pavel Taraba, Ph.D. / Ing. Zuzana Vaculčíková, Ph.D./ Mohsin Javed, Ph.D.

- Dragons DEN

COURSE TITLE:

“Share your vision with me – clearly”

HOURS: 30 / TYPE OF COURSE: WORKSHOP / ECTS: 2

Main goal:

To provide students with an opportunity to understand the challenges induced in resource scarce competitive environments. To this end, the programme has three specific objectives:

1. To understand the notion of competitiveness and collaboration in resource scarce environments.
2. To learn the art of strategy when critical resources threaten the firm’s capabilities to compete efficiently.
3. To evaluate different courses of action in securing resources for competitive purposes.

Short description:

Resources, both physical and talent ones, are the building blocks of any firm’s competitive advantage. Failing to invest pro-actively in resources can jeopardise the firm’s ability to compete and also damage its market position. Knowing how to acquire, utilise effectively and build on available resources is paramount in securing business success and sustainability especially when resources are scarce.

Full description:

Competition and the Challenges for Attaining Resources

Resources are the inputs required by a firm to compete effectively in a dynamic environment. The quality and quantity of these resources vary as a function of a number of factors be them social, political or economic. Resources vary from physical resources (e.g. raw material like water) to human and social capital (e.g. talent, skills and networking). Resources become more critical in environments where they are scarce and therefore increases the competition in acquiring them and making the best use of them to ensure long term sustainability. In such environments, the art of strategy and the need for collaboration to ensure preservation and survival become very determining factors in the competitiveness of the firm. The ability to exploit one’s resources in the most advantageous means ensures improved company performance and above all development. This naturally requires that the players have a clear understanding of the state of affairs of the situation and how well located such resources are in order to plan long term. It also requires them to appreciate how such resources should be ‘positioned’ to reap the maximum benefits given their scarcity. And finally it requires them to invest heavily in the development of such resources to ensure a supply that guarantees sustainability.

“Share your vision with me – clearly”

The Course provides a mix of interactive sessions and reflective opportunities for students to understand the main challenges attributed to the demand for resources especially when these are scarce. The course therefore entails lectures, visits, and business game simulations to appreciate the value of collaboration, creativity and connective leadership to co-create value. The course takes shape in a small Island state (Malta) as an example of smallness, scarce resources and competitiveness.

Learning outcomes:

1. Develop insights about the relationship between competitiveness and resources.
2. Understand the need for strategy to maximise use of resources in a scarce environment.
3. Know how to collaborate in teams to ensure effective long term competitiveness through these resources.

Way of verification of learning outcomes:

1. Critical observations during the lectures and company visits.
2. Active questioning during the lectures and company visits.
3. Involvement as an individual and team player in the business game simulation.
4. Ability to provide critical reflections on the use of resources to maintain competition.

Competencies developed:

Given the sessions in this programme the following competencies will be developed:

- a. Communication and collaboration within the team to ensure acquisition of resources.
- b. Planning of specific courses of action to ensure long term sustainability.
- c. Network with other partners in the supply chain to ensure a healthy flow of resources.

Way of verification of competencies developed:

Discussion, team work.

THEORETICAL BACKGROUND

“Share your vision with me – clearly”

Bibliography:

Cui, V., Yang, H., & Vertinsky, I. (2018). *Attacking your partners: Strategic alliances and competition between partners in product markets*. *Strategic Management Journal*, 39(12), 3116–3139.

Deb, R., Samalia, H. V., Purbey, S., & Baishya, K. (2021). *Resource–Driven Export Propensity Under Informal Competition: An Emerging Economy Perspective*. *South Asian Journal of Management*, 28(4).

Hallila, P., Aversa, P., & Frankort, H. (2021). *The Effect of Interfirm Competition on Intrafirm Competition*. In *Academy of Management Proceedings* (Vol. 2021, No. 1, p. 12973). Briarcliff Manor, NY 10510: Academy of Management.

Kotabe, M., Mol, M. J., Murray, J. Y., & Parente, R. (2012). *Outsourcing and its implications for market success: negative curvilinearity, firm resources, and competition*. *Journal of the Academy of Marketing Science*, 40(2), 329–346.

Saadatmand, M., Dabab, M., & Weber, C. (2018, August). *Dynamics of competition and strategy: A literature review of strategic management models and frameworks*. In 2018 Portland international conference on management of engineering and technology (PICMET) (pp. 1–14). IEEE.

Sheikh, S. (2018). *Corporate social responsibility, product market competition, and firm value*. *Journal of Economics and Business*, 98, 40–55.

Varadarajan, R. (2020). *Customer information resources advantage, marketing strategy and business performance: A market resources based view*. *Industrial Marketing Management*, 89, 89–97.

Yu, X., Tao, Y., Tao, X., Xia, F., & Li, Y. (2018). *Managing uncertainty in emerging economies: The interaction effects between causation and effectuation on firm performance*. *Technological Forecasting and Social Change*, 135, 121–131.

The case study for Malta as a context of scarce resources and competitiveness

International competitiveness is the degree to which a country’s exports of goods and services can hold their own on international markets, ideally while also improving the incomes of its people. It is a function of several variables, chiefly the cost of labour, labour productivity, the rate of inflation, and of the exchange rate of a country’s currency relative to those of its markets and competitors, the quality of infrastructure and of the legal and regulatory system. That international investment and trade is critically important to the Maltese economy is clear – a Malta that was not internationally competitive in the long term would struggle to survive as an independent state. Between 2016 and 2021, Malta’s exports of goods and services were on average equivalent to 238% of GDP, imports to 217%. Both figures are relatively high by international standards (although considerably lower than the rates reported by Hong Kong and Singapore, for example). To see what Malta could look like without international investment and trade we need only look slightly to our east. since at least the second half of the 16th century Malta has become increasingly dependent on the inflow of capital and other resources from abroad. Both when the Order of St. John was headquartered here, and during the British period, Malta was the recipient of large capital investments on military, commercial and other infrastructure, the results of which can be seen all around us to this day, and also the location of significant consumer spending by foreigners, from Knights of St. John and their retainers to sailors with the Royal Navy and soldiers with British regiments. These expenditures, which

were a consequence of the advantage conferred by Malta’s harbours and its geographical location, raised Malta’s population to numbers much larger than could be supported by internal resources and the international trade that these could generate. In effect Malta became an exporter of services, mostly military. The importance of these inflows of resources from abroad is confirmed by the economic distress that characterised periods when such spending declined and the Maltese Islands were forced to rely more heavily on their indigenous resources, e.g. the last years of the Order in Malta, after the confiscation of its French properties, or the first decades of British rule after the end of the Napoleonic wars, before Malta’s importance as a naval base really took off. If anything, this dependence on foreign, particularly military, expenditure intensified under the British. Although with the grant of limited self-government in 1921 some measures started to be taken to support the growth of manufacturing industry in Malta, by the mid-1950s it was estimated that up to 80% of economic activity in Malta was underpinned by British and allied military expenditure. Also by that time, it had become clear that this centuries old economic model was no longer sustainable: by increasing Malta’s vulnerability to attack, the advent of nuclear weapons had significantly eroded the value of Malta as a strategic naval base, and in any case post-war Britain could not afford to keep it, and a declining Royal Navy did not need it.

A new economic model for Malta was formally launched in 1959 with the introduction of generous state aids for new enterprises, particularly in manufacturing but also in tourism and agriculture. The new economic model, in which exports fuelled by foreign direct investment were to play a central role, was outlined in the First Development Plan

for Malta, also published in 1959. In contrast to the previous four centuries, when political and strategic considerations related to the defence of Christendom or the protection of the Empire's lines of communication had powered Malta's growth and development, for the first time in centuries Malta now needed to compete on strictly economic terms. Like most developing countries that were poor in physical resources, Malta chose to market itself as a low-wage export platform where productivity was high enough to give employers good value for money. Preferential tax rates for exports, accelerated depreciation on capital investments, exemptions from Customs duty on capital goods and material inputs, capital grants, soft loans and relatively cheap factory space were offered to help Malta stand out among the competition and compensate for its lack of a track record as a base for manufacturing industry. The country's physical infrastructure (e.g. power station, harbours) was also to be upgraded. It must be said that Malta's efforts were greatly assisted by two colonial legacies: a legal system that showed enough British influence to reassure potential investors and, more importantly a widespread working knowledge of the English language. Another important colonial legacy was the naval dockyard, with its five docks and large complement of highly skilled workers, which was converted to commercial use.

For several years these arrangements worked very well, as both foreign investors and Maltese subcontractors raced to establish export-oriented firms, not only in clothing, where Malta became a significant supplier, but also in other sectors, including plastics, metal products and electronics. By 1981 exports had risen rose to record heights, but they stagnated or even declined in the following few years, suggesting that the model had reached its limits. Accordingly the incentives package was revised towards the end of the 1980s, and many fiscal and financial incentives were re-introduced, but the international environment had in many ways become more competitive. In particular, the preferential advantage of Maltese goods in the EU started to be eroded as other countries in the EEC's periphery, starting with Tunisia in 1986 and continuing with a host of central and eastern European countries,

entered into their own agreements with the EEC after the fall of their former communist regimes. Such considerations helped consolidate support for membership of the EU, which Malta joined May 2004 along with Cyprus and ten eastern and central European states. This necessitated a radical overhaul of the state aid regime. At this stage in Malta's development the most important incentives are probably the investment tax credit and the provision of factory space, although several other kinds of assistance are available. It must also be said that the aid intensities allowed to Malta have decreased since we first joined the EU, reflecting the country's development since accession. Thus, state aid has declined in relative importance as a component of our international competitiveness, although it is useful and sought after by potential investors. The tax system also contains provisions that lower the rate of tax paid by non-resident shareholders, from the headline rate of 35% to possibly as low as 5%. These arrangements do not count as state aid, as it they are a general measure available to all operators in all sectors, but will have to be revised in view of the OECD agreement on tax harmonisation.

It is impossible to speak about Malta's international competitiveness, and not mention its status as a small, peripheral archipelago. The Maltese have a proverb: *Bejn kieku w'kien hemm bahar jaqsam*; in translation, this literally means that there is a sea to cross between thinking about something and doing it. For Maltese companies wishing to grow, this is often literally the case, as the Maltese market is too small to support their ambitions. But besides being small and insular, Malta is also geographically peripheral to its major markets. This, coupled with the relatively small volumes consumed and exported by what is essentially a small city state, can make transport links quite problematic.

For a start our logistics chains tend to be longer, and to comprise more nodes, thus increasing both travel time and expense as well as being exposed to greater risks of delays. In addition, the relatively small volumes carried also make Malta less interesting to international shipping companies, thus affecting the geographical coverage and frequency of services

available. it is interesting to view Malta's membership of the EU as an exercise in the management of smallness. Malta's membership of the EU has to some extent loosened the constraints of small scale and insularity – Maltese producers gained unrestricted access to the single market, and they are also no longer restricted by Malta's small labour pool. This also has implications for the cost of labour. The population of the Maltese Islands has grown from approximately 405,000 in 2005 to 516,000 in 2020, an increase of some 29%. This has been due largely to immigration, particularly from other EU Member States, and there is no indication that this growth will stop any time soon, opening up the possibility the country could eventually home substantially bigger numbers. At the same time Malta has retained enough sovereignty, particularly in tax matters, to allow Malta to differentiate itself from competitors within the EU and elsewhere.

In conclusion, a number of lessons can be drawn from the experience of Malta as a small state with limited resources. Malta's recent history shows that even a micro nation can enjoy a measure of economic success in a globalised environment, as long as it recognises that both competitiveness and comparative advantage are dynamic, plays its cards wisely and is proactive in its approach. In this context it is worth pointing out the key role played by promotional bodies in Malta, highlighting the importance of institutional factors. The Maltese case also demonstrates that it is possible for a small economy to avoid falling into the trap of relying excessively on low labour costs in order to promote inward investment and export. Although competitive labour costs are always an advantage, low labour costs by themselves do not guarantee international competitiveness and economic success. Indeed excessive reliance on labour costs may stunt a country's development.



“Competent student – experienced graduate: international workshops on key competencies for the labour market”

The project is financed by the National Agency for Academic Exchange within the International Academic Partnerships Programme

Agreement No. PPI/APM/2019/1/00014/U/00001

AGENDA 1:

Competitiveness - a case study (10 hours)

The scope of the lectures is to present the students with deeper insight about the realities of having limited resources and at the same time find a purpose to retain competitiveness. Failing to appreciate the background context will not be able to allow students reflect on the many disadvantages and therefore the need to push further one's creativity and networking skills to maintain a high level of competition, not only locally but also internationally. Therefore, two sessions of 60 minutes each will be presented.

The first will discuss the country's (in this case Malta) social and economic state of affairs over the last 6 centuries. To appreciate competitiveness, one needs to appreciate thoroughly the context and be connected with it. That knowledge is a form of intelligence which will provide one with improved insights on how to best manoeuvre in more difficult and uncertain terrain especially in instances where physical and social resources are missing. The session is intended to provide insight on how to capitalise on what one has (in the case of Malta the sea) and how this feature has played a determining role in the country's competitive voyage. Smallness and islandedness certainly gives rise to seclusion and limited access both physical ones (like water) and social (like skills). Therefore the need to review one's strategy, the need to constantly plan and create scenarios of future courses of action and the need to qualify and weigh the constant challenges become a constant battle in the life of business and social leaders. On the other hand, in such context, one needs to think outside and without the proverbial box and hence the lecture provides a number of examples of how a country like Malta had to value its international collaboration agreements especially when it became a member of a much larger political

block in 2004. It is hoped that at the end of the session students will grasp a contextual meaning of how firms operating in a relatively disadvantaged context need to battle on strategically in their quest for sustainability and now as part of a larger community with social and environmental obligations.

The second lecture will present a small case study of a local firm in the hardware and AI sector and how it grew in spite of all the odds against to expand its operations abroad. The speaker, the CEO of the firm, will present an overview of how the firm started and also provide a detailed analysis of the major challenges including: the local dimension, the IT capabilities measures, the quest for technical sales skills, the challenges of COVID and the constant strategic decisions one takes such as balancing between sales and engineering. In view of this, the session will therefore present how the company steered in these challenges to maintain its competitiveness not only locally but also grow. For example, the session considers the importance of strong and lasting business relationships (networking), the need to build a solid portfolio, the need to establish an international footprint through partnering with major international partners and the need to keep developing knowledge and skills. At the end of this session, students should be able to appreciate the challenges but also the opportunities that scarcity can actually create. Scarcity should not be a recipe for remaining small but should serve as a trigger to develop further by mastering one's creativity.

AGENDA 2:

Strategic management - visits to local businesses

(10 hours)

Three company visits will be organized. The intention behind the company visits is to provide a first-hand experience to students to observe and listen to how companies and organizations have survived in a country where the resources are scarce and how they have maintained their level of competition.

The first company visit will take place at Methode Electronics. Methode Electronics, Inc. (NYSE: MEI) is a leading global supplier of custom-engineered solutions with sales, engineering and manufacturing locations in North America, Europe, Middle East, and Asia. Methode design, engineer, and produce mechatronic products for OEMs utilizing a broad range of technologies for user interface, LED lighting system, power distribution and sensor applications. Solutions are found in the end markets of transportation (including automotive, commercial vehicle, e-bike, aerospace, bus and rail), cloud computing infrastructure, construction equipment, consumer appliance, and medical devices. The business is managed on a segment basis, with those segments being Automotive, Industrial, Interface and Medical. Methode Malta provides support to Europe, Middle east and Asia (EMEA). Such an organization has been around for over 22 years and designs and produces for the international market. Students will appreciate that logistics, talent, technical skills and creativity as critical attributes for such an organization even though these are either expensive or scarce. In addition, raw materials need to be imported which makes it a bigger challenge given the situations in the geopolitical arena.

The second company visit will take place at Farsons which is a local firm that has now grown into the international export market. Farsons Group is located on the island of Malta in the heart of the

Mediterranean. Established since 1928, the Group is engaged in the brewing, production and sale and distribution of branded beers and beverages, the importation, wholesale and retail of food and beverages including wines and spirits, the operation of franchised food retailing establishments and property development. Here again students will appreciate the fact that in spite of shortages of the main ingredients like water and grain, the company has still strategized effectively to compete with some of the more known brands in Continental Europe. In addition, they will appreciate how skills and talent have been harvested over the years and improved in line with new technological investments.

The third organization is Mater Dei Hospital is an acute general teaching hospital offering a full range of hospital services. It also provides an extensive range of specialist services. Mater Dei aims to create a centre of excellence in the provision of effective and efficient, acute patient centred quality care. It also aims to achieve high levels of patient and staff satisfaction and enhance teaching, research and innovation. Mater Dei is the only hospital of its kind in Malta catering for all the population needs and cases. It stood firmly during the Covid period and supported the economic competitiveness of the country through thick and thin by ensuring that the economic activity went on as normal as possible. Students will appreciate that in competitive ecosystems, one needs support entities like hospitals and these become more critical in your co-creation when scarcity can double its threat on the economy.

All in all the three visits coupled together will ensure students appreciate the value of survival and also creativity while being able to appreciate the value of collaboration between entities.

AGENDA 3:

Blue Ocean Strategy (10 hours)

BOS is a simulator whereby students will work in teams in a virtual market space and compete with other firms to create value for themselves. BLUE OCEAN STRATEGY is the simultaneous pursuit of differentiation and low cost to open up a new market space and create new demand. It is about creating and capturing uncontested market space, thereby making the competition irrelevant. It is based on the view that market boundaries and industry structure are not a given and can be reconstructed by the actions and beliefs of industry players.

The world-renowned Blue Ocean Strategy prepares both students and professionals alike to break free of the competition and succeed in their current or future job roles. The Blue Ocean Strategy Simulation (BOSS) is the perfect immersive learning tool to implement Blue Ocean theory and understand how it works in a real business context.

This highly innovative and effective business strategy game will help students develop the skills they need to lead a BOSS initiative in a company. The simulation attempts at achieving a number of

OTHER

For the Blue Ocean Strategy, students will be provided with a number of resources including reading material and key access to the simulation. In addition, they will also avail themselves of the BOSS participant handbook.

things like: breaking away from competition, create a new market space, seize new growth, find a new approach to positioning, grow an industry by growing demand, reconstruct market boundaries, desegment markets, pursue both differentiation and low cost and set strategic pricing plans. All of these would have features both in the lectures and the company visits and therefore students will be able to extrapolate from those instances and adopt them in their simulated experiences.

Indeed, The Blue Ocean Strategy training aims to institutionalize innovation in an organization starting with product and service innovations. The purpose is to learn to look at the market in a radically different manner. Innovation is the key. Innovation is required in multiple areas but the ones that will benefit the organizations significantly are the innovations that directly affect the customers. Blue ocean strategy training provides the essential inputs to students to define new market opportunities.

COURSE TITLE:

“Help me win – everyday”

HOURS: 30 / TYPE OF COURSE: WORKSHOP / ECTS: 2

Main goal:

1. To introduce and familiarize students with the core professional lexis required for the purpose of effective communication within the field of logistics.
2. To introduce and familiarise students with the means and techniques of communication in companies and to learn how companies foster effective communication to achieve greater success.
3. The aim of the third theme is to introduce and familiarize students with the presentation skills for the purpose of effective communication.

Other/supportive/detailed goals:

1. The students will gain experience – in a practical learning-by-doing environment – to talk to their peers freely on any topics related to logistics. A by-product of this course is the deepening of the general comprehension of essential economic processes taking place in logistics, as well as the ability to conduct a professional conversation on a variety of business topics. A key element of the course is also the need to overcome one’s personal fears while dealing with the challenges of speaking in public.
2. Students will be given an opportunity to work in small groups to discuss how companies they have visited exploit and manage communication to streamline processes and increase profits. This analysis and brainstorming session will help students order their company visit experiences and come to conclusions on business communication, which are preparatory activities for report writing. In addition, students will develop their communication and debate skills in English.
3. The students will be equipped to, in a learning-by-doing environment, collaborate with their peers to produce and conduct their own presentations under observation and constructive critical analysis during classes. A by-product of this process is familiarization with presentation IT technology, the ability to conduct research on a variety of topics and dealing with the challenges of public speaking.

Short description:

The first theme offers students a chance to improve and extend their knowledge of core logistics terminology by means of a range of practical oral & written communication activities performed via collaboration with their peers, all leading to the deepening of the general comprehension of business processes taking place within logistics.

“Help me win – everyday”

The second course offers students a chance to extend their knowledge of business communication types, categories, means, and methods, and practice business strategies and techniques through collaboration and practical activities.

The third theme offers students a chance to improve their presentation techniques through observations of best practices, collaboration and practical activities with their peers, all leading to a discovery of their own personal strategies in a variety of presentation genres.

Full description:

Agenda 1:

(1) The first theme includes in-depth discussions and practical language training in selected logistics terminology: supply chain, logistics, shipping, supplier, (raw) materials, manufacturer, distributor, retailer, consumer, purchasing, warehousing, inventory, materials management, order fulfilment, quality assurance, just-in-time (production), enterprise resource planning, and others.

(2) Apart from these, the theme also includes:

- explaining the differences and practical applications of inbound vs outbound logistics processes;
- deciding whether certain statements on core logistics processes and notions are true or false;
- correcting a range of statements, all of which are false, regarding the supply chain stages & processes;
- deciding which type of cargo – general, bulk, or bulky – each given product may be while its transportation;
- deciding which mode of transportation – rail, road, water, air, pipeline, or intermodal/multimodal – would be best/most convenient for transportation of certain types of cargo/products;
- explaining the notion of exportation documents in logistics – a case of The Certificate of Origin.

Agenda 2:

Course content includes discussion, brainstorming, and practical activities such as the game of “telephone” (to learn how ineffective downward communication can be), and storytelling (to emphasise how powerful this method of communication is in developing brands, and building trust and loyalty). The students will be provided with the theoretical background of business communication and asked to work in small groups to discuss contemporary communication issues companies should address.

“Help me win – everyday”

Agenda 2:

1. The student knows business communication methods and techniques.
2. The student can use English in business communication.
3. The student will become more sensitive to business communication strategies and problems.

Agenda 3:

1. The student knows communication techniques for public speaking.
2. The student can prepare and deliver a presentation in English.
3. The student can manage stress during oral performance in English.

Way of verification of learning outcomes: Learning outcomes:

Agenda 1:

A range of practical and gradable activities – both oral & written – testing students comprehension of issues in question.

Agenda 2:

As part of the project, students are to write reports on their visits in companies.

Agenda 3:

Collaborative presentation of a selected topic (outcome 1,2,3).

Competencies developed:

Communication skills in English, especially within the professional field of logistics. Task realization in multicultural team (similar to the multicultural organization) using tools of leadership and self-reflection.

Way of verification of competencies developed:

Team work, discussion, report, gradable written tests in English, presentation of the progress made and lessons learned during the project prepared and performed by the multicultural teams.

Bibliography:

Bowden, M. (2013). *The importance of being inauthentic*. TEDx Toronto. YouTube. https://www.youtube.com/watch?v=rk_SMBIW1mg.

Burgess, K. (2013). *Speaking in public is worse than death for most*. The Times (Oct 30, 2013). Retrieved from <https://www.thetimes.co.uk/article/speaking-in-public-is-worse-thanddeath-for-most-5l2bvqlmbnt>.

Cuddy, A. (2012). *Your body language may shape who you are*. TEDTalks. YouTube https://www.youtube.com/watch?v=Ks-_Mh1QhMc.

DeVito, Joseph A. (2013). *The Interpersonal Communication Book*. 13th ed. Boston, Ma: Pearson.

Evergreen, S. D. H. (2017). *Effective data visualization*. Thousand Oaks, CA: SAGE.

THEORETICAL BACKGROUND

“Help me win – everyday”

- Farhan, U. R. (2017). *Anxiety level in students of public speaking: Causes and remedies*. Journal of Education and Educational Development, 4(1), 94–110.
- Grussendorf, M. (2005/2007). *English for presentations*. Berlin: Cornelsen Verlag GmbH & Co OHG/BC Edukacja. <https://www.youtube.com/watch?v=mxNRwYUgHtE>
- Jon, J.E. (2013), *Realizing Internationalization at Home in Korean Higher Education: Promoting Domestic Students' Interaction with International Students and Intercultural Competence*. Journal of Studies in International Education, 17(4).
- Longman Dictionary of Contemporary English (available online at <https://www.ldoceonline.com/>).
- Maddux William W., Jackson G. Lu, Salvatore J. Affinito, Adam D. Galinsky, *Multicultural experiences: A Systematic Review and New Theoretical Framework* 2019.
- Michael Vince, 1996, First Certificate Language Practice, Oxford: Macmillan Heinemann Language Teaching.
- Morgan, M., Hall, J., & Anderson, L. B. (2020). *Presentations that matter*. 5th ed. Cincinnati, OH: Van-Griner Learning.
- Nonaka I., H. Takeuchi (1995), *The Knowledge Creating Company*, Oxford, Oxford University Press.
- O'Connor, Z. (2011). *Colour psychology and colour therapy: Caveat emptor*. Color Research & Application Journal, 36(3), 229–234.
- Przytuła Sylwia, Anna Bruska, Elżbieta Szymańska-Czaplak, Katarzyna Tracz-Krupa (2020), *Enhancing Cross-Cultural Competence Among Students in an Effort to Fill the Skills Gap in the European Labor Market*, Tourism & Hospitality Industry, Congress Proceedings, pp. 202–215.
- Quality report of the European Union Labour Force Survey 2019*. 2021 edition, Eurostat Statistical Reports, Luxembourg 2021.
- Reynolds, Garr (2008). *Presentation Zen. Simple ideas on presentation design and delivery*. Berkley, Ca: New Riders.
- Samovar, Larry A, Richard E. Porter, Edwin R. McDaniel, Carolyn Sexton Roy. (2015). *Intercultural Communication: A Reader*. 14th ed. Boston, Ma: Cengage Learning.
- Schwabish, J. (2017). *Better presentations*. New York, NY: Columbia University Press.
- The Free Dictionary – Dictionary, Encyclopedia and Thesaurus (available online at <https://www.thefreedictionary.com/>).
- Thill, John V. and Courtland L. Bovee. (2016). *Excellence in Business Communication*. 12th ed. Boston: Ma: Pearson.
- Tran, L.T. and Pham, L. (2016), *International students in transnational mobility: intercultural connectedness with domestic and international peers, institutions and the wider community*, Compare: A Journal of Comparative and International Education, 46(4), pp. 560–581.
- Williams, Robin (2010). *The non-designer's presentation book. Principles for effective presentation design*. Berkley, Ca: Peachpit.

The internationalization of today's domestic economies rely on the cross-country trade bonds linking particular companies involved into exchange of materials, services and products, as well as human resources. Supply chains developed on the basis of the logistics processes support the flow of tangible goods around the world. To cooperate with suppliers and clients from different countries a multicultural team working ability must be developed. The foreigners are more present in EU countries (Quality report, 2021), supplying domestic labour markets. This situation exposes the individuals and organizations to multicultural experience (Maddux & all, 2019) on almost each level of organizations, and this of different ones: companies, local governments and other institutions. To cope with the exposure to or interaction with elements and/or members of a different culture (Maddux & all, 2019), the right competences are demanded by the employers, and especially expected from the recent graduates, as a part of their curricula (Van Oudenhoven and Van der Zee, 2002). English being still the lingua franca of exchanges between different cultures is among the basic requirements for the cross-cultural competence (Przytuła and all, 2020). Both can be successfully developed during mobility programs (Tran and Pham 2016). In particular the contact between domestic and international students impacts directly the intercultural competence of the first (Jon 2013). To internalize the experience acquired, some self-reflection tools should be introduced, such as a diary (Lee, 2000). By referring to the records kept daily during study visits, it is possible to reconstruct the trajectory of change between the original and final level of intercultural sensitivity of a given student. This allows a person to understand their own path of development, as well as to share this knowledge with others as a study of individual intercultural experience, which follows the cycle of knowledge management (Nonaka and Takeuchi, 1995).

The first part of the workshop introduces, revises, and expands the core terminology related to the field of logistics, whose knowledge seems essential while communicating with other professionals working in this sector of the business world. The theory behind this is a range of the general assumptions of the foreign-language teaching & learning processes, including various concepts on language acquisitions, learning strategies, and communications strategies.

The second part of the workshop introduces, revises, and expands the understanding of communication phenomena in the business environment, which impacts in many ways the success in everyday professional life on individual, interpersonal and organizational levels.

The third part of the workshop summarizes the cross-cultural experiences gathered during the project and its study visits by each group of students. Self-reflection here becomes a trigger for understanding the phenomena behind the practical experience of multiculturalism. The need for the group to present their coherent vision requires naming individual experiences, sharing them with the group, justifying their meaning, universal enough to be included in a jointly prepared story and presentation. The theory of presentation skills draws attention to audience awareness (Burgess, 2013; Morgan et al., 2020), verbal and non-verbal channels of communication (Bowden, 2013), stress management (Cuddy, 2012; Farhan, 2017) as well as the structure of the presentation (Schwabish, 2017), the design of visual materials to support the spoken delivery (Evergreen, 2017; O'Connor, 2011; Reynolds, 2008; Williams, 2010) and the language used (Grussendorf, 2005/2007; Morgan et al., 2020). All this organizes the acquired experience, makes the students aware of the change in their competences and facilitates the conscious assimilation of new ones in the future.

AGENDA 1:

Business English – English for Logistics (10 hours)

2 hours: explaining the theory and basic terminology of logistics: supply chain, logistics, shipping, supplier, (raw) materials, manufacturer, distributor, retailer, consumer, purchasing, warehousing, inventory, materials management, order fulfilment, quality assurance, just-in-time (production), enterprise resource planning, and others; practical analysis of a range of the differences and practical applications of inbound vs outbound logistics processes.

2 hours: individual work on deciding whether certain statements on core logistics processes and notions are true or false, as well as on correcting a range of statements, all of which are false, regarding the supply chain stages & processes.

2 hours: individual & group work on deciding which type of cargo – general, bulk, or bulky – each given product may be while its transportation, as well as on which mode of transportation – rail, road, water, air, pipeline, or intermodal/multimodal – would be best/most convenient for transportation of certain types of cargo/products.

2 hours: presentation of the notion of exportation documents in logistics – a case of The Certificate of Origin.

2 hours: practice English-language exam on logistics performed by an outsourcing company.

AGENDA 2:

Business Communication (10 hours)

2 hours: group work – brainstorming (students discuss their own experience related to visiting companies in Malta, Belgium, Kosovo, and the Czech Republic; students analyse which types, methods and techniques of communication were used to project companies' images, brands' images and identities); (Student – Student interaction; brainstorming).

4 hours: company visits and learning about the theory and practice of business communication (characteristics of effective / ineffective communication; types of business communication, their advantages and disadvantages; methods and techniques of communication; communication problems and issues; practical tasks and educational games to test and support the theory); (Trainer – Students interaction; ITC tools – multimedia presentation; practical tasks). Students learn about the companies they are visiting in Poland: history and development, policy (values and credo), core activities

and competences, range of products offered, internal communication policy and rules, preferred methods and means of communication, external communication (PR and marketing messages, advertising campaigns, identity and brand building techniques), CSR policy and activities, and community projects and sponsorship activities. Afterwards, the students are shown around the workshop and the assembly line.

3 hours: group work – discussion (students present, discuss and compare the outcomes of their brainstorming sessions after company visits in Poland; students deliberate / share their ideas on how to exploit their findings in their reports) (Student – Student; Teacher – Student; discussion).

1 hour: group work – conclusions.

AGENDA 3:

Presentation Skills Development – “Effective communication via presentations – good and not so good practices” (10 hours)

2 hours: reminder of good presentations rules (presentation strategies and tactics, audience types and its needs, presentation structure and methods for presenting core message, presentation process sequence, presentation resources and tools usage, speaker personality, resources and skills impact on the target audience, presentation arena management and problem solving); (Teacher – Students interaction, ICT tools – multimedia presentations, discussion).

6 hours: group work – brainstorming (students discuss their path of progress during project time and key moments of cross-cultural competences development; students prepare the storyline presenting their experience of the project to be presented during the final event; students share the

tasks to create a group presentation and execute the original deliverable; students choose the speaker and cooperate with him) (Student–Student interaction; brainstorming, power point presentation).

2 hours: public presentations of the groups deliverables during the final event. (Student – Audience interaction, while the audience includes other Students, Teachers and other stakeholders involved in the project).

3

**Competent student –
experienced graduate:**

international workshops on key
competencies for the labour market

WORK SHOPS

Nature-based businesses

Goal:

- encouraging the student to think of economic development by using natural heritage in a sustainable way by the responsible businesses

Agenda:

- joint meeting, presentation of facts and development of tourism in Peja
- field visit to natural heritage sites
- field visit to companies that use those natural heritages
- trying the natural attractions offered by those nature-based companies
- getting to know and feel the nature of Peja

Activities and tasks:

- starting the joint meeting with the trainer
- interacting with the presentation of Peja and the development of tourism in this city
- having direct discussions with the owners of nature-based companies and guides as well
- group discussions of students about the natural heritage and its importance to the local economy
- experiencing the attractions in natural sites provided by those companies

Outcome:

- student gains knowledge about the importance and the impact nature-based businesses have on the local economy as well as the influence of those companies' attractions on attracting new tourists



INTRODUCTION

The nature-based businesses workshop starts with a presentation about Peja city including: general information about it, tourism information and the importance of natural heritage on the development of the tourism and economy of this city. To understand what students are to do during the field visits they watch some videos of places and attractions.

PEJA NATURE-BASED BUSINESS

The visits dedicated to nature-based businesses lead to the Outdoor Kosovo Company, offering visits to the waterfall “Drini i Bardh” and “Sleeping Beauty Cave”. The next tour stop was the Balkan Adventure Company, located at the entrance of Rugova Canyon, which offers the attractions of Zip Line and Via Ferrata. The importance of this area on the development of Peja’s tourism, biodiversity, and water was reviewed as well as on the economic impact of this zone on businesses and local residents. Also, students discussed the impact of Covid-19 on business. Even though it is the first week of the project, during the Via Ferrata students will have a chance to create a bond and really work as a team, pushing each other to achieve the goal together.

Local manufacturing and service businesses

Goal:

- to get informed the student about the state of businesses, development and difficulties they have, but also their impact on the economy of Kosovo

Agenda:

- having a short meeting to get introduced to the trainer
- starting the workshop with the trainer representing the four companies and interviewing the responsible people of those businesses
- sightseeing the buildings together with the responsible people of those businesses
- getting informed about how the organizational structures of those businesses are based on
- getting to know the difficulties of doing business in Kosovo
- getting to know how companies can be more engaged in order to be more socially responsible, especially in respecting workers' rights

Activities and tasks:

- starting the day with the individual presentation and getting acquainted with the trainer of this workshop
- starting the field visits having the chance of asking direct questions to the experts or the responsible people of those companies. Getting to know more about the impact of those businesses in Kosovo through the information obtained from the hosts of the companies.
- discussing the history of evolvement of those businesses in Kosovo and the challenges they have had in the past and have now, as well as what those businesses need to improve.
- discussing how those businesses impact on Kosovo's development.

Outcome:

- student gains knowledge about the organizational structure of the companies, the obstacles these businesses have had and are having due to different factors, and also how those businesses need to improve and have a great impact on Kosovo's development



INTRODUCTION

The workshop about the local manufacturing and service business started with a short meeting and getting to know the students and the trainer as well. Students were informed which businesses they are going to visit, the importance and values they carry for Kosovo's development. There were four field visits planned, two of them to local manufacturing businesses and the other two to local service businesses.



MANUFACTURING BUSINESS & SERVICE BUSINESS

The visits dedicated to nature-based businesses lead to the Outdoor Kosovo Company, offering visits to the waterfall "Drini i Bardh" and "Sleeping Beauty Cave". The next tour stop was the Balkan Adventure Company, located at the entrance of Rugova Canyon, which offers the attractions of Zip Line and Via Ferrata. The importance of this area on the development of Peja's tourism, biodiversity, and water was reviewed as well as on the economic impact of this zone on businesses and local residents. Also, students discussed the impact of Covid-19 on business. Even though it is the first week of the project, during the Via Ferrata students will have a chance to create a bond and really work as a team, pushing each other to achieve the goal together.



Heritage-based businesses

Goal:

- to familiarize student with the diversity of cultural heritage in Peja/Kosovo

Agenda:

- meeting with the trainer and start the group introduction
- establishing trust, appreciation and respect among participants
- students' workshop with the trainer representing three cultural heritages
- sightseeing the mosque, catholic church and the orthodox one
- getting to know tangible and intangible cultural elements of Kosovo

Outcome:

- student gains knowledge about the religious aspects, the diversity of it and the co-existence of religions in Kosovo, taking it as a model for all the other countries. improve and have a great impact on Kosovo's development



Activities and tasks:

- starting the day with the individual presentation and undertaking an exercise for the presentation
- starting an activity called History Walks to share memories and get to know more each-other
- having group discussions about building trust between students
- visiting the mosque, catholic church and orthodox church and getting to know those religions, while listening to the presentation of the responsible people in those cultural heritages
- discussing the history of evolvement of religions in Kosovo with the responsible people in those heritages
- interviewing those people who hosted students in mosque, catholic and orthodox church, having the chance of asking what students were curious about
- discussing the co-existence of religions in KosovoKosovo's development.

INTRODUCTION

Students had the chance of individual presentations and were asked to divide into pairs, with someone they don't know. They interviewed, got to know and later introduced each other to the whole group in the plenary. In this way, they learned where each person comes from, what they study, what they prefer, what they appreciate most in themselves, their hobbies, etc. Aiming to further contribute to increasing openness and building trust (as trust can be thought of as an attitude necessary to make listening between two people easier and deeper), students were asked to write two moments (one important and one funny moment) that happened in their life. This activity enabled students to understand better each other's personalities, needs and expectations from the rest of the group.



CULTURE HERITAGE VISITS

Three cultural heritage visits were organized during the day. Students went to the Bajrakli Mosque in Old Bazaar of Peja, the Saint Catherine Church and the Patriarchate of Peja. During each visit, students spend the whole day together, socializing and enjoying the rich and diverse heritage of Peja city. Apart from being informed about the architecture and history of the mosque, the students learned about the coexistence between religious communities living in Peja and Kosovo. As a state where 90% of the population belongs to Islamic religions, by the co-existence between religious groups, Kosovo can be a model for any country in the world.

BELGIUM

Negotiations and Conflict Management

Goals:

- the student gains insight into the process of negotiation and learns new competences on how to deal with negotiation and conflict
- the participant gains practical experience in dealing with negotiation and conflict

Agenda:

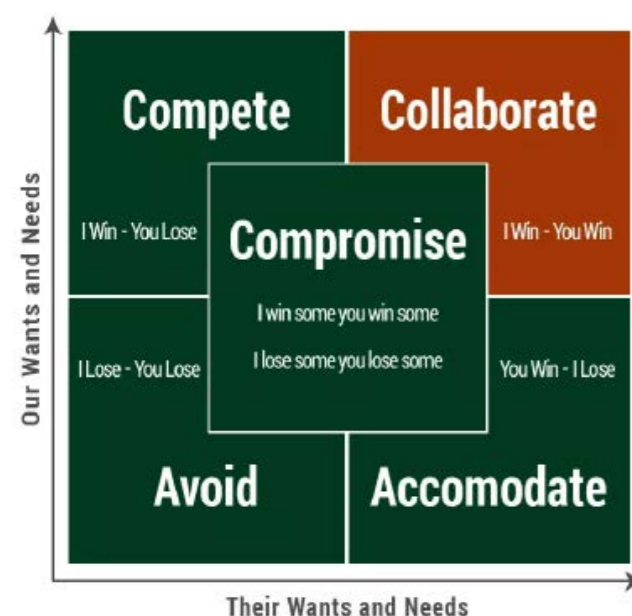
- introducing to the managing conflicts
- learning and training students' negotiation skills

Activities and tasks:

- workshop managing conflict by prof. Martin Euwema
- workshop negotiation and social dialogue by prof. Martin Euwema
- workshop scientific policy-oriented research (HIVA Research Institute for Work and Society)
- presentation and discussion about negotiation at the European Union (visit to the European Commission in Brussels)
- talking and discussing with Francesco Marchi, director of the "Negotiators of Europe" research and training program

Outcome:

- the participant gets a first-hand practical experience with conflict and negotiation
- the participant learns about the process of conflict and the process of negotiation
- the participant gains competences in negotiation strategies and dealing with conflict
- the participant learns about negotiations in the European Union and challenges for the European



INTRODUCTION

Negotiation skill is necessary for professional and private life. Students learned the principles and techniques of negotiation.

LECTURE NEGOTIATION – CONFLICT STYLES – MANAGING CONFLICTS

Prof. Martin Euwema gave an interactive lecture about his field of expertise: negotiation and conflict. A common definition of conflict in industrial psychology states that there is a conflict between two or more parties (persons or groups) when one or more parties feel frustrated with or hindered by the other(s) (Van de Vliert, 1997). Then, prof. Euwema introduced his own theoretical model of conflict behaviour. The model consists of 2 axes: 'Focus on own interests' and 'focus on relationship(s) with others'. The core of the model is that everyone has their personal style to deal with conflicts, but you can strategically shift between styles depending on the current situation. This way, the students reflected on their own conflict style(s).



NEGOTIATION EXERCISE

The students participated in an exercise that was aimed at gaining an immersive experience in negotiation. For this activity, the students were given a case regarding a complex negotiation situation where the university faculty needed to decide about vegetarian food in the school restaurant. They were then split into teams that each represented a stakeholder in the negotiation. In the groups, they then had to come up with a negotiation strategy. Following this, one person from each of the groups was appointed as a representative that went to the negotiation table with the others. After the negotiation, students discussed the exercise and prof. Martin Euwema gave some more explanation, linking theory to the exercise based on his expertise in negotiation.

EUROPEAN COMMISSION NEGOTIATION

EUROPEAN COMMISSION NEGOTIATION
After negotiating in theory and practice, the students went on a field trip to Brussels. After spending some time in the city, a visit to the European Commission was planned. Participants got an introduction to what the European Commission does and they got the chance to ask some questions. With this knowledge, students went to a local restaurant where Francesco Marchi, director of the "Negotiators of Europe" research and training program, gave a lecture about the challenges of negotiations. The participants learned about the many aspects of negotiation and how to deal with them. They also learned how complex negotiations can be, especially in an environment like the European Union.

BELGIUM

Change Management

Goals:

- the participant understands the difference and complementarity between project management and change management
- the participant understands the importance of change management and the main drivers and obstacles of successful change
- the participant recognises and is able to evaluate the multitude of change management frameworks
- the participant is able to design and communicate a change management approach in an organizational context, based on change management methodology
- the participant knows the key principles of stakeholder management
- the participant can formulate tactics to tackle resistance to change

Agenda:

- workshop “Managing change successfully”
- Introduction to theoretical frameworks of change management
- Practical real-life business case
- during the project week in Belgium students

Activities and tasks:

- learning about change management
- working in a group on a change management project
- testing oneself to adapt to change

Outcome:

- the participant gains insights through experience learning, cases and theoretical models
- the participant gains an understanding of change management concepts



ADKAR – a change management framework



INTRODUCTION

Change is the only sure thing in the world. For this reason, students learned to adapt to changes in organisational management and changes in their own lives.



WORKSHOP “MANAGING CHANGE SUCCESSFULLY”

The workshop started outside, where the trainer (Niels) introduced himself and the goal of the workshop. First, he explained the differences and similarities between project management and change management, exploring different theoretical methodologies. Afterwards, an introduction of the ADKAR model which is a change management framework was given. The name of this model is an acronym which stands for Awareness, Desire, Knowledge, Ability and Reinforcement. A real-life business case from the company “Wonderful” (a company in the automotive industry) was introduced. The participants worked in small groups on how they would take on this change management project. In between, the participant implemented the trainer’s feedback. The similarities between the solutions of the different groups were discussed. To conclude, the trainer explained his own approach to this real-life case.

VEGETERIAN MENU

During the week, only vegetarian dishes were served which led to a lot of resistance from the participants. Through constructive feedback and discussions, participants were challenged to reflect upon and question their own lifestyles and perspectives. The goal was on the one hand to raise awareness about our intentions for sustainable principles. On the other hand, the participants learned to cope with change and resistance which is a crucial competence in an ever-changing world.



BELGIUM

Sustainable Development

Goals:

- the participant recognises the multitude of facets of sustainability (environmental, social, inequality, biodiversity, pollution, etc.) and recognizes the impact of consumer (and its own) behaviour on these aspects
- the participant understands how local communities (city, university) work together to reach sustainable development
- the participant understands the relation between all stakeholders within the value chain in building a sustainable and ethical business
- the participant can, based on the main principles of societal, international and organisational trends in sustainability, reflect critically on organisational policy choices
- the participant reflects critically on the impact of the sustainability policy of an organisation while taking into account the consequences for the relevant stakeholders
- the participant can formulate motivated advice on an integrated sustainability policy in an organisation and negotiate with relevant stakeholders to reach a sustainable agreement

Agenda:

- workshop: the chain towards ethical chocolate
- explanation of the production process of Chocolatoa
- chocolate tasting
- workshop: Materialise – Innovation and sustainability in 3D
- presentation of Materialise and its activities
- group discussions about different topics
- visit and experience sustainable restaurant and catering concepts

Activities and tasks:

- learning about the responsible management of the chocolate supply chain
- visiting a chocolate manufactory and tasting chocolate products
- visiting Materialise company
- discussing innovation and sustainable development in different enterprises
- visiting a sustainable restaurant

Outcome:

- the participant gains awareness and knowledge about the importance and relevance of sustainability in the current business environment and society



INTRODUCTION

Sustainable development is fundamental to preserving scarce resources for future generations, taking into account economic, social and environmental goals. Students were introduced to ways of conducting business on the principles of sustainability.

WORKSHOP: THE CHAIN TOWARDS ETHICAL CHOCOLATE

During the project week in Belgium, Mario Vandeneede, the founder of Chocolatoa, came and spoke about the sustainable process of chocolate manufacturing. In 2015 he founded his company after having seen, lived and worked with cocoa farmers all over the world. He gained a lot of experience and knowledge about all aspects related to cocoa production. His goal with Chocolatoa is to produce chocolate from bean to bar as sustainable as possible with attention for the people he works with. He gets his beans from farmers with whom he has long-term and close relationships. His frequent visits assure him that the living and working conditions of the farmers are of good quality. He sells his chocolate at a fair price, to make sure the farmers get paid correctly. After this explanation of Mario about the production process, students had the chance to taste the chocolate ourselves and to discover the different flavours with which he experiments.

WORKSHOP: MATERIALISE – INNOVATION AND SUSTAINABILITY IN 3D

Another workshop on the topic of sustainability was the workshop from Materialise, given by the medical application specialist (Kevin), the recruitment manager (Sara) and the sustainability coordinator (Andreas). They started with a short presentation of Materialise and their production of 3D-printers that are used for medical purposes. Afterwards, students divided themselves into small groups to discuss some business cases about diversity and sustainability. First off, we talked about a topic which HR-employees often face. It concerned the trade-off between quality or profit and diversity during the hiring process. Then, every group was assigned to a certain business department of Materialise. The goal was to develop a sustainable business plan, taking into account the well-being of the employees and the environment, without risking bankruptcy. In the end, every department presented its plan and an overall discussion between all departments was



Project management

Goals:

- the participant understands the principle of project management
- the participant recognises and is able to apply methods and analyzes to set a business plan
- the participant is able to present the outcome of the project proposal

Agenda:

- learning about project management methods
- project management workshops
- workshop on raising finance for the project

Activities and tasks:

- introducing to the project management
- teamwork creating fully functional business proposals by applying methods which they have learned about
- presenting the final result in front of “investors” in order to obtain funding
- discussing strengths and weaknesses of students’ business plan

Outcome:

- student gains knowledge about the theory of creating a business proposal/plan
- student acquires the skills to prepare a business proposal/plan for their own business ideas



INTRODUCTION

Project management is an essential skill for students for their future work. A skilfully drafted plan allows the achievement of the set main and intermediate objectives at the right time. Students proceeded to develop their business ideas, learning how to manage a project.

PROJECT MANAGEMENT WORKSHOP

Students work on the project began by dividing the members into teams. In total there were 9 teams and every one team had to come to the market with an original idea – something that would be necessary for potential customers and so far didn’t appear at the market.

Defining problem: participants defined the potential consumer need and tried to think about some new product which can break into the market space.

Project goal: students determined goals using the SMART method, which states that goals should be Specific, Measurable, Achievable, Relevant, and Time-Bound.

Market research: students conducted marketing research. The aim of the research was to identify the characteristics of a future product that would differ from those of the competition

Promotion: workshop participants developed promotions for the new product. A budget for promotional activities was determined and appropriate marketing tools were selected.

Financing of the project: students undertook an analysis to consider the profitability of the investment over its lifetime.

Risk analysis of the project: participants identified and analysed potential problems that could negatively affect key business initiatives or projects.

Work Breakdown Structure: students developed 3 levels of a work breakdown structure for their projects.



Project Life Cycle and Design Process

Goals:

- the participant understands the principles of the project life cycle and design process
- the participant can describe the individual phases of the project in terms of its life cycle
- the participant understands the reasons why a design process is necessary
- the participant is able to present the outcome of the design process

Agenda:

- workshop “Project Life Cycle and Design Process”

Activities and tasks:

- learning about the project life cycle
- teamwork identifying processes involved in the project
- discussing project stages and processes

Outcome:

- student gains knowledge about the theory of creating a project proposal
- student is able to identify the project life cycle

INTRODUCTION

Students learned that a project is a combination of different operations with given resources and a limited schedule aiming to achieve its clearly defined objectives. The trainer told the groups about a project cycle, which is the life cycle of any project, describing different project stages and separating the planning, implementation and evaluation stages.



PROJECT LIFE CYCLE AND DESIGN PROCESS WORKSHOP

Through the gradual passage of phases of the project management life cycle, students came up with the idea for a project, defined goals, planned for execution, and guided it to completion. At the beginning of the creation of the business project, groups had to identify a number of questions and find answers to them. The workshop participants' task was to answer a number of the following questions:

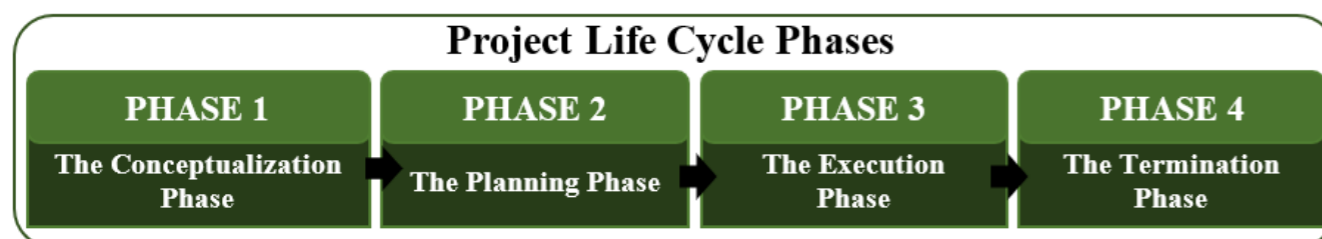
- What is the problem?
- Will the development of a project solve that problem?
- What are the specific goals of the project?
- Do students have enough resources to create and support the project?

In the next step, students began to design their objectives, during which they considered about the availability of resources and the budget available to start the business. At this stage, participants considered many potential solutions and narrowed down the options to determine the most efficient and effective way to build. And the main challenge was to answer the question of “how” would build the best solution. When filling out the data, students used various tables that helped them structure solutions and not miss important details. Thus, students' reasoning moved into the design phase, where a logical solution turns into a physical one.

Another important point of the project was to draw a portrait of a final client, to describe him, tell about his hobbies, what status he has and who he works for. The students sought to understand who they were creating the product for, whether it would be marketable and what type of people would be interested in it.

PROJECT LIFE CYCLE AND DESIGN PROCESS WORKSHOP

The Project Life Cycle is the standard process by which teams achieve project success.



CZECH REPUBLIC

Methods of Network Analysis

Goals:

- the participant understands the principle of the quantitative approach to the decision-making process
- the participant is able to present the outcome of the project proposal

Agenda:

- workshop “Quantitative Decision-Making”

Activities and tasks:

- students in teams trying to modeling strategies to model decision-making strategies during project design
- presentation of final outcome before “the investors” to get funding

Outcome:

- student gains knowledge of the decision-making process
- student gains knowledge about the theory of network analysis applications for decision-making purposes



INTRODUCTION

Project management, like operations management, uses a variety of quantitative methodologies when planning, scheduling, forecasting, and monitoring tasks. The quantitative approach’s major goal is to make the best decision possible using mathematical and statistical models in a situation where the likelihood of all outcomes is unknown.

QUANTITATIVE DECISION-MAKING WORKSHOP

Students into groups discussed problems that need to be defined, examined, and solved in a deliberate, rational, systematic, and scientific manner based on data, facts, information, and logic, not on whims and guesses, according to the quantitative approach to decision-making. Participants learned about quantitative approach techniques, particularly those that use statistical software, which offer the advantage of recommending the optimal solution to a problem without even identifying all possible solutions. The decision-making process gets much faster once the problem and conditions have been established.



What did students do?

The students applied a set of teamwork methods that use a complex, system approach to solve complex economic, organizational, technological, or other decision-making problems with the help of mathematical modeling in order to arrive at optimal decisions or strategies, i.e. the best from a predetermined goal standpoint.

Taking a systemic approach

Individual elements inside the problem were recognized, and their properties were documented by students, as were interactions between elements within the system and the system’s interactions with its surroundings.

Work in a group

Students learned that the issue should be divided into sociological, economic, technological, and other components. Workshop participants played the role of specialists in different segments. They attempted to solve problems using various techniques.

Techniques for modelling

Students gained knowledge about modeling strategies that served as tools for experimentation. A model was widely regarded as a significant simplification.

Case study – Malta and its potential to compete in the world markets

Goals:

- explaining the context of the geographical location of Malta
- explaining the advantages and disadvantages of being an Island State
- demonstrating how Maltese businesses adapt to their circumstances and use the limited resources to compete on global markets.
- showcasing the foreign students to the Maltese Health Care System and how it supports competition in International Markets

Agenda:

- maltese academics' introduction to competition in the Maltese context
- presentations by PhD Mario Brincat and PhD Godwin Caruana on how Maltese enterprises compete internationally
- field visit to Mater Dei explaining how a hospital helped a nation maintain competitiveness during a global pandemic

Activities and tasks:

- lectures about Maltese companies and how they compete internationally and domestically
- lecture on a study that was conducted with regards to Maltese competition
- field visit to Mater Dei Hospital to understand the high-tech systems in use and how these support a Nation's competitiveness

Outcome:

- students had a good introduction to the general theme of competition and came to understand how Malta must be competitive with its resources whilst working towards turning geographical problems into opportunities for international trade purposes



INTRODUCTION

Students learned that Malta being an Island State, has certain limitations when it comes to competing in international markets. With its limited resources and connections to other countries businesses based in Malta were required to work and learn to operate with the limited resources at hand to compete with international markets.

MALTA'S STRATEGIC LOCATION

Students had an interactive presentation by PhD Mario Brincat and PhD Godwin Caruana about Malta's location weaknesses and strengths. Malta is located in the centre of the Mediterranean and is an island which spans roughly 316km², meaning that natural resources are limited but the positioning of such an island is important. This makes it easy for countries from Europe and Africa to ship their products across the Mediterranean, since it is in a central location. Malta acts as a link between the two continents.

Students completed an exercise where they were asked to identify Malta's most profitable economic sectors. The lecturers suggested that the Maltese prioritise service and tourist attractions. This sector is Malta's largest export that contributes to GDP since it is an island with tropical weather in the European region. The location also serves as one of the central

locations for the fishing industry. Some of the fish caught on the island is also exported to countries such as Japan, South Korea and Italy. Despite having a limit on natural resources and size, Maltese focus on other strengths that enable them to still compete on a global stage.

MATER DEI

Students had a visit to Mater Dei, where they discovered the innovative technologies in medicine. Mater Dei is Malta's Largest General Hospital which also serves as a teaching hospital with the University of Malta located in Msida, Malta. This hospital offers many general and specialised health services throughout the Island. Students discussed Mater Dei aims to "create a centre of excellence in the provision of effective and efficient, acute patient-centred quality care" and the challenges of doing so. They said this could be further seen through the various automated efficient services that are used in the Hospital such as their automatic Medicine process machine which prepares the correct dosage, type of medicine and the required storage material for all the patients that require daily medicine in Mater Dei. Students were introduced to innovative services including machinery that allows a surgeon to operate on a patient remotely, hence the doctor would be able to conduct surgery on a patient in Mater Dei, whilst they are situated on the other side of the globe.



Strategic Management – Local Businesses

INTRODUCTION

Students began a group discussion on competition as an important factor when analysing the market. Competition can take forms in several ways such as competition between members of the labour market when competing for jobs and between companies within their industry. Competition can also vary based on the general environment and culture surrounding the industry.



Goals:

- to educate student on competition within the industry
- to expose foreign student the importance of being competitive in an Island like Malta
- promoting the local industry

Agenda:

- visit to Simonds Farsons Cisk plc (Farsons)
- presentation by Farsons employees on how Farsons competes in international beer markets
- visit to Methode Ltd and presentation on Company's R&D and basis of international competition

Activities and tasks:

- visiting Farsons to understand the level of competition in Malta when it comes to beverages and partnerships with foreign companies
- learning about how Farsons exports its products and competes effectively
- visiting Methode along with a presentation of their products, R&D and export activities

Outcome:

- student is aware of the importance of competitiveness for a company operating in Malta – an Island State. Students had the experience of witnessing first-hand what challenges Maltese companies face daily



“Blue Ocean Strategy” simulation

Goals:

- to help student learns about the Blue Ocean Strategy
- to encourage students to think creatively and come up with innovative ideas to stand out in competitive markets
- to allow students to make their own decisions using the Blue Ocean Strategy Simulation

Agenda:

- workshops spread over two days about Blue Ocean Strategy, conducted at the Valletta Design Cluster (a location intended to encourage creativity)
- various rounds of executing decisions and discussing with team members

Activities and tasks:

- workshops with academics
- learning about various rounds of decision making
- identification the target audience by the students
- students deciding-making on which feature to improve or add to their product and additionally which services to offer such as 2-year warranties

Outcome:

- students learnt that in today’s competitive markets, it is not only about the product you offer, but also the complimentary service. In order to gain market share and stand out, blue oceans must be created, and one must offer a unique service. Some time was needed for students to really understand the best way to implement decisions. Considering the little time to apply what was learnt in the workshops to the simulation, students did a considerably good job. More than that however, students learnt the importance of seeking ‘blue oceans’ to survive the intense competition of today’s markets. companies face daily

INTRODUCTION

The notion of competition is very important in a small island state such as Malta. Given that Malta is poorly endowed with natural resources, the country must find other ways to support itself and be innovative. Students were introduced to the “Blue Ocean Strategy”, i.e., competing in uncontested markets thus making the competition irrelevant.

WORKSHOP BLUE OCEAN STRATEGY

The Valletta Design Cluster, which is part of the Valletta Cultural Agency is a cultural and creative space, found in the Old Abattoir in Valletta. The project supports design and entrepreneurship aimed at having a positive social impact. The goal of the project is to bring together individuals, communities and societies at large with practitioners working on initiatives targeting cultural and social wellbeing. This was the perfect place to hold Blue Ocean Strategy workshops.



There is often the misconception that the blue ocean strategy is about technological innovation however, this is rarely ever the case. It is about discovering what buyers value the most in a product or service and being able to provide it before competitors do. An essential principle of this strategy is “not to compare yourself with your competition because that will never breed new ideas but keep you in “red waters”. Blue ocean strategy be executed by finding innovative ways to cut costs and simultaneously giving customers more value.

Students discussed about examples of using the blue ocean strategy by Cirque du Soleil, Nintendo Wii and Yellow Tale.

Students learned about Cirque du Soleil cutting the costs of traditional circuses, such as animal acts and aisle concessions. This reduction in costs allowed the company to provide sophisticated elements from the theatre which attracted adult audiences, not typical circus audiences. Cirque du Soleil managed to establish a quality brand which saw audiences returning more frequently, increasing their revenue. The Nintendo Wii offered value innovation, a principle of blue ocean strategy which sees low cost and differentiation being obtained at the same time. At the end Yellow Tale thank to the blue ocean strategy had become the fastest-growing wine brand in the US within three years of entering the market.

RED OCEAN STRATEGY	BLUE OCEAN STRATEGY
Compete in existing market space	Create uncontested market space
Beat the competition	Make the competition irrelevant
Exploit existing demand	Create and capture new demand
Make the value-cost trade-off	Break the value-cost trade-off
Align the whole system of a firm's activities with its strategic choice of differentiation or low cost	Align the whole system of a firm's activities in pursuit of differentiation and low cost

POLAND

Business Communication

Goals:

- learning about the rules of organization for international institutions and the staff they manage
- improving students' international work skills
- learning about the importance of motivating employees in international enterprises

Agenda:

- visiting the Polaris Industries
- visiting the International Automotive Components
- workshops for students on international management and working in an international team

Activities and tasks:

- introducing students to the specifics of the automotive industry
- presentation on the quad manufacturing process
- presentation of the supply chain management in the automotive industry
- discussing the management of production processes, logistics processes, and human relations in international enterprises
- discussing how to work in an international team and how to motivate employees

Outcome:

- students gain knowledge about the production processes and logistics processes looks like in the visited enterprises
- students acquire practical knowledge about human capital management in international companies
- students gain knowledge of methods for motivating employees in multicultural teams

WORKSHOP – COMMUNICATION IN COMPANIES

The workshop with Tomasz Gadzina, PhD, focused on the elements of professional business communication. Students had the opportunity to learn about the strengths and weaknesses of communication aspects in companies. Based on observations during company visits, each participant listed the strategy that works best, and which is ineffective. A set of practical exercises was introduced, including discussions on troublesome communication strategies in companies or the analysis of an authentic meeting schedule received from companies where students were hosted during the project. Students gained knowledge in business communication, planning and human resource management.

INTRODUCTION

Study visits were organized for students to automotive companies located in Opole. Students were introduced to the specifics of the automotive industry. Managers presented the challenges for companies that arose during the Covid-19 pandemic when supply chains were disrupted.

POLARIS INDUSTRIES

Students had the opportunity to learn about the principles of Polaris Industries company's operation. The company has factories in the USA, Mexico, India, and Poland. During the meeting with the company's representative, students learned about the history of the company, and the scope of its activities (in Poland are mainly produce quads). Students were introduced to the way in which the company cares for its employees and makes them feel part of the company. Meeting participants were told about methods of motivating employees, as well as the ways in which the company takes care of the proper introduction of new employees to intercultural teams. In addition to the presentation, the students had the opportunity to see the production line with their own eyes. The manager gave the students a tour of the factory and showed them what happens at each stage of production. Students could spend time in a real factory, see what the working conditions are like, and learn about the principles of occupational health and safety in the enterprise.

INTERNATIONAL AUTOMOTIVE COMPONENTS

IAC is a global leader in the automotive industry. The IAC group operates a total of 60 production plants in 20 countries, employing 31,000 people. The company has production plants in Belgium, Sweden, the Czech Republic, Slovakia, the Netherlands, the United Kingdom and Romania, among others. IAC specializes in manufacturing automotive components and systems, and the Opole plant produces components for premium cars. During students' stay in the enterprise, they learned how the company operates, what it does, from where components for production are supplied, and, most importantly, what communication processes occur inside the company and how the company communicates with the environment. However, the most interesting part of the programme was seeing the production hall and how the production process looks in practice.



Business English – English for Logistics

Goals:

- improving the students' language skills for business communication, especially in the logistics industry

Agenda:

- discussing logistics issues and the importance of planning the movement of goods and people
- workshops for students on the specialist vocabulary used in the logistics industry
- examining students' language skills

Activities and tasks:

- starting the meeting to gain knowledge about logistics, its main areas, purposes, actions and processes that this term involves
- learning with the trainer the vocabulary connected to the theme of logistics,
- gaining practice in the use of English in logistics by talking about the global logistics companies with Bartosz Poluszyński, PhD
- doing homework on writing business letters
- preparation and participation in an English exam with the specialist vocabulary used in logistics

Outcome:

- students are able to converse about logistics and coordination of the flow of information and resources in English



INTRODUCTION

The use of specialized terminology in a specific industry is a great asset for future employment. Students learned vocabulary related to logistics – one of the most growing industries in recent years. Students participated in language courses organized by ProfitLingua. The course included 20 lessons of the duration time 45 minutes each.

IMPROVING LANGUAGE SKILLS IN LOGISTICS

The teaching methods implemented by the teachers were PowerPoint presentations, speaking practice, and a variety of types of written tasks. The course was divided into four parts, each of which was introduced with the use of online presentations with True/False questions, gap filling, and definition-term matching exercises.

The students learned about:

- Introduction to Logistics
- Supply Chain
- Transportation
- Export Documents

Preparation for the English in Logistics examination: Before the examination, the students had a chance to refresh their knowledge about logistics in English with Bartosz Poluszyński, PhD, who specializes in linguistics, practical English classes, as well as translation. During the preparation sessions, students revised vocabulary on logistics topics in written form, and also there were practice exercises on listening.

EXAMINATION

The students had an English exam at B1/B1+ level. The test included gap-filling exercises, definition matching exercises and writing an email to the potential customer with business details regarding future cooperation. The test time was limited to 90 minutes. Some students have had to take a rescheduled test but now they are certainly well acquainted with the vocabulary of logistics.

exercise 4.1 Decide whether the following sentences are true or false.

1. *Certificate of Origin* is typically required for all products.
2. *Certificate of Analysis* is a document that declares, in which country goods were manufactured.
3. Carnets are international customs documents that simplify customs procedures for the temporary import of various types of goods.
4. A T A CARNET permits the tax-free and duty-free temporary export and import of goods for up to ten years.
5. *Certificate of Analysis* is required for seeds, grain, health foods, dietary supplements, fruits and vegetables, and pharmaceutical products.
6. *Insurance Certificate* confirms that the specified imported goods are normally and freely sold in the exporting country's open markets and are approved for export.
7. Exports submitted for handling by air carriers and air freight forwarders classified as dangerous goods need to be accompanied by the Shipper's Declaration for Dangerous Goods.
8. *Health Certificate* is required for shipment of live animals and animal products.
9. *Health Certificate* is used to guarantee the consignee that insurance will cover the loss of or damage to the cargo during transit.
10. *Export License* is a government document that authorizes the export of specific goods in specific quantities to a particular destination.
11. It is up to the importer to determine whether the product requires a license.

Presentation Skills Development

Goals:

- to obtain basic knowledge about presentation skills and their impact on business performance
- to overcome the challenges students have when presenting by developing their oratory skills
- to provide participants with the fundamental principles of corporate communication and its role in the proper functioning of the company

Agenda:

- meeting with the Małgorzata Adams-Tukiendorf, PhD, who is teaching how to speak in public and how to improve presentation skills
- learning presentation techniques
- training presentation skills
- learning about communication in companies with Tomasz Gadzina, PhD



Activities and tasks:

- beginning a discussion on the importance of presentation skills
- considering and discussing techniques on how to stay calm before and during the presentation
- reflecting on correct and incorrect body language
- training before the presentation, including rehearsals in front of the mirror
- discussing the main points of a good presentation
- preparation for the final presentation in small international groups
- discussing opinions and observations on communication in companies the students visited during the project

Outcome:

- students are prepared to give a proper presentation based on the obtained knowledge
- students gain awareness of the existence of different features of a proper presentation, such as visuals, body language, tone of voice and so on
- students obtained information about different forms of communication within and between the companies

INTRODUCTION

Presenting is public speaking to communicate content to an audience. Students learned effective ways to convey information.



WORKSHOP – PREPARING AND DELIVERING PRESENTATIONS

Presentation skills are essential for studies, work, public speaking and social events. The trainer Małgorzata Adams-Tukiendorf, PhD, introduced the basics of Presentation Skills to the students' group. Among others, she mentioned the importance of proper speaking skills in a business environment. Students learned about the visual aspect of presentations, where simplicity is key. They discussed that there is no need to overdo it and gather all possible information and graphics on one slide. Students argued that during a presentation, the one who should capture the attention of the audience is the presenter. Participants tried to distinguish between appropriate and unprofessional body language (gestures, posture and movements, eye contact ratios, voice and facial expressions), which can easily signal to the audience that the presenter is nervous. There was a discussion on how to deal with stage fright before a presentation – students provided many ideas.

The trainer said that it is also important to prepare in advance and showed the participants special exercises (e.g. rehearsing in front of a mirror). Overall, five main points about good presenting skills were named:

Tell a Story > Slow Down > Stay Relaxed > Don't Overdo Slides > Practice

The final task was to prepare a presentation about the whole project. After the first sessions with Małgorzata Adams-Tukiendorf, students considered several important factors for a good presentation. The main points were chosen during the brainstorming, around which the entire presentation was made. As a result, participants prepared a presentation on what they had learned in each country.

4.1

Competent student – experienced graduate:
international workshops on key competencies for the labour market

ALTERNATIVE SOLUTIONS

“Tell me about your culture – comprehensively”

POLAND

Nature-based businesses

Goal:

- to familiarize students with the nature-based businesses in the region and their impact on the development of tourism in the region

Agenda:

- joint meeting with the Jerzy Farys, who presents interesting facts about the history and the challenges of the Opole region and Turawa municipality
- field visit to the municipal authority of Turawa
- field visit to Automaster Klub Opole
- kayaking



Activities and tasks:

- starting meeting with Jerzy Farys, history and geography teacher, historian specializing in the past and present of the Turawa municipality, who will be talking about the past of the Turawskie Lakes and the changes that the territory of the municipality has undergone to date
- meeting with the mayor of the municipality Dominik Pikos, who will address the current issues that the municipality is dealing with (the national census, harvest festivals), as well as concentrate on the future of the villages, talking about the projects Turawa municipality is involved in
- meeting with Automaster Klub Opole, the I Rajd Turawski (1st Turawa Rally) organizers. Students working on the plan of a similar mass event, calculating costs and profits
- kayaking (in the subgroups)

Outcome:

- students acquire knowledge on how to manage a region to increase its tourist attractiveness, making use of the natural environment

INTRODUCTION

Nature-based enterprises use nature as a core element of their product/service offering. The Opole region has many assets in terms of nature – there are mountains, lakes, forests and so on. Students learn about the specifics of the region – the economic situation, natural resources in the region and major tourist attractions.



TURAWA AND THE LAKES ON THE TERRITORY OF TURAWA MUNICIPALITY

Students listen to an interactive lecture on the tourist attractiveness of the Turawa municipality, where the Turawa lakes are located. There are four artificial lakes: Jezioro Turawskie (commonly known as Jezioro Duże – Large Lake), Jezioro Średnie (Medium Lake), Jezioro Małe (Small Lake), and Jezioro Srebrne (Silver Lake, also known as Osowiec).

Jerzy Farys talks about the history of the creation of these water reservoirs. The area in which the lakes are situated belongs to the complex of Stobrowsko–Turawskie forests and therefore is a part of the Protected Landscape Area. All of the lakes are a great place for amusement and sport: it is not only possible to sail in boats and do kite-surfing in warm

months, but also use iceboats in the winter. What's more, fishing is popular there, as the pike perches from the Turawa region are the speciality of the region. Srebrne and Średnie Lakes are the best place for canoeing and swimming, as well as water biking.

The students visit the lakes and communicate with Dominik Pikos, who is the mayor of the Turawa municipality. The students' task is to prepare a SWOT analysis of the Turawa municipality (taking into account strengths, weaknesses, opportunities and threats).

The project participants then meet the organisers of the 1st Turawa Rally. As part of the meeting, they discuss the planning of such an event and calculate the costs needed to realise the rally. The next step is canoeing, through which the students find out that the Turaw Lakes are an attractive place to spend leisure time with colleagues, family or business partners.

BELGIUM

Nature-based businesses

Goal:

- to identify the nature-based businesses in Belgium and to define the direction of change for these companies in order to promote them to tourists

Agenda:

- visit to Adventure Valley Durbuy
- visit to Center Parcs De Vossemeren in Lommel
- Adventure Therapy by Outward Bound Belgium Compan

Activities and tasks:

- learning about Belgian companies that base their business on nature
- visiting Adventure Valley Durbuy offers a wide variety of activities appropriate for people of all ages
- visiting Center Parcs De Vossemeren in Lommel and learning about local attractions
- students participating in Adventure Therapy
- students discussing how to protect nature and at the same time increase the number of enterprises whose activities are based on natural resources such as lakes, forests, mountains, etc.

Outcome:

- students gain knowledge of how nature can be used to create nature-based businesses, which are great for local economies
- students understand, that nature-based businesses in Belgium not only focus on tourism, but also on group training and therapy



INTRODUCTION

Nature-based solutions are the protection, management and restoration of natural systems (such as trees and forests, wetlands and grasslands) to address societal challenges. Students learn about the specific characteristics of the economy in Belgium, with a particular focus on nature-based businesses.

ADVENTURE VALLEY DURBUY

Student groups analyze nature-based businesses in South Belgium. Ardennes welcome almost 100.000 visitors each year. There tourists can do activities in nature such as hiking, climbing, mountain biking, kayaking, etc. A well-known city where people go for a holiday is Durbuy. There is even an organisation “Adventure Valley Durbuy” which offers a wide variety of activities appropriate for families and people of all ages. Students discuss the activities of Adventure Valley Durbuy and propose new solutions to increase its attractiveness of Durbuy.



CENTER PARCS DE VOSSEMEREN

Students learn about other Belgian businesses that are built around nature, are the so-called “vacation centres”. These establishments are usually built around natural resources such as lakes, forests and hills. An example of such an establishment is Center Parcs De Vossemeren in Lommel. This is a vacation centre built around a lake in the middle of the beautiful Lommel forest. There’s a huge subtropical swimming pool, waterski, paintball, tennis, kids park, casino, etc. Belgian people go to a vacation centre like De Vossemeren to relax from daily life and have some time alone with the family. These vacation parks bring thousands of jobs and are great for the local economies.

ADVENTURE THERAPY

Students use Adventure Therapy (AT) by Outward Bound Belgium (OBB), which offers learning services in nature. AT is a holistic methodology that uses adventurous activities with the therapeutic intention to enable recovery, growth & insight. For example ‘via ferrata’ is one of the things OBB does with clients. Before going on the via ferrata, the trainers of Outward Bound Belgium tie the participants to each other by a cord. The participants need to support each other to get above the cliff. OBS in Belgium uses via Ferrata as a team-building and learning activity.

CZECH REPUBLIC

Nature-based businesses

Goal:

- to familiarize students with the nature-based businesses in the Zlínský region

Agenda:

- cruise on the Baťa canal with commentary on the history of the construction of the Baťa canal and the biodiversity of the environment
- visit to the Zlín Zoo, founded by Tomáš Baťa
- discussion of the availability of animal species in the regions of other countries from which the students came
- visit to the company that organizes the annual Barum Rally Czech Zlín, or the Rally itself
- show of historic cars



Activities and tasks:

- discussion of the structure of fauna and flora in the region and comparison with other countries of the project participants
- discussion of the availability of animal species in the regions of other countries from which the students came

Outcome:

- students acquaint with the history of natural resources of the Zlín region and the use of nature for tourism

INTRODUCTION

Dynamic and contemporary nature-based businesses can benefit local societies by creating new economic opportunities that are more closely linked to the environment. Students learn about the history of the construction of the Baťa Canal and the Zlín region. Participants are given information about the biodiversity of the environment and how to take care of it.



THE BAŤA CANAL

Students learn that the Baťa Canal or the Otrokovice-Rohatec Canal is a 52-km-long artificial waterway built between 1934 and 1938. Participants discuss whether it was necessary to connect the Morava River with the Oder River and what benefits the region gained from this investment. Students take a cruise on the Baťa Canal, where they are informed about activities related to the development of tourism in the area, as well as the protection of the environment and biodiversity.



ZOOLOGICAL GARDEN ZLÍN

The next point is the Zlín Zoological Garden, formerly also called the Zoo Lešná. The first Zlín Zoo was founded by Tomáš Baťa on 1 May 1930. It was originally located in the park near to the Zlín Castle, and in 1934 it was moved to the top of Tlustá hora, where it was located until the middle of the Second World War. The zoo breeds more than 200 species of animals, of which kiwi birds, African elephants and rhinos are among the attractive ones. A special feature of the zoo is the large number of walk-through exhibitions, notable among which stands out the Bay of Rays, in which the rays of the Omani siba species can be stroked and also fed. There is also a large number of interesting plant species. While visiting the zoo, students discuss the availability of animal species and plants in the regions of other countries from which the students come.

BARUM RALLYE ZLÍN

Students watch historic cars. The group has a meeting with the organisers of the Barum Rallye (officially Barum Czech Rally Zlín), which organises the competition of the Championship of the Czech Republic and the European Rally Championship. It is the largest motorsport race in the Zlín region. In 2020, the competition celebrated its 50th anniversary.

Nature-based businesses

Goal:

- to get a general understanding of the nature-based businesses in Malta, with reference to the natural resources

Agenda:

- general meeting for students to have a general understanding and idea of the natural resources found in Malta, as well as their contribution to the Maltese Economy
- Rock Climbing in Wied Babu
- Fishing on Maltese Luzzu
- Scuba Diving
- Reverse Osmosis treatment plant
- Salt Pans
- guided field trip to each of the above sights
- students may also have the opportunity as to have hands on experience during the visit
- discussion about the outcomes of the visits



Activities and tasks:

- starting off with a general meeting presenting as for students to grasp a general understanding of the natural resources available in Malta, as well as any limitations and struggles
- presentation on the topic, and a general overview with regards to visits the student will be visiting
- guided field trip where the students have the opportunity to ask questions and any queries to the tour guide
- group discussion after the trips where the students can interact with each other and share and exchange views regarding the trips

Outcome:

- students gain a general overview and understanding of the available natural resources in Malta, and how these may contribute to the National Maltese Economy and GDP



INTRODUCTION

The development of nature-based businesses is possible in every country. The differences lie only in the availability of one or another resource that can be used. Malta's greatest natural resource is the sea. Hence, students will firstly have an introduction and an overview of the sights they will be visiting followed by a guided tour and talk about the contribution of these natural resources to the Maltese Economy and GDP.

ROCK CLIMBING IN WIED BABU

Students climb the Wied Babu, enjoying the views of this green valley. Meanwhile, students discuss the role of active sports provided in Malta. They talk about the need to protect the environment and ensure Malta's sustainable development.

FISHING IN MARSAXLOKK ON THE LUZZU

Students explore the secrets of fishing. They learn that fishing is done early in the morning. At this time, it is important to check which way the wind is blowing and go where there is the best chance of catching a fish. Students discuss how fishing can be made more attractive and encourage more people to do this activity in Malta.

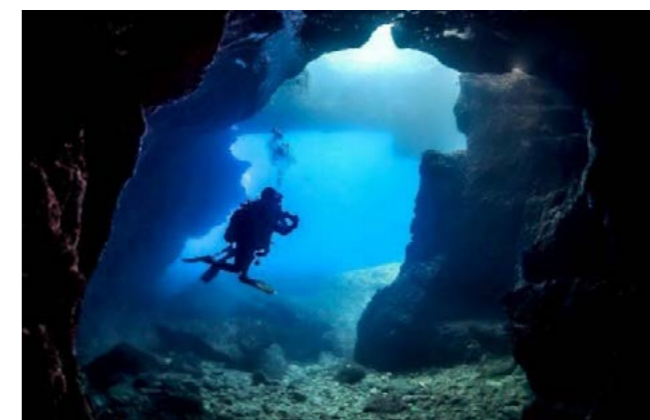


SALT PANS AT SELMUN

Salt pans are located at various locations in Malta and Gozo. They are used to extract salt from seawater. Students discuss the extraction of sea salt through the use of salt pans. Salt extraction in the traditional manner is favoured here above all by the quality of the seawater, the location of the pools on a rocky coastline that is not very high, and the climate. They discuss the sale of salt to tourists in a shop located in a cave opposite the viewpoint of the salt pans.

DIVING IN COMINO

Diving courses for tourists in Malta attract many enthusiasts. Students dive in Comino. Underwater there is a coral reef and an abundance of underwater life, lots of interesting wrecks, interesting rock formations, arches, caves, pools, canyons and chimneys. While diving, students also can feed the fish from their hands.



Local manufacturing and service businesses

Goal:

- to learn more about how business is handled in Poland
- to awake discussions based on the practices seen
- to gain knowledge about two companies in Opole: Polaris and International Automotive Components
- to present and share opinions on Guiding Principles of Polaris like best people, best team; safety and ethics always; Customer Loyalty
- to discover new business techniques and strategies (Kaizen & Zero Defects quality strategy)

Agenda:

- visit Polaris Industries
- test drive of quads
- case study



Activities and tasks:

- arrival to Polaris, greetings and a short introduction to the company by the employee responsible for the tour
- a tour through the production line, time for questions regarding production processes
- the test drive of the quads
- meeting with the top manager of IAC, learning the history of the company, getting the basic information about the branch in Opole
- factory visit; the manufacturing process of automotive components and systems; demonstration of the main production processes: cutting, sewing, cleaning, plasma, gluing, drying, prefixing, press laminating, finishing, quality control, vision
- case study: Why companies chose those locations for their plant? Why Opole? (The plants are located in southern Poland, close to the Czech Republic and Germany, with convenient location nearby main transport routes in all European directions)

Outcome:

- students gain an understanding of the manufacturing process in the automotive industry and are able to identify the advantages and disadvantages of choosing a manufacturing plant location

INTRODUCTION

The functioning of large companies makes local and regional development possible, as people find employment, companies pay taxes, investment increases, etc. Students learn what the production process in the automotive industry looks like from theoretical information. Later they compare theory with practice by visiting Polaris Industries and International Automotive Components.

POLARIS

Students visit the Polaris Industries factory, which is the first outside North America production site of Polaris all-terrain vehicles. The first plant in Europe responsible for the full production process of off-road vehicles was opened in Opole. Every day, around 100 finished all-terrain vehicles (SPOTSMAN, SCRAMBLER), side-by-side vehicles (RAZOR, RANGER, GENERAL) and the legendary INDIAN motorbikes roll off the production lines. Polaris create 85 different variants of vehicles and motorcycles intended for the markets of Europe, the Middle East, Africa and Australia. Students gain knowledge about product portfolio management. Then students assess the location of the factory in terms of its closer and further surroundings. This company is an important example of big business in Opole, as it provides workplaces for Poles and people from other nationalities on an international level. Its ethical and safety culture comes from a combination of the views and opinions of workers of different nationalities and ethnicities. A great example of that can be the program “Kaizen”, which is successfully working in Polaris. Each improvement of work, which leads to increased safety, company efficiency and quality of work is called kaizen.

This expression, in Polish companies using Lean Management, is often used as a substitute for the words: idea, a suggestion of improvement.

INTERNATIONAL AUTOMOTIVE COMPONENTS

International Automotive Components (IAC) Group is a leading global supplier of innovative and sustainable instrument panels, consoles, door panels, overhead systems, bumper fascia's and exterior ornamentation for Original Equipment Manufacturers. IAC has plants in 18 countries and employs more than 19,000 people. Students complete an exercise to determine the best location for the IAC, counting production and transport costs, taxes, number of potential employees, etc.

As a market leader in all key product segments, the firm is growing rapidly to adapt to market trends in the areas of lighter weight, electrification, connectivity, autonomous driving and a variety of mobility options. These solutions enable the firm to improve safety, lower costs and reduce environmental impact. IAC's global team is the greatest asset and they strive to be the preferred employer with a focus on recruiting, developing and retaining talent. Students discuss the IAC rule: quality is more important than numbers. Thanks to Zero Defects quality strategy employees focus on the importance of quality and strive for zero customer issues.



BELGIUM

Local manufacturing and service businesses

Goal:

- finding out how companies are developing

Agenda:

- visit to Stella Brewery in Leuven
- exploring the Lokkal application



Activities and tasks:

- learning the theoretical and practical principles of start-up creation
- visiting Stella Brewery and observing of production process
- discussing mobile applications used for shopping
- learning how to reduce environmental impact by sustainable deliveries

Outcome:

- students gain knowledge about startups
- students understand that innovation is important in the Belgian industry and economy
- students understand the importance of an increasing focus on sustainability

INTRODUCTION

Students discuss some local companies that manufacture products that are important for the Belgian industry and economy. They find out that Belgium has a very good position for companies to expand their products globally. However, local businesses are also a big part of the Belgian economy and they are supported to be able to create sustainable products and/or services.

STELLA BREWERY IN LEUVEN (MULTINATIONAL)

Students learn about beer brewing tradition, which has a very long history in Belgium. Already in 1366 the first sources report of breweries in the Belgian region. About 100 years later 'De Hoorn' brewery was established, which would eventually be the foundation of the Stella brewery. The name of the beer comes from the fact that it was originally released as a Christmas beer. 'Stella' referred to the Christmas-star. However, due to its popularity, the manufacturers decided to produce the beer throughout the whole year. The factory is located in Leuven, but new breweries and distribution centers were set up all around the world and now count around 200 breweries in approximately 50 countries, which shows that this company is not that local anymore. This example shows the entrepreneurial spirit that can be found in a lot of Belgian companies to unlock potential markets across the globe. Students tour the factory and discover the product range.



LOKKAL (START-UP)

Students use a Lokkal application, which supplies individuals with local, fresh and short-chain foods. It is an online supermarket bringing affordable, honest and healthy foods straight to the customers. Gert Aerts founded it in 2017 and was able to make the application grow exponentially in the subsequent years. It was his wish to make local and artisanal food more easily available to everyone. That is why Lokkal works exclusively with farmers, growers and producers from Belgium. All of them are local and often smaller specialists in their field. Students discuss the impact of Lokkal on the environment. Firstly, to reduce the company's environmental footprint, a minimum order amount should be set. It also forces customers to think about their order and inhibit them from impulsively ordering goods they don't need. A second way of reducing the footprint is only buying fresh products after the customer has ordered. This way, only foods that are actually needed are bought, which gives the producers and farmers a more realistic view of the demand. It is a more sustainable and ecological way of working than an 'ordinary' supermarket, avoiding huge amounts of waste.

CZECH REPUBLIC

Local manufacturing and service

Goal:

- to learn more about how business is handled in the Zlínský region
- to gain knowledge about two companies in the Zlínský region: Barum Continental Otrokovice and BD Sensors Buchlovice
- to present a basic fields in Barum Continental Otrokovice:
- design and manufacture of vulcanization molds for molding personal tires
- teamwork
- cooperation with schools
- employee development
- continuous improvement methods (Lean Six Sigma, Kaizen WS, TPM, 5S)
- presentation of the BD Sensors owner's approach to work and continuous improvement in order to be the best on the market

Agenda:

- arrival to Barum Continental and introduction to the company by employee responsible for the tour; a tour through the production line, time for questions regarding production processes
- meeting with the BD Sensors top manager and get acquainted with the history of the company

Activities and tasks:

- discussion about the differences of individual organizations and defining the advantages and disadvantages in terms of the emergence of these organizations and their expansion

Outcome:

- students gain knowledge of operations in production organizations and thus expand their knowledge from a technical and economic point of view

INTRODUCTION

Students acquire information about the number, types of activities, and ownership of companies located in the Zlínský region. They then visit large and medium-sized companies.



BD SENSORS BUCHLOVICE

BD SENSORS is a medium-sized company, headed by the owners themselves, who place great emphasis on independence and stability. The active presence of the owners in the management of the company is a guarantee of stability. Although BD SENSORS operates worldwide, its headquarters can be found in Buchlovice in the Czech Republic and in the village of Thierstein in Germany. Other branches are located in China and Russia. Today, the BD SENSORS group employs around 300 people at these four sites. The business owners reveal the secrets of running a business to the students.



BARUM CONTINENTAL OTROKOVICE

In the production of tires, Barum Continental s.r.o. ranks among the world's best. Barum has more than 80 years of tradition. Continental, Uniroyal, Semperit and Barum tyres are produced here. All tires are characterized by perfect workmanship and great braking properties. In addition, the tyres are tested annually for driver better safety. The company shop offers a wide range of products of Barum Continental s.r.o. Customers can choose between tyres, summer tyres, winter tyres, trucks or cars. In addition, tires for motorcycles and bicycles can be purchased. Students visit production and learn about methods to improve production processes.

Local manufacturing and service businesses

Goal:

- to understand the impact of domestic manufacturing and service businesses on the Maltese Economy and GDP

Agenda:

- introductory meeting to discuss the Maltese Economy with reference to GDP
- the importance of imports
- lack of natural resources
- Small Maltese Economy
- importance of tertiary services
- introduction to the sights which will be visited
- Methode Electronics
- Farsons
- Marsovin
- Benna
- Local bakery
- guided company visit to each of the businesses
- limitations and struggles faced by the businesses at a local level
- brainstorming solution

Activities and tasks:

- discussion on the small business economy and evaluation of the importance of imports and exports in Malta with the trainer
- visiting the industrial sights visits, giving the students the opportunity to ask any questions they may have
- the students may also be able to taste the final product, such as the beer, milk or wine
- exchanging views with the trainer and the students with regards to the visits mainly the impact on the Maltese economy and GDP and how this can have a greater impact

Outcome:

- students understand and have a general overview of the impact, struggles and limitations with regards to these industries and the small Maltese economy

INTRODUCTION

Prior to the visits, the students are well equipped with the general and necessary knowledge with what is to be expected and with the outcomes and objectives of the field trips. Furthermore, during the visit, the students are guided with a representative from the industry as to better understand the process. Lastly, the students gather for a discussion and share their thoughts and exchange their views on the field trips.



LOCAL BAKERY

Students tour a local bakery. They discuss the increasing number of people who are gluten intolerant. This creates a need for gluten-free bread production. Students calculate the cost of introducing new products made from corn flour, oat flour or rice flour into the bakery range.



SIMON FARSONS CISK

The group represents and imports a number of international food and beverage brands which are managed by Farsons Beverage Imports Company and Quintano Foods. Students learn about the brewing process.



MARSOVIN

Marsovin wines have been put to the test by participating in international competitions and winning gold, silver and bronze medals. Marsovin is the only wine producer in Malta that produces sparkling wine. Students learn how to maintain the right corporate image and brand

Heritage-based businesses

Goal:

- to familiarize students with running a heritage-based businesses in the Opole region

Agenda:

- sightseeing Moszna Castle and the garden and meeting with the manager of the venue
- students' workshop with the trainer representing Moszna Castle
- sightseeing the Opole Village Museum premises, including short workshops on glass painting, pottery and blacksmithing and meeting with the manager of the venue
- students' workshop with the trainer representing Opole Village Museum

Outcome:

- students have knowledge about the economic and sociocultural aspects of the functioning of the heritage-oriented business unit, with special attention to the problems that accompany it every day and in a crises situation (e.g. covid lockdowns)

Activities and tasks:

- interviewing the manager and staff about various aspects of running such a large-scale business object as the castle; discussing the idea of the castle being seen not only as a museum but also the place hosting businesses such as a hotel and a restaurant; discussing other possible businesses, such as organizing all-year-round various types of events; discussing advantages and disadvantages of organizing events in a place like this, brainstorming possible problems that may arise in the course of running such a large business and looking for solutions and ideas to avoid them in the future
- writing a plan for the event in Moszna Castle along with an estimate of the possible profits from the event (in a material and non-material sense); the task will be to make as much profit as possible to make up for losses that have been incurred while the site was closed due to the pandemic'
- making a financial plan for Opole Village Museum to make the site self-sufficient; creating an analysis of the costs incurred by the facility and comparing it with the profit list; preparing a list of the benefits of organizing various workshops in such a place and thinking about how to encourage visitors to take part in them; calculating the cost of organizing such workshops and determining the optimal price for participation in them

INTRODUCTION

Students learn about cultural heritage sites in the Opole region. They learn how people lived in these areas, farmed, and what traditions they had. Students then go on a tour of the most recognizable heritage sites in the region.



OPOLE VILLAGE MUSEUM

One of the most known cultural heritage sites of Opole region is Opole Village Museum. Every year a lot of tourists visit this place to see and feel how the life of our ancestors looked like. The museum was established in 1961 as an educational institution, which researches and maintains relics of Silesian culture with a particular reference to constructions made from wood. It is situated in an area of 10 ha and there are 60 buildings dating back to the 17th - 19th century, including cottages, barns, granaries, a church, a blacksmith's shop, a water mill, a school and a windmills. The exposition concerns village architecture from XVIII to XX century. This place is not only known for its architecture but also for its educational offer. There are guided tours for students and workshops. Last season's topics were about pottery and blacksmithing. There are also plenty of cultural events and competitions, mostly about Silesian traditions. The main source of profit comes from tickets, guided tours and souvenirs.

Students take part in a workshop organized by the Opole Village Museum. Students then draft a business and financial plan for the museum.



MOSZNA CASTLE

Students take a tour of Moszna Castle. This baroque-style castle has 365 rooms and 99 different types of towers. Its area is 8 thousand square meters. Students discuss business opportunities at the castle. A large part of it is open for tourists, most profits come from admission tickets. Another important factor is that overall income comes from the hotel which is situated in the castle. In the castle gardens, the Azalea Blossom Festival takes place annually. During the holidays the gallery presents art exhibitions, as well as open-air painting sessions. Tour participants work on a plan of events possible at the castle.

Heritage-based businesses

Goal:

- to familiarize students with running heritage-based businesses in Zlinsky region

Agenda:

- sightseeing Velehrad and Church of the Holy Spirit
- meeting with the head of the churches
- students' workshop with the priest
- students' workshop

Activities and tasks:

- discussing the issue of faith in individual countries of students (believers versus atheists)
- discussing faith in students' countries and differences in religious ceremonies
- discussing the topic of the architecture of the visited temples from the point of view of the construction period
- discussion on the financing of temples during the covid pandemic
- discussion of the impact of the pandemic covid on attendance at religious ceremonies
- discussion of the impact of a pandemic covid on the psyche of believers
- creating a plan for spreading the faith among atheists

Outcome:

- students have knowledge about the economic and sociocultural aspects of the functioning of the heritage-oriented business unit, especially the situation during the pandemic covid

INTRODUCTION

Students discuss the issue of faith in different countries. Students learn about the histories and reasons for the emergence of particular religions in the regions.

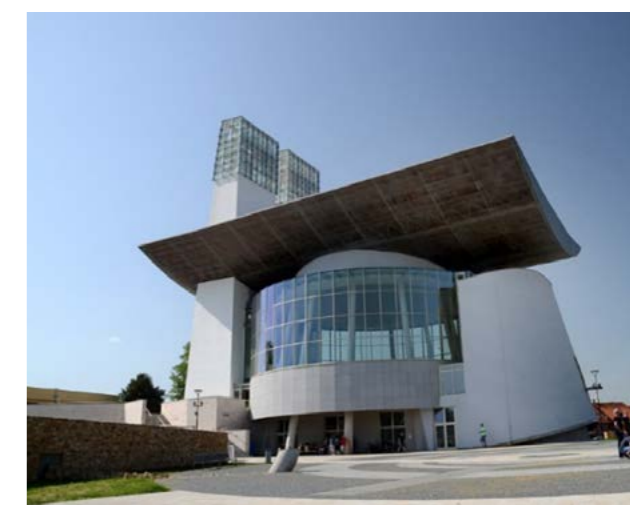


VELEHRAD

Students visit Velehrad. It is one of the most important places of pilgrimage in Moravia. Its history started more than 800 years ago. Thanks to its position Velehrad retains primarily memory of Ss Cyril and Methodius evangelism of Great Moravia, the beginning of Slavic literature and culture in general. It carries the mission to be the intersection of Nations and meeting place of Eastern and Western Christianity. The foundations of today's ecumenism were laid through the Unionist Congresses in the twentieth century. Velehrad became a place to fight for the human right to religious freedom (National pilgrimage in 1985). Students discuss about people come here to touch their spiritual as well as national roots in internalized way and perceive their European identity.

CHURCH OF THE HOLY SPIRIT

The Church of the Holy Spirit is already a completed construction of a "temple" in the Staré město u Uherského Hradiště. It was created in 2001 according to a design by Slovenian architect Ivo Gropovšek. As of 2014, at the end of which regular services were launched, more than 90 million crowns had been invested. The total cost was around 100 million as of 2019. To this day, funds are still being collected to retrofit the church. The front of the massive structure consists of two towers that symbolize St. Cyril and Methodius. The axes of the towers converge, which is supposed to be a sign of the direction towards one goal – God. There is a cross-shaped open space between the towers. In January 2013, the first concert took place in the new building, before which the new Velkomoravské náměstí will be created, and the expanding Velké Morava Square continues to serve as a venue for public events and concerts. The church dedicated to the Holy Spirit offers a new space in the Old Town for worshippers who now have only a small St. Michael's Church at their disposal – offering roughly 100 seats. Students discuss the financing of temples during the covid pandemic.



BELGIUM

Heritage-based businesses

Goal:

- to understand by students the importance of respect for different religions and tolerance of people whose religion differs from their own

Agenda:

- visit the Basilica of the Sacred Heart – Catholic Church
- visit the Great Mosque of Brussels – Muslim Mosque
- visit the Royal Chapel – Protestant Church of Brussels

Activities and tasks:

- sightseeing a catholic church, mosque and protestant church and interviewing key persons (i.e. priest, Imam and nun) from the various religions
- discussion on faith, religion and tolerance

Outcome:

- students establish insight into the coexisting of the three religions and how they respect and tolerate each other in Belgium



INTRODUCTION

Introduction: Religion plays a significant role in people's lives and influences their views. Students learn what religions are in Belgium. Participants are presented with information about the number of members of each religion.



CATHOLICISM

In Belgium, it is officially accepted that 54% of the population are Catholic Christians. Students discuss the estimated number of people following a particular religion. Then students consider how to categorize a person into a particular religion. A discussion of the decline in the number of believers is raised. In Belgium, there was a significant decrease in active believers since circa 1980. Students learn that the most religious part of Belgium is the Flanders, where Sunday church attendance is approximately 5%. When interviewing a Flemish priest, students learn more about how especially this older generation finds religion important, since they find consolation in their faith. Participants visit the Basilica of the Sacred Heart in Brussels, which is the biggest Catholic church in Belgium.



ISLAM

The Muslim community in Belgium consists of approximately 5%. In public opinion, Belgian Muslims are quite conservative and follow the Koran relatively strictly. Students discuss fewer women wearing their hijab in some neighbouring countries, though it is a must in Belgium. Students learn that Muslim believers spent a lot of time praying (up to five times a day), regardless of wearing their hijab publicly in their daily life or not. Moreover, participants interview a local Imam of Belgium about sensitive topics like extremism, gender equality, age, and diversity. He is open to discussion and give a nuanced perspective on existing stereotypes concerning the Islamic community, though this may not be generalized to all muslimic subgroups in Belgium. Students visit the Great Mosque of Brussels.

PROTESTANTISM

Students learn that the Protestant community in Belgium consists of circa 3%. There are approximately 110.000 people which makes it the third most prominent religion in Belgium. Though, just like catholicism it is losing believers and has less and less impact on Belgian society nowadays. Students visit the Royal Chapel.

MALTA

Heritage-based businesses

Goal:

- to shed light on the vast historical and geographical cultural heritage of the Maltese islands

Agenda:

- visit the sites according to the islands' chronological historical order: i.e:
 - Prehistorical temples: Such as Hagar Qim, Tarxien Temples or Skorba
 - Archaeological Museum
 - Mdina or 3 cities for Medieval and Knights period (including churches)
 - Valletta for 1600+ and Baroque architecture
 - Mtarfa, Victoria Lines and Pembroke for the British Period: 1800s



Activities and tasks:

- general overview of what will be covered during the day, including a comprehensive explanation of Maltese history (preferably using infographics or a video)
- using traditional Maltese busses to commute between the hotel and the different locations
- upon each visit, the students will receive a guided tour and will later be allotted some time to wonder around at their leisure
- following the visits to each site, the students will gather around and reflect upon the findings and discuss the importance of historical factors that were highlighted throughout the day, such as; religious, architectural, and philology-related aspects that have influenced, and are still prominent in the Maltese lifestyle (including the culture, economy, language, built environment, etc.) today

Outcome:

- students understand the vital implementation of historical and heritage importance on the Maltese archipelago and its lifestyle, economy, and socio-cultural domain
- students are aware of the unique Maltese language as a synecdoche of the vast history defined by numerous colonies across time that have each left a significant impact which is still apparent till today

INTRODUCTION

Students discuss the history of Malta's development, why there were battles over the island and how the island functions today.

VISITING IMPORTANT HISTORICAL SITES IN MALTA



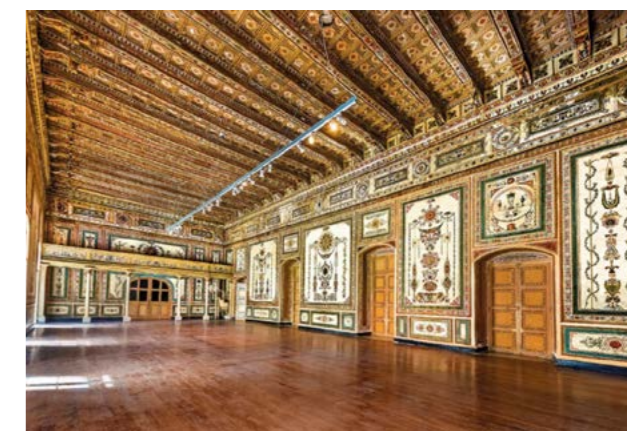
Mdina



Victoria Lines



Prehistorical Temple



National Museum of Archaeology



Valletta

4.2

Competent student – experienced graduate:
international workshops on key competencies for the labour market

ALTERNATIVE
SOLUTIONS

“Negotiate
with me –
openly”

CZECH
REPUBLIC

Negotiations and Conflict Management

Goal:

- to gain knowledge about the principles of conflict managing
- to get knowledge about the types of personalities and how to manage conflicts with them
- to be able to manage the conflict

Agenda:

- workshop “Manage conflicts” with Radim Pařík



Activities and tasks:

- lecture on the basics of how to manage conflicts
- a discussion of why conflicts arise
- dealing with conflicts - practical simulations

Outcome:

- students gain knowledge under what circumstances different types of conflicts can be resolved

INTRODUCTION

Organizational Conflict or workplace conflict, is described as the state of disagreement or misunderstanding, resulting from the actual or perceived dissent of needs, beliefs, resources and relationships between the members of the organization. Students at the workshop learn about the types of conflicts that can occur in organizations and how to resolve them.

MANAGE CONFLICTS WORKSHOP WITH RADIM PAŘÍK

The founder of fascinating Academy, Radim Pařík, is one of the leading Czech negotiators. He gained experience during his rich career when he worked for ten years in the German Schwarz Group, which includes the Kaufland and Lidl chains, where he also held the top position of a member of the Board of Directors. He became very interested in the methods of negotiation when he got a kick out of negotiating a 150-million-dollar contract. From that moment on, he immersed himself in professional books and conferences focused on the psychology of influence, took part in rhetoric courses in Austria, Germany and Switzerland, and soon the negotiations began to feed him. He also smelled police methods, including those from the US FBI. “When you negotiate with a kidnapper, it’s also a business. You’re negotiating something for something,” he says in an interview.



Radim Pařík

Today, he advises not only managers but also athletes on how best to achieve their goals in any negotiation and thus move forward with better results.

The conflict management workshop consists of a theoretical basis on what conflicts are based on and how they need to be addressed. On practical tasks, students will practice how to resolve conflict in individual situations according to their type of personality.



KOSOVO

Negotiations and Conflict Management

Goal:

- participants gain more knowledge about the negotiation process
- participants learn more about the role of MPs and the parliamentary structure
- participants can better understand the integration process

Agenda:

- workshop “Political conflicts and negotiation”

Activities and tasks:

- discussion on conflict management and their resolution
- discussion on the role of parliament in the integration process
- discussion on parliamentary structure and integration mechanisms
- talk and discussion for negotiation, research and training program

Outcome:

- participants gain more knowledge about the negotiation process and the role of parliament in the integration process



INTRODUCTION

Political conflicts arise out of, or are at least nourished by, divisions and tensions in society over how resources are distributed between citizens and social groups. In the parliamentary arena, these conflicts are manifested by political parties representing the interests of their voters. Students in the workshop learn about the causes of political conflicts using the example of Kosovo and attempt to resolve conflict through negotiation.

POLITICAL CONFLICTS AND NEGOTIATION WORKSHOP

Kosovo was declared an independent and democratic state in February 2008. But Serbia does not recognize the independence of Kosovo, pretending on this territory. Students learn, that initially there were no relations between the two countries. In the following years, there was ongoing dialogue and negotiations between the two parties, in an attempt to establish bridges of communication between Kosovo and Serbia. European Union-backed negotiations led to agreements to normalize relations between the governments of Kosovo and Serbia. The agreements promised that neither side would hinder the other in the EU membership process, defined the police structure and local elections throughout Kosovo, and decided on the proposal of the Association of Serbian Municipalities. US-mediated diplomatic talks have linked air, rail and road traffic with both parties to the 2020 Economic Normalization Agreements. But Kosovo needs to negotiate on many other important topics which will bring good and development to the country.



NEGOTIATION OF COUNTRY DEVELOPMENT DIRECTION

The Assembly is a legislative institution of the Republic of Kosovo, directly elected by the people and has a 4-year term. The Kosovo Assembly has a gender quota to ensure the dignified representation of women among other MPs. Students are negotiating on whether there should be equal numbers of men and women in parliament. Students then conduct negotiations, where there are groups of people who treat Kosovo's integration into the European Union and groups who oppose it. Participants try to give advantages and disadvantages of EU membership and come to an agreement on the development direction of Kosovo.



Negotiations and Conflict Management

Goal:

- to establish negotiation skills among students, enabling them to negotiate on their behalf
- establish negotiation skills between people of different cultures
- to understand the importance of diplomatic relationships

Agenda:

- workshop at the Alf Mizzi and Sons Group
- workshop that creates an atmosphere of debate about abortion and cannabis
- visit Maltese Parliament



Activities and tasks:

- meeting with the commercial directors of Alf Mizzi and Sons Group. For extra interaction, students split into small groups, whilst talking about different forms of business negotiations and strategies
- debate, in which the students will be split into different categories that are either pro-abortion and cannabis or against. In the case of an opposite view, the student will learn how to better develop counterarguments
- visit to parliament will involve the students meeting with ministers and workers that work at parliament. Students could also take the opportunity to ask them questions with regards to the law passed on having a quota on female members of parliament. Participants are also free to ask any other questions
- visit id-Dar tal-Europa where students will be able to ask questions directly about EU negotiations and relations
- a brainstorming workshop on the difficulties that arise in international negotiations and working towards diplomacy

Outcome:

- students gain better-negotiating skills for future careers, touching upon aspects such as communication and mediation

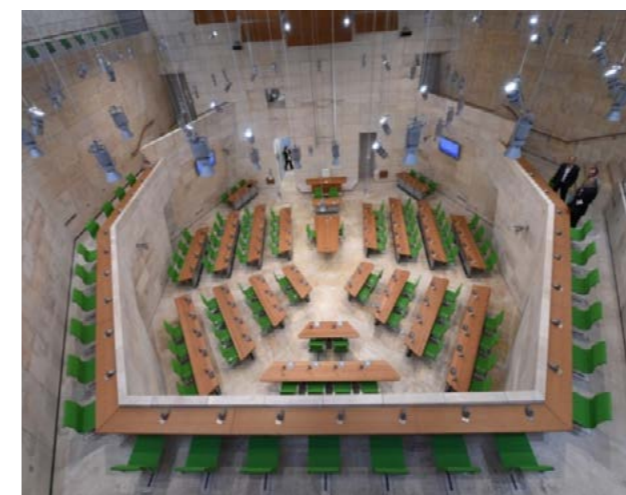
INTRODUCTION

Students are divided into groups with opposing views. The task is to argue their opinions and preferences and come to a consensus. Participants learn business negotiation and diplomacy.



ALF MIZZI AND SONS GROUP

Alf Mizzi and Sons is a company established in Malta in 1915. Since then, they have had a multitude of brands such as Frisian Flag, Innocent, Mill-Kcina taz-Zija as well as others. It is a staple of the Maltese food industry. Due to the lack of natural resources in Malta, they have to import raw materials and ingredients from foreign suppliers. Usually, businesses deal with their suppliers via contracts. These contracts have to be negotiated between the two parties since one wants more revenue and one wants minimal costs. Therefore, they have to negotiate a common price via commercial directors. Students have an interview with these people at Alf Mizzi and Sons. Commercial directors teach the participants on negotiating tips and how a professional does the job.



THE MALTESE PARLIAMENT

Students visit the Maltese Parliament. Parliament is composed of a democratically elected House of Representatives and the President of Malta. By Constitutional law, all government ministers, including the Prime Minister, must be members of the House of Representatives. They used to meet previously in the Grandmaster's palace, up till 2015, where they now meet in the parliament house, next to the main entrance of Vallette. It would be the ideal time to conduct this since, during the election in March, parliamentary meetings are halted, making time and space to have students inside. Students participate in workshops on international negotiations.



Negotiations and Conflict

Goal:

- participant gains insight into the process of negotiation and learns new competences on how to deal with negotiation and conflict
- participant gains practical experience in dealing with negotiation and conflict in context of multicultural interactions

Agenda:

- meeting with Arkadiusz Wiśniewski, the president of Opole
- workshop “Small city, big possibilities” with prof. Ewa Ganowicz
- workshop with Marzanna Pogorzelska about equal treatment policies



Marzanna Pogorzelska

Activities and tasks:

- discussion with Arkadiusz Wiśniewski about conflicts regarding Ukrainians in the city
- meeting with prof. Ewa Ganowicz, discussion about possibilities that EU is giving for a city. Insight on local politics.
- discussion with Marzanna Pogorzelska, PhD, about equal treatment policies

Outcome:

- participant gets a first-hand practical experience with conflict and negotiation
- participant learns about the process of conflict and the process of negotiation
- participant gains competences in negotiation strategies and dealing with conflict
- participant learns about negotiation and challenges for the European Union in the future from a smaller perspective (a city)



Arkadiusz Wiszniewski

INTRODUCTION

Many conflicts can arise over political, social, economic differences. Students explore ways to deal with such conflicts from the perspective of city authorities, as well as from the perspective of a person not involved in the conflict.

WORKSHOP “SMALL CITY, BIG POSSIBILITIES”

The next meeting is moderated by prof. Ewa Ganowicz, who has years of practice in local politics. At this meeting, participants discuss various strategies for a relatively small city like Opole to implement both European Union’s standards and use the resources that the EU offers. Negotiations in the EU are held on different levels, and as it is important to know what it looks like on the highest level, at the EU Parliament, it is also important to be aware of how to negotiate on a small scale, standing for the interests of a small city. Although the EU offers a lot of financing for different projects that could be implemented in the city, it is not obvious how the city can apply for it, and implement the project on a local scale. During the workshops students elaborate on all stages, starting from the creation of a project, from a single idea, lobbying it on a local scale, ending with implementing the project and gaining profits from it on a local scale. Participants also consider different problems that occur during the process of creation and implementation of a project in the EU, and possible solutions to make the process easier, so both local communities and the EU as a whole could prosper.

NEGOTIATION EXERCISE

Students participate in the meeting with Arkadiusz Wiśniewski which was aimed at gaining an immersive experience in negotiation and de-escalation of conflicts. The president of Opole emphasizes that he would like to make the city more friendly to foreigners. The number of foreigners who come to the voivodship to work and study increases every year. Opole is located 250 km from the border with Germany, so historically it happened that there is also a German minority in the region. At the meeting, Arkadiusz Wiśniewski speaks about why, unlike other cities in Poland, Opole has developed the foundations of a multicultural policy and the possibility of adapting the migration issues in the future. Participants discuss that such multiculturalism causes various types of conflicts and the need for positive negotiation.

WORKSHOP ABOUT EQUAL TREATMENT POLICIES

Students consider what equal treatment is and whether the project participants have ever been victims of unequal treatment. They also contemplate whether people still are dealing with discrimination in the 21st century and what the causes of discrimination might be. Summarizing, students try to answer the question “How to prevent discrimination and how to help the victim?”. The last part of this event is a workshop conducted by Marzanna Pogorzelska, PhD, on equal treatment.

Change Management

Goal:

- to understand the principles of change implementation (a process of merging structures, changing procedures and organisational cultures)
- to learn how to effectively plan and manage the implementation of organisational change
- to learn about tools to motivate employees to change their scope and methods of work and to function efficiently in new conditions
- to learn methods of influencing staff attitudes towards change (inhibiting reluctant attitudes and stimulating favourable attitudes)

Agenda:

- workshop “Managing the organisational change process” at the Tomas Bata University in Zlín
- case studies about change management in the professional life



Activities and tasks:

- learning about the organisational change process in different companies
- identification of factors favouring and inhibiting the implementation of organisational change in the team
- discussion about the most common mistakes made in the process of planning and implementing change
- learning about psychosocial barriers to implementing change
- learning and practising the principles of communicating negative information
- analysing case studies on change management in different companies

Outcome:

- students expand their knowledge and develop skills related to their role as a change agent and in supporting people to change
- students gain knowledge of the tools to effectively communicate unpopular decisions that need to be implemented
- students gain skills to answer difficult questions related to the change being implemented



INTRODUCTION

The modern economy treats change management as a differentiator for an organisation that wants not only to survive in a competitive market but, above all, to secure a sustainable competitive advantage that is difficult to challenge. Change is the transformation of an existing arrangement according to established procedures, transforming at the same time the results of this transformation directed by the purposefulness of the organisation's activities. However, it is important to remember that change in organisations does not happen in that one moment when the decision is made to implement it. Change is a process that evolves and is influenced by ongoing developments in the organisation.

EFFECTIVE IMPLEMENTATION OF ORGANISATIONAL CHANGE, GUIDING THE TEAM THROUGH THE CHANGE AND PREPARING FOR THE NEW STANDARDS

Students take part in workshops held at Tomas Bata University in Zlín. At the beginning, they learn about the nature of change. Participants in the workshop are informed that any change is aimed at improving the situation in the more or less distant future.

Carrying out a reorganisation usually involves a lot of disruption and difficulties in day-to-day operations. This makes the tendency to procrastinate the desired change quite common in practice.

Participants identify drivers for change. They indicate that these can be external and internal factors. Among the main sources of change based on the influence of the environment, students include economic factors (knowledge economy, globalisation of the economy, actions taken by competitors, increase in customer demands), cultural factors (social and cultural trends), technological factors (innovation and technological change), political and legal factors (frequent changes in legislation), and environmental factors (increase in the importance of ecology). Students discuss possible mistakes that are made when planning and implementing change in an organisation.

The trainer talks about psychosocial barriers to change. Students explored the reasons why people do not get involved in the change process. Students complete an exercise to communicate a change in the organisation. They evaluate the way in which negative information was communicated and the reaction of those affected by the change. At the end of the workshop, participants analyse case studies of change implementation in different companies. They point out mistakes and ways to correct them during the process.

KOSOVO

Change Management

Goal:

- participants get to know the importance of change management in a developing country
- participants understand the management as in change and as in project, the differences, as well as how those two complete each other
- participant gets to know the factors that impact the successful changes of management in a developing country such as Kosovo
- participants recognise and is able to evaluate the multitude of change management frameworks
- participants, based on any change management methodology, are able to communicate and present the change approach to the organization
- participants get to know the main key principles of stakeholder management and stakeholder engagement
- participants can find the best path or method to resist the changes

Agenda:

- workshop “Change management in a developing country and its impact”
- changing the eating habits of students

Activities and tasks:

- introduction to theoretical frameworks of change management and its relation in Kosovo
- practical real-life business case based on change management
- change in everyday life – trying only pasta menu based on Kosovar food

Outcome:

- participant gains knowledge of the change management concepts, through experience learning, cases and theoretical models
- participant gains an understanding of theoretical models (the use of them) and specific cases of change management

INTRODUCTION

Change is inevitable because only through change does development take place. Students debate what changes can take place in developing countries and how to overcome society’s resistance to change.

CHANGE MANAGEMENT IN A DEVELOPING COUNTRY AND ITS IMPACT

The workshop starts exactly in the real-life business case place, in ProCredit Bank Kosovo. First, a trainer explains the main goal of the workshop. He clarifies the differences and complementarities of project management and changes management in a developing country, from different theoretical methodologies as well as the influence of the change in Kosovo. After that, there would be an introduction to John Kotter’s change method is a framework that’s simple and easy to use. It offers an eight-step change plan and clearly defines each step, emphasizing how the steps should flow and work. These eight steps for change include: A real-life business case from the company “ProCredit Bank Kosovo” (a commercial bank) is introduced by a top manager of ProCredit Bank. Then the participants work in small groups on how this change management project would impact Kosovo. In between, the students implement the manager’s feedback, therefore seeing the solutions and opinions of participants. In the end, the manager explain the impact of this change management project to the bank itself, the people who worked there, clients and as well as Kosovo as a developing country.

PASTA MENU BASED ON KOSOVAR FOOD

During the project in Kosovo, only a pasta menu based on Kosovar food is served, which might lead to different reactions of participants, seeing the change and how they adopt a specific type of food. Therefore, there are discussions and feedback on the specific dishes as well as how much they were challenged compared to their own lifestyles and opinions. The main goal is to get adapted with the change and to know the culture of a country.



Kotter`s theory



Change Management

Goal:

- participant understands the fundamental concepts and theory of change management so the students can have a grasp of the subject
- participant applies the concepts of change management in a practical and realistic manner
- participant understands the ever-growing importance of change management
- participant feels comfortable being able to constructively criticize the workshop

Agenda:

- workshop based on change management
- workshop and case study Wellbee's Supermarket
- analysis of results



Activities and tasks:

- discussing at the University of Malta on the fundamentals of change management, hosted by prof. Massa
- solving case studies by students
- students are divided into small groups which are led by the Maltese students, not the professors, where they will create an open discussion on what went wrong throughout the week, what they liked, and what could have been improved. This combines the themes of sustainability, negotiations, and change management, emphasizing that feedback critical to having effective change

Outcome:

- students are competent to apply change management techniques to real-life examples

INTRODUCTION

Success in implementing change in a company is linked to communication within the company and the involvement of its employees. Students consider how to unite the entire cycle of change management activities at multiple levels of the organization, taking into account the views of employees, company audiences and managers.

WELLBEE'S CASE STUDY

Students are split into small groups and given a case study from the Maltese Islands, on the case of Wellbee's Supermarket merger that occurred in Malta in order to make good competition to Lidl. Wellbee's Supermarket is a new brand that was established in 2021, which involved the merger of eight supermarkets previously known as Tower, Park Towers, Valyou, Trolees, and other supermarket chains. Many argue that this was a strategic move and decision that took place in order to strengthen local competition against the big international supermarket chain of Lidl which has taken the local market sector by storm. This new merger is said to bring massive price reductions for the local consumer hence increasing the competitiveness of the previous supermarket chains. This new supermarket chain has its own online store apart from covering the Maltese Islands from 8 different locations. One can note that this supermarket chain has not yet opened on Malta's sister island, Gozo.

welbee's
by maltasupermarket.com

This very recent change in a local business can be analyzed from a change management perspective as this involved a large change in branding, products, prices, websites, suppliers, employees, etc. Students compare their analysis of results and give the actual account of how the change management occurred in Wellbee's Supermarket. One of the Managers of Wellbees discusses with the students.

One can also note the way that Wellbee's is branding themselves under the slogan "We are family", which is a particular aspect to note under a change management strategic decision. Another point to note would be the joint business coalition between the new Wellbee's and www.maltasupermarket.com, hence providing an increased online presence and competition to Lidl.



Change Management

Goal:

- participant understands the difference and complementarity between project management and change management
- participant understands the importance of change management and the main drivers and obstacles of successful change
- participant recognises and is able to evaluate the multitude of change management frameworks
- participant is able to design and communicate a change management approach in an organizational context, based on change management methodology
- participant knows the key principles of stakeholder management
- participant can formulate tactics to tackle resistance to change

Agenda:

- workshop with Michał Wanke, PhD, “How to manage change in a big institution”
- management game

Activities and tasks:

- meeting with Michał Wanke and discussing how to manage change in a big institution
- gaming students into playing employees of a company where changes are taking place

Outcome:

- participant gains insights through experiential learning, cases and theoretical models
- participant gains an understanding of change management concepts
- participant learns about the change management planning process, reaction to the change, communication of the change, change process management, analysis of the outcome

INTRODUCTION

Every employee needs to feel that he or she is part of a prosperous, high-potential company. The most important task in change management, therefore, turns out to be properly informing, training and implementing all employees, choosing the right level of sophistication in communication and training. In particular, it is worth focusing on those areas or departments of the company that are least receptive to change and embrace it least readily. In addition, it is worth keeping in mind the factors that have been permanently anchored in the organization's culture.



HOW TO MANAGE CHANGE IN A BIG INSTITUTION

During this workshop participants attend a lecture about the process of managing change in big institutions. They also have a chance to work in groups on tasks that require them to think about possible solutions concerning different issues connected with the process of change management. The main goal of this workshop is to enlarge students' knowledge about the process of resolving problems that come with change and to gain experience in working in a team.

MANAGEMENT GAME

Students have the opportunity to take part in a management game. Simulation game to project different points of view of various employees. It allows getting to know the fears and intentions of all parties during important change processes at the institution. The aim of the game is to identify the source of resistance against the change inside the organisation. Participants also identify the factors that influence the success of change implementation. After the workshop participants gain knowledge of the scope of the change management planning process, reaction to the change and change process management.



CZECH REPUBLIC

Sustainable development

Goal:

- to present the possibilities of how the Zlinsky region contributes to sustainable development
- to know how to reuse and reduce waste

Agenda:

- arrival to KovoZoo, Staré Město and a meeting with representatives of KovoZoo
- lecture on the historical basis and reasons for the idea of producing animals from metal scrap and building a metal zoo
- visit KovoZoo
- bike sharing

Activities and tasks:

- discussion of practical possibilities of how to reuse various materials
- production of a metal animal under the supervision of KovoZoo craftsmen
- learning the principles of the sharing economy by using bike sharing

Outcome:

- students gain knowledge on possible waste reduction and team-created animals that will be part of the KovoZoo

INTRODUCTION

Sustainability and taking care of the environment is a very important aspects of the Zlinsky region. Students are considering how sustainable solutions can be implemented.

BIKE SHARING

Students certainly do not overlook the wheels and their habitat, because they are in a uniform, specific design. There are 45 stations within the city for these bikes. Participants have the opportunity to rent a bike at any station and return the bike to another or even at the original station. This service aims to support the possibility of fast movement within the city without the need to use own bike or personal vehicle. Bikes are available in Uherské Hradiště from 2021. The city is introducing bicycle sharing as a promotion of sustainable mobility. To make it meaningful, the city co-finances this service and the first 15 minutes of each ride can be done on a shared bike for free. This time can cover most of the trips within the city. Of course, the bike can also be used for a longer period, which is charged after a quarter of an hour of driving at a rate of CZK 24 for 30 minutes of bike use. Among the biggest advantages of these bikes can rank: The fastest transport within 3 km, healthy movement, simplicity of rental and return, and 15 minutes free.



KOVOZOO STARÉ MĚSTO

KOVOZOO Staré Město is a unique metal zoo, which was founded in 2012 and is located in an interesting and unconventional environment of the renovated area of the former sugar factory in the Old Town near Uherské Hradiště. The goal of KOVOZOO is to show both small and large visitors that even seemingly unnecessary waste can create things that are not only beautiful and interesting but also continue to be useful. During the visit, students combine learning with fun and experience. The establishment of KOVOZOO is in line with the long-term vision of KOVOSTEEL and REC Group: “To be a beacon in the world of recycling and environmental education.” In addition to metal animals, you can also admire a plethora of exhibits of industrial and firefighting technology, seeding and mowing machines, grain threshing machines, blowers and other agricultural machines from the times of our grandparents. In short, things that have already disappeared from people’s lives would probably end up in a garbage dump, but instead, their story continues in KOVOZOO.

Sustainable development

Goal:

- participants understand how local communities (city, university) work together to achieve sustainable development
- participants understand the relationship between all stakeholders within the value chain in building a sustainable and ethical business
- participants can understand the way businesses operate and achieve goals within the enterprise
- participants can reflect critically on organizational policy choices and judge correctly the decisions made, based on social and organizational principles

Agenda:

- visit a production company Peja Brewery
- visit a manufacturing/trading company Agro Herbs product

Activities and tasks:

- workshop at Peja Brewery:
- explanation of the production process of Beer
- beer tasting
- presenting some other products
- workshop at Agro Herbs product:
- showing of some important opportunities to Export raw materials to other countries in Europe
- trying different stuff, like some organic tea

Outcome:

- participant gains knowledge on the importance of a sustainable and proven business in the market

INTRODUCTION

Companies are trying to develop a strategy that includes ethical, social and environmental dimensions, with clear priorities for sustainable business. Students discuss the relationship between making voluntary commitments to the environment and local communities and the competitiveness of companies.

VISIT A PRODUCTION COMPANY PEJA BREWERY

Students visit the Peja Brewery, where together with the coach (Engelbert Zefaj) they discuss and ask various questions about the beer production process in the Peja brewery. The brewery began construction in 1968, while production began in 1971. Since privatization and until April 2010, significant investments have been made in new sectors of production, technology, energy, infrastructure, marketing and other sectors. In addition to the above, participants provide space for questions and a critical look at the activities that take place within the company, namely the Peja Brewery. Students have the opportunity to see how important technology is, i.e. the machinery of a company.



VISIT A MANUFACTURING / TRADING COMPANY AGRO HERBS PRODUCT

The next workshop is at the Herb Factory of Agricultural Products in Istog, which is an internationally proven business and licensed with European standards. Since privatization and until April 2010, significant investments have been made in new sectors of production, technology, energy, infrastructure, marketing and other sectors. This company triumphs in this field of business! Agro product is the only exporter in the European market in Kosovo in Germany, Austria, Switzerland and the Czech Republic. Also through this business, students can explain the employment opportunities for women and their benefits from this opportunity. Participants consider the question of whether more advanced technology will increase the impact and efficiency in a positive sense for the Herb Factory.



Sustainable development

Goal:

- to educate students on sustainable business practices
- promoting the local market and quality over quantity
- to educate students on making efficient use of human and scarce natural resources
- to expose foreign students to some of the Maltese heritage and history

Agenda:

- field visit to Eetwell HQ
- field visit to Pitkalija market (Farmer's market) and Pixkerija (Fish Market)

Activities and tasks:

- interviewing the CEO and Staff on their sustainable business practices, promoting food quality and safety via local sourcing over imports
- create a discussion with students on ideas for local sustainable practices with local suppliers
- engaging with the Malta Food Agency (MFA) to create a discussion on improving the quality of local produce as well as logistics and supplier protection
- talks on shortage of water supply contamination and lack of natural water sources, including reverse osmosis

Outcome:

- students are aware of the problems that Maltese businesses face due to being an island state whilst still managing certainly sustainable practices

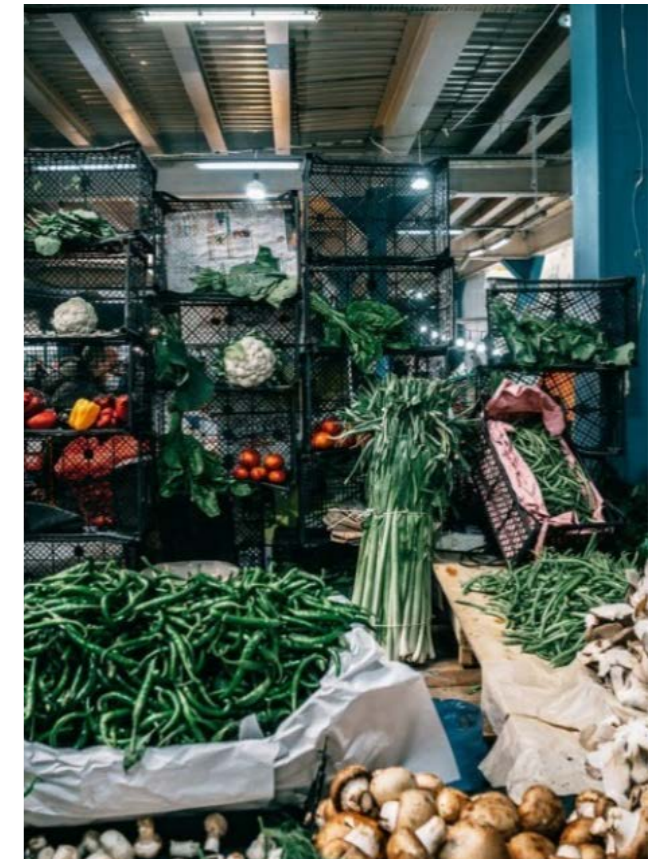


INTRODUCTION

Sustainability enhances people's quality of life while also safeguarding ecosystems and natural resources for future generations. In a highly competitive environment competition, the significance of a company's intangible assets, particularly its reputation, is increasing. Therefore, there is a strong correlation between CSR and public relations (PR). Students contemplate the importance of sustainability and the company's competitive position in the marketplace.

VISIT EETWELL

Eetwell is synonymous in Malta for its healthy dishes since it makes use of fresh, whole, and natural ingredients produced by Malta's very own local farmers. In fact, at least 30% of the products used for the dishes are sourced from local suppliers. The sustainability of Eetwell is also evident as the menu provides countless seasonal options that contain zero additives as well as packaging composed of compostable and eco-friendly materials. Another marketing strategy of this rapidly growing successful chain is that it promotes the Maltese labour market by employing mainly Maltese employees. Amman Soltan, the CEO of Eetwell, describes the restaurant as "Your healthy choice" and by making the brand highly accessible and affordable, it is now indeed a choice for all. When Eetwell opened its doors in 2015, the fast healthy option was still considered a novelty, and shifting the public perceptions was a challenge. This is mainly because of the high-fat content foods such as pastizzi and fried dates (mqaret) which are highly ingrained in the Maltese culture. Soltan's mission is to increase global sustainability and therefore, while he has already opened a store in Belgium, Soltan's consequent aim is to open in Dubai, Italy, and Spain. Students discuss Eetwell's operating strategies, identifying its strengths and weaknesses and analyzing the actions of competitors.



FIELD VISIT TO PITKALIJA

Pitkalija is a local fruit and vegetable distribution centre which opens twice a week and employs around 1500 farmers from both Malta and Gozo. This building allows middlemen to buy the local farmers' produce in bulk who in turn auction it off to licensed hawkers, grocers, and supermarkets, at a higher price. The Malta Food Agency (MFA) is responsible for the Pitkali market strives to minimize food waste, create more fair and unified product prices, as well as improve the packaging and presentation of said produce. Students propose possible solutions for improving the quality of local produce as well as logistics and supplier protection. In addition, students discuss the shortage of contaminants in the water supply network and the lack of natural water sources, including reverse osmosis.

Sustainable development

Goal:

- participant recognizes the multitude of facets of sustainability (environmental, social, inequality, biodiversity, pollution, etc.) and recognizes the impact of consumer (and its own) behaviour on these aspects
- participant understands how local communities (city, university) work together to reach sustainable development
- participant understands the relationship between all stakeholders within the value chain in building a sustainable and ethical business
- participant can, based on the main principles of societal, international and organizational trends in sustainability, reflect critically on organisational policy choices
- participant reflects critically on the impact of the sustainability policy of an organisation, while taking into account the consequences for the relevant stakeholders
- participant can formulate a motivating advice on an integrated sustainability policy in an organization and negotiate with relevant stakeholders to reach a sustainable agreement

Agenda:

- visit Zott company
- visit ReUżytkownia

Activities and tasks:

- meeting with Zott's employees and managers
- workshop at Zott company "Fair mistake":
- explanation of local Zott manufacture strategies of lower prices for products that have mistaken on the label
- yoghurt tasting
- workshop in ReUżytkownia "Eco-friendly: make your own bag":
- making a shopping bag oneself
- group discussions about sustainable ways of reuse

Outcome:

- participant gains awareness and knowledge about the importance and relevance of sustainability in the current business environment and society
- participant finds out in what ways sustainability is possible to be achieved in everyday life



INTRODUCTION

Companies are becoming more responsible and not throwing away products with defects but selling them at lower prices. This means that there is no squandering. In addition, the public's environmental awareness has changed a lot: not everything that is thrown away is really waste. Some of it is materials that can be sensibly reused. Students are learning how to use things that seemed trash, again.

SUSTAINABLE BUSINESS: ZOTT COMPANY

Zott is a family business in the third generation from Bavaria with many years of experience. They specialize in the production and sale of yoghurt, dessert and cheese specialties. The plant has been operating in Opole for 16 years. One of the most important values for them is innovation, quality and a partnership approach to milk producers, as well as a sustainable production strategy. As a renowned food producer, the company operates in the spirit of corporate social responsibility. Their Zott Caring for Life sustainability program covers the five areas that are particularly important to them as a food producer and in which they assume responsibility in a variety of ways: the raw material milk, the environment, quality and safety, employees, and society and stakeholders. Environmental and social aspects are taken into account in the policy and strategic orientation of all international locations of the company. This applies to all activities of the company, including relationships with employees, customers, milk suppliers and other business partners. During the project in Poland, the participants visit the company, discuss its sustainable solutions and have a chance to taste the products.

REUŻYTKOWNIA

ReUżytkownia is a new place on the map of Opole. It follows the example of similar non-profit organizations in Poland and is focused on sustainability and ecological solutions. Its main scope of interest is spreading awareness about the ways of helping the environment through a variety of workshops, as well as by offering space for utensils, decorations and various other things. These are stored in the building that belongs to the organizers of the project, they can be exchanged for something that the visitors no longer use or need, or taken for free. ReUżytkownia's actions are financed within the framework of EU funded project called "URBACT III RESOURCEFUL CITIES". The workshops run by the employees are varied. The one prepared for the hosting students is "Eco-friendly: make your own bag". The participants are taught in what way they can make use of clothes they no longer use and find a new way of utilizing them. The students gain knowledge on the topic of ecology, and ways in which they can protect the natural environment by simple acts and little steps.



**ReUżytkownia
Opole**

PRZYNIEŚ - WYMIENŃ - KORZYSTAJ

4.3

Competent student – experienced graduate:
international workshops on key competencies for the labour market

ALTERNATIVE
SOLUTIONS

“Cooperate
with me –
fairly”

Project management

Goal:

- the participant understands project management and why it is so important
- understands to do active risk management
- learns about more than one project planning method
- gets to know how to implement and monitor projects and to manage people
- the participant is able to create and present their own project idea

Agenda:

- workshop “Project management – mattress manufacturing”

Activities and tasks:

- students work in groups creating their project ideas by applying the project planning methods which they have discussed beforehand in the workshop
- interactive elements between groups and steps to understand how to implement and monitor their specific project ideas

Outcome:

- participants gain practical skills needed to work in different sectors
- participants come up with their own project idea and leave with a fairly worked-out project plan



INTRODUCTION

Project management involves the preparation and implementation of a plan. It is important to find a unique idea and put it into action. The students’ workshop starts in the real-life business case place – Comodita Home.

MANUFACTURE OF MATTRESSES – HOW TO MANAGE THE PROJECT?

The trainer explains the main goal of the workshop. There are 5 main sessions about project management:

Session 1

Key considerations for project manager

- What are the unique characteristics that distinguish project management (in an organization);
- How do specific projects fit in the strategy of an organization;
- Recognizing the “triple threat” constraints that you deal with it starting from the beginning of every project;
- What are the 10 commandments for successful project management?

Session 2

The essentials of project planning

- Idea generation and needs assessment - methods;
- Planning methods (Critical Path Method, Location-Based Scheduling, Network Planning, Gantt Chart, Cyclogram Planning);
- Planning the time dimension - PERT, and Gantt;
- Estimations of the project’s cost.

Session 3

Hands-on work

- How to build an effective team;
- How to install a high degree of motivation and commitment in team members through Motivation 3.0 tools;
- How to conduct regular meetings in order to have favourable results.

Session 4

Monitoring and controlling

- How to structure reports and what these reports can and cannot tell you
- Communicating and coordinating - how to let everyone on the project know what’s expected of them and how they’re doing
- How to establish checkpoints and milestones that tell you whether or not your project is on track.

Session 5

Problem solving and troubleshooting

- Dealing with the special problems
- How to handle the most common sources of conflict in project management situations.

A real-life managed project (mattresses production) is introduced by a top manager of “Comodita Home” according also to the sessions already learned and discussed. But students first ask how would they have reacted or what would they have done in the same circumstances if they were the manager of the “mattresses production” project. Participants have the chance to discuss with their own groups before giving an answer. In the end, the manager explains what they have done, what were their hardships along the road and how did they become successful on the mentioned project.



Project management

Goal:

- participant will learn how to come up with solutions for real-world problems
- participant will define goals and confidently manage a project
- participant will monitor risks and correct trouble spots
- participant will form a strong team and establish a shared vision

Agenda:

- workshop “Public project management”



Activities and tasks:

- “the government” would like to combat childhood obesity in Malta and has consulted with several potential entrepreneurs (the participants). The team of participants that comes up with the most creative project that aims to educate children on how to live a healthy lifestyle will be funded
- various workshops to teach participants about the processes and methods of project management and students applying this knowledge to their project plan
- present project plan to “the government” to obtain funding

Outcome:

- participants develop skills in determining the project’s critical path
- participants develop abilities in identifying and performing stakeholder analysis
- participants confidently execute the tasks defined in a project plan
- participants are able to determine how to set projections for growth

INTRODUCTION

Students learn project management in the public sector, taking into account the needs of society.



PUBLIC PROJECT MANAGEMENT

Part 1 – Presentation of the offer by the government:

The government talk about the project’s criteria and expectations, as well as establish a scope baseline, timeline and budget. In this way, the government get all participants on the same page.

Part 2 – Proposal:

Project Planning >>> C.L.E.A.R. and S.M.A.R.T.
>>> Milestones and Gantt Chart >>> Risk Management Plan

Part 3 – Presentation of the project to the government:

Each team completes their projects using skills learned throughout the workshops and presents their ideas to “the government”. Thanks to the Gantt Chart, C.L.E.A.R. and other techniques participants get a hint of what it takes to come up with a practical realistic business proposal and develop managerial skills.

Workshop agenda:

1. Presenting the specific problem: the workshop begins by dividing the members into teams, ensuring that each team had a member from each nationality. The “government” then proposed the problem of childhood obesity in the Maltese islands and offered to fund the team that came up with the most creative yet realistic project idea to combat childhood obesity. The project must target children between 12 and 17 years of age and must be designed in a way that children enjoy this alternative healthier lifestyle, preferably through

indoor and outdoor activities. In this way, the participants were given the space to not only think outside the box, but also the ability to come up with a solution for a huge real-world problem.

2. Project goal: the next step in working on the project was the C.L.E.A.R. and S.M.A.R.T. methods. The key takeaways from both goal-setting methodologies were the following: (1) Make goals, (2) Have a plan, (3) Set ambitions yet realistic goals, (4) Put employees in a position to succeed by providing them with the necessary resources and support.

3. Gantt Chart: students are taught how to create Gantt diagrams by using the Gantt chart software, professional software that is commonly used by businesses.

4. Research: participants are encouraged to conduct research on what activities children would like doing, what setting children would prefer and what professionals should be employed to make the goals, outlined previously, possible (nutritionists, trainers, physiotherapists, psychiatrists, chefs...).

5. Financing of the project: participants in each team have to come up with a strategic plan of how expenses and costs would be sorted, and whether any loans would be required.

6. Risk analysis of the project: students are taught how to perform a risk assessment. Initially, they have to identify the hazards and a distinction between a “hazard” and a “risk”. Secondly, they ask themselves how severe are the hazard. Once this is done, they evaluate the risks and decide on feasible control measures.

Project management

Goal:

- students acquire knowledge about European funds and about the possibilities of obtaining them
- students learn about writing and organizing projects for young people
- students gain practical skills in running projects for young people

Agenda:

- visit the headquarters of the Europa Iuvenis association and presentation about their activities
- workshop with Magdalena Lenartowicz, president of the Europa Iuvenis association; expert in organizing social projects
- meeting with Marta Wujec – European Funds specialist in the Opolskie Voivodeship
- workshops on writing social projects with Małgorzata Krok member of the Europa Iuvenis association

Activities and tasks:

- visit to the headquarters of the Europa Iuvenis association
- learning with Marta Wujec about Europa Iuvenis association
- meeting with Magdalena Lenartowicz and learning the theoretical aspects of creating projects
- learning with Marta Wujec about project funding
- workshops on writing social projects with Małgorzata Krok

Outcome:

- participant acquires knowledge about obtaining and using European funds from an expert in this field
- student learns about the functioning of an association working for the development of young people
- student receives the necessary theoretical and practical knowledge about writing, organizing and running projects for young people
- student creates an initial plan for a youth project



INTRODUCTION

Students visit the Europa Iuvenis association. The association helps young people to develop their own initiatives. It's a place where students are taught and helped to raise funds, conduct workshops and events, and co-create projects. The association responds to needs and areas of interest such as ecology, entrepreneurship, sports, culture, art, games and many, many more. The organization also runs many international projects.

WORKSHOPS WITH MAGDALENA LENARTOWICZ

Magdalena Lenartowicz is the president of the Europa Iuvenis association. For over a dozen years she has been working with young people. On a daily basis, she works as a trainer with youth councils, Youth Forum, guardians of youth city councils and local government officials. During the workshop, Magdalena Lenartowicz talks about the theoretical aspects of creating projects. During the classes, students consider where to get ideas for interesting projects.



Magdalena Lenartowicz

EUROPEAN FUNDS

Students have the opportunity to learn about the opportunities offered to the citizens of the European Union member states by the European Funds. They are primarily understood as financial resources used to support and restructure the economies of European Union member states, but they can also be obtained for running social projects. The meeting with Marta Wujec aims to make students aware of the possibility of receiving the money to conduct a social project. Marta Wujec is a specialist in the European Social Fund Section at the Main Information Point of the Opolskie Voivodeship. Expert speaks about the procedures, requirements and provides all necessary information regarding the conduct of projects financed by the European Union.

WORKSHOPS WITH MAŁGORZATA KROK

Małgorzata Krok has been a member of the Europa Iuvenis association for many years. Many years of experience gained from working in non-governmental organizations is transferred to the business world along with the passion, positive energy and habit of cooperation in achieving common goals. As part of her activities in Europa Iuvenis, she conducts training in such areas as time management, activity planning, effective control of activities, team management and project management.

During the workshops, an expert helps participants plan the project in practice. Students have to write their own idea for a project on any subject under the supervision of an experienced teacher. As part of the work at the workshop, participants consider the possibility of obtaining funds for carrying out the project, drawing up an event plan and preparing a preliminary cost estimate. The participants also have to consider who will be the organizer of the project, where to find people to help with the event and how to promote it.

BELGIUM

Project management

Goal:

- to understand the specifics of project management in Belgium

Agenda:

- workshop “Methods of project management”

Activities and tasks:

- learning about Belgian’s business life
- learning about project management methods
- discussion about project stakeholders and the importance of communication between them

Outcome:

- students gain knowledge about different methods are used to set up a business plan for a project
- students understand the importance of (multiple) stakeholders is underlined

INTRODUCTION

In today’s VUCA (volatile, uncertain, complex, and ambiguous) world, project management is a necessity. It allows for good cooperation and an overall smooth running business. Project managers make sure that every stakeholder and employee knows what to do and when, and on what budget and with which risks. Project management namely brings leadership and direction to projects in Belgium. Employees are empowered to deliver these results autonomously and without distraction. It allows the Belgian employees to see how their own work contributes to the company’s strategic goals. This way, they are inspired to do their best work every day, since they see their work has a concrete purpose.

BELGIAN’S BUSINESS LIFE

The importance of good project management in organizations can be seen in the numerous educations and training that Belgium offers on the topic. Most universities and higher education institutes have a program or course dedicated to project management. In addition, Belgium even has its own Project Management Institute.

PROJECT MANAGEMENT METHODS

In a small, yet culturally diverse country such as Belgium, different project management methodologies are used based on the goals they need to reach. In research from Verelst in 2020, the most commonly used methodologies in the Belgian IT sector was agile project management (28,4%), Waterfall (21,9%) and PRINCE2 (17%). PMBok with around 10% and IPMA below 3% of popularity are the other noteworthy methodologies. Lastly, many sorts of in-house methodologies (20,5%) were commonly used. Students are introduced to the specifics of each project management method.

STAKEHOLDERS

In every project, many stakeholders are involved. They all need to be in touch to make sure the goal is reached. Therefore, project managers in Belgium are first and foremost people managers! They especially need their soft skills to get across the project to all stakeholders and follow-up (and thus communicate) the progress that is being made. In Belgium, many people work together in an interdependent way. All the way from the beginning of the project (e.g. suppliers, employees, government) to the end of the project (e.g. customers, public), people are involved and play an important role. For example, the budget needs to be discussed with the directors and government to start the project, and the final product needs to be promoted by marketers to the customers.

Distribution of project management methodologies across the IT-sector



Project Life Cycle and Design Process

Goal:

- students understand the principles of product life and process design
- students understand the stages the project goes through during its life cycle
- students understand the purpose of process design

Agenda:

- visit the Agroprodukt company

Activities and tasks:

- acquaintance with the Agroprodukt process of processing, packaging and sale of the product

Outcome:

- students gain knowledge about Agroprodukt Company, identified the problem and solved problems with product life cycle
- students gain knowledge about process design at Agroprodukt

INTRODUCTION

The project life cycle and its component phases are certainly the foundation of an effective project management process. Students are introduced to Agroprodukt project lifecycle management.

AGROPRODUKT AND BUSINESS LIFE CYCLE

Agroprodukt was founded in 2002, today after 20 years it triumphs in the sector of the production of teas and the collection of organic plants, with 28 types of cultivated plants, and 85 types of plants collected all with organic certification. Students discuss the project life cycle in agribusiness.

What is the problem?

Kosovo as a country in transition is a land that faces many economic barriers, due to the political and economic situation in which it finds itself. The imbalance between imports and exports is considered as one of the key problems in our country, made companies like Agroprodukt and others focus on solving this problem.

Will the development of a project solve that problem?

Agroprodukt is focused on bringing to market high-quality products for local consumers, targeting international markets as well. Today, Agroprodukt is one of the leading companies in the Kosovo market and thanks to the quality it offers, it exports its products to the European market.

What are the specific goals of the project?

One of the main goals of Agroprodukt is to strengthen its competitive position in the domestic market, and its continuous expansion in the international market. To meet these goals

Agroprodukt has built a unique system of collecting fresh plants on a daily basis, quality control of the product on receipt and drying plants while preserving their values. This fact has made the company a strategic partner for stakeholders in Kosovo and abroad.

In addition to the main goal of the company which is related to profit, Agroprodukt contributes to the social aspect where from it 3200 families provide continuous income from the collection of organic plants. Agroprodukt company develops various projects in all categories of society, mainly with various women's associations throughout the territory of Kosovo. It also develops ancillary projects, helping you integrate them into society, as well as helping you create new jobs.

In its beginnings Agroprodukt was focused on the collection and cultivation of plants, continuing with the production of organic teas and due to the expansion in the local and international market, the company also increased the packaging process of the product. So Agroprodukt during its life cycle managed from the initial stage where it did only the collection and cultivation of plants to offer a final product for the consumer.



Project Life Cycle and Design Process: A Hands-On Approach

Goal:

- student learns the main stages of a project life cycle from inception to closure
- student can experience the initial steps of the design process through hands-on experience from the workshops
- student comprehends the vitality behind the concept of design processes
- student is able to give a verbal demonstration of the stages and outcomes of a successful design process

Agenda:

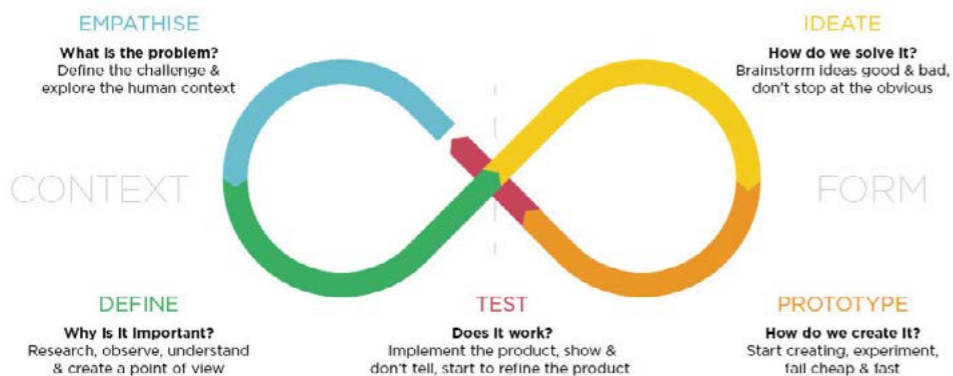
- design-thinking workshop

Activities and tasks:

- conversation with professionals with hands-on experience in projects development
- workshop where students team up to draft the plans for a pilot project of their choice, adhering to the criteria discussed in the talks with professionals
- benchmarking the students' Project Plans against real-world project memoranda (as provided by experienced professionals) to assess the viability of the students' work in the practical work environment

Outcome:

- students gain knowledge about the theory of creating a project proposal



INTRODUCTION

A project life cycle is the sequence of phases that a project goes through from its initiation to its closure. The number and sequence of the cycle are determined by the management and various other factors like needs of the organisation involved in the project, the nature of the project, and its area of application. The phases have a definite start, end, and control point and are constrained by time. It spans across four main stages of initiation, planning, execution and closing to derive results and satisfy targets.



said that teams are now in the Design Phase where a logical project becomes a physical one. In addition to this, another important aspect of the design phase is the drawing of a common user or client of the project; an example of this exercise from one particular group can be seen below. This exercise was particularly helpful as it helped students conceptualize who the product is for and analyse whether there is sufficient demand in the market for this product. To sum up, each group successfully created an original idea, set goals, analyzed available resources, narrowed down the different options based on effectiveness, drew and listed a description of their target client and market, implemented all decisions and then presented the project.

DESIGN THINKING IN PROJECTS

Throughout each of the project phases, students' groups create a project idea with defined goals and a plan for execution. The groups conceptualize numerous research questions such as: "What are the biggest challenges faced by our project idea?", "Is there a feasible solution to this problem?", "What is the specific aim of this project". Once the teams find concrete solutions to the problems that occur with their project ideas, each team focuses on the issue of availability of resources, such as monetary budget and time constraints. At this stage, each team consider potential solutions, narrowing down these options by keeping efficiency and effectiveness in mind. Teams use several tables and mind maps to tabulate their answers and come to a more concrete project structure and hence it can be



POLAND

Project Life Cycle and Design Process

Goal:

- participant gains knowledge on the topic of successful project design and implementation
- participant understands the variety of different factors influencing the business and project design
- participant understands the values and principles of a successful project-maker
- participant understands the importance of proper planning at every stage of project making

Agenda:

- visit Park Naukowo-Technologiczny (Science and Technology Park)
- visit Akademickie Centrum Karier (Academic Business Incubator)



Activities and tasks:

- tours of the objects:
- Park Naukowo-Technologiczny
- Akademicki Inkubator Przedsiębiorczości
- workshops on Project Life Cycle:
- workshop with the patent attorney
- workshop with the business incubator manager
- workshop on Design Thinking

Outcome:

- participant is able to successfully go through the process of managing a project
- the participant is able to use the tools of Design Thinking in real life project
- the participant is able to identify the steps needed in designing a project and implement them
- the participant gains a first-hand experience in Design Thinking and Project Life Cycle from experts on the topic

INTRODUCTION

Design Thinking is an approach to creating new products and services based on a deep understanding of user problems and needs. Students join teams to work on solutions to problems with product improvements.

PROJECT LIFE CYCLE WORKSHOP IN SCIENCE AND TECHNOLOGY PARK

The stay of students in Poland would end up with the meeting in Park Naukowo-Technologiczny (Science and Technology Park) in Opole. This non-profit organisation deals with supporting businesses in broad understanding of this words. The territory of the Park is divided into several parts, namely:

- a) the entrepreneurship incubator,
- b) the laboratory and experimental facility,
- c) the high-tech IT building,
- d) the Engineering Design Center,
- e) the Data Processing Center,
- f) the integration centre (connecting all of the parts of the Park), as well as
- g) the Building of the Implementation and Office Facilities.

The mission of the Science and Technology Park is to „develop new technologies and innovative activities through cooperation between the research and development and economic sectors”. The meetings involve workshops with Aleksandra Szubryt (Business Incubator Manager) and Olga Welcer-Hrycaj (Patent Attorney).



DESIGN THINKING WORKSHOP IN ACADEMIC BUSINESS INCUBATOR OF OPOLE UNIVERSITY

The term “design thinking” and its practical implications is introduced with the help of Akademicki Inkubator Przedsiębiorczości, which is part of the University of Opole. This organisation helps students in gaining work experience, starting their own businesses, and developing new skills needed in the contemporary job market. AID employees conduct a short presentation on the main goals of the organisation.. After that, the workshop on Design Thinking is held in one of the rooms in AID. It is conducted by an employee of the University of Opole, Monika Tarsa, MA. She is responsible for leading courses such as Communication Design, Modern Trends of Web Presentations, and the before mentioned Design Thinking.



source: <http://pnt.opole.pl/index.php/pl/obiekt>

Project Life Cycle and Design Process

Goal:

- students' learning to use design thinking as a tool to optimize the design process

Agenda:

- learning about the supplementary phase in design thinking
- case study "Ordina"

Activities and tasks:

- discuss phases in design thinking looking for process optimization
- considering Ordina's solution of optimizing the planning of the buses used at Brussels Airport

Outcome:

- students gain knowledge about the design thinking process and understand the importance of the control phase in the project life cycle



INTRODUCTION

The life cycle of a project usually is divided into four different stages: conceptualization, planning, execution and termination. In Belgium, some project management practitioners prefer to add a phase to this life cycle, to develop an optimal project process. This phase is entered between the execution and termination phase and is called the performance and control phase.

PROJECT LIFE CYCLE: AN ADDITIONAL PHASE

Students learn that supplementary phase is used to focus on the review of cost and time management and evaluate the resources that were estimated on beforehand. Also, quality management is a topic that is considered in this phase, to make sure objectives are met and the deliverables are of optimal quality. Furthermore, risks are monitored, managed and mitigated in case of potential problems. Finally, change management is reviewed, to make sure that the project is going as planned and if not, necessary adaptations can be made to put it back on track. MDC Consult is an example of a Belgian company that implemented this phase in the project life cycle they use to manage projects. According to them, this phase ensures that project outcomes are in compliance with the initial project plans. It creates a distinctive stage to pause and review the process, allowing for adjustments to be made in order to keep the project on track.



DESIGN THINKING: CASE STUDY "ORDINA"

Ordina is a Belgian company that asserts to be a digital business partner for all businesses that are in need of digital end-to-end solutions. In every phase of organizational transformation, Ordina offers support in terms of sustainable software implementation and design and management of IT landscapes. As they are active in Belgium, Luxembourg as well as the Netherlands, their service is well-suited to every client's needs and wishes.

The people at Ordina carry design thinking at heart to always be "Ahead of change", as their motto states. Design thinking is their preferred methodology because it allows to create something that is technologically feasible and economically viable.

Recently, Ordina was asked to optimize the planning of the buses used at Brussels Airport. The number of daily passengers kept increasing, making the use of buses to transport people from the gates to their plains necessary. Ordina implemented a state-of-art planning and optimization solution, in order to minimize the driving distance of the buses and maximize efficiency of the planning. This has led to a minimal environmental impact and optimal effectiveness of bus transport at the airport. To reach the objectives of Brussels Airport as their client, Ordina used the design thinking process. Through design, ideation, iteration and testing, they assured optimal planning. Students propose their own solutions and discuss Ordina's suggested way to optimize the distance travelled by passengers.

Methods of Network Analysis

Goal:

- participant understands the principle of a quantitative approach to decision-making in relation to certain projects.
- participant is able to present the results obtained from the joint work

Agenda:

- quantitative decision-making workshop



Activities and tasks:

- during the workshop students simulate real-life situations related to decision making
- presentation of “pilot projects” to the jury which evaluates the project with the greatest potential for funding

Outcome:

- fulfilling the purpose of realization of projects, where each member of the project has given his contribution
- students gain knowledge about network analysis methods

INTRODUCTION

In quantitative analysis of decisions, is used scientific methods to inform the decision-making process. These methods help data scientists value some critical pieces of information, which include the problem the organization faces. Quantitative methods emphasize objective measurements and statistical, mathematical, or numerical analysis of data collected through surveys, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques.

QUANTITATIVE DECISION-MAKING WORKSHOP

Students are introduced to the specifics of quantitative decision-making in the projects implemented in Kosovo.

Why is it important?

When people have an accurate observation of what they aim to achieve through certain analyzes, then even their decisions regarding a certain aspiration in a project are more measurable and valid.

However, in addition to the positive effects, the use of the quantitative method brings with it the risk of losing the reliability of the data due to the inclusion of a number of factors which are not of significant importance.

Through quantitative measurement techniques, it is easier to switch and modify work systems, i.e. the use of software applications to facilitate the implementation of projects more effectively.

Division of responsibilities?

In a country like Kosovo that has many projects that fail since the START-UP phase, a division of responsibilities within a project, would increase the impact of each participating component,

respectively the impact of project contributors. Students brainstorm about the mistakes that result from the incorrect division of responsibilities and discuss how to avoid this problem.

Taking a systemic approach

Elements within the project are problems that start from the beginning that managers do not distribute their work properly so they need to be recognized and their properties documented and distributed, such as interactions between elements within the system.

Work in groups

The performance of a business relies more and more on teamwork between employees in order to increase the productivity of a company as much as possible. Students learn to work in teams and a quantitative approach to decision-making. The strategies of modern leaders not only contribute to the development of new ideas about the organization, but also figure in the useful development of mathematical tools and techniques which facilitate the adoption of managerial decisions, the use of advanced planning and control systems.



Methods of Network Analysis

Goal:

- students' understanding of the importance of quantitative analysis
- students' understanding of the quantitative analysis techniques
- teach students to be able to apply the quantitative analysis techniques to their project

Agenda:

- quantitative analysis workshop



Activities and tasks:

- presentation on the following:
 - What is quantitative analysis?
 - Why is quantitative analysis important?
 - When is the quantitative analysis to be conducted (beginning, midst or end of the project)?
 - What are the different quantitative analysis techniques?
 - How do students apply these techniques to our project?
- students are then given some time to work on and formulate the respective quantitative analysis of their project in their assigned groups

Outcome:

- students understand the meaning, purpose and appreciate the importance of quantitative analysis and the techniques
- students gain knowledge on the subject and the application of quantitative analysis techniques
- students can formulate and work together in their assigned group work as to map out network analysis

INTRODUCTION

Students are introduced to Project Management. Project Management requires that the targets and goals of the formulating project in the process are met and achieved given certain constraints. Furthermore, for all targets to be achieved, the project must be SMART, Specific, Measurable, Attainable, Relevant as well as Time Based.

QUANTITATIVE ANALYSIS PRESENTATION AND WORKSHOP

Project Management can be summarised into five steps being:

Project Initiation >>> Project Planning >>> Project Execution >>> Project Control >>> Project Closure

Quantitative research requires the collecting and analysing of numerical and statistical data to achieve the highest possible outcome and greatest success out of the project. Furthermore, it includes analysis of numerical data, information and sometimes even estimations, for example, a survey. As previously mentioned, the SMART of the project can be estimated by using quantitative analysis and techniques for the optimal solution to be found given certain constraints, such as time. Let's give an example! When formulating a given project, say designing a new mobile application for smartphones, the project has multiple constraints, for example, a time before a similar application is developed from competitors, costs of the application compared to its demand, resources

– mainly labour and expertise required on the development and formulating of the application and so on... Quantitative analysis techniques help project managers as to formulate a design, such as the Critical Path Analysis, where they map out and allocate the necessary time and resources required for the optimal solution of every constraint. Nowadays, quantitative analysis is made easier with computer software helping analysts and project managers spread out and plan their resources more efficiently, such as Microsoft Excel SPSS, where these aid with the hypothesis testing and other statistical calculations required for the project.

Project Analysis: Students are given an introductory session on quantitative analysis and the quantitative analysis techniques and are then subdivided into their assigned groups as to pinpoint and define any constraints and problems related to their project. Furthermore, students were then given time to calculate the optimal solution for the observed problems using the quantitative methods and techniques to solve these economic, technological or other constraints.

Group work: Since the constraints of the project are categorised under different components, such as technological and economic, students coming from different educational backgrounds, such as prospective statisticians, economists and accountants amongst others, help each other to identify the different constraints and problems in the project, and come up with the optimal solution best targeting each and every constraint.



Methods of Network Analysis

Goal:

- participants learn more about ways to efficiently manage a project by using network analysis techniques
- introducing students to managers involved in Mitigating Risks and Critical Path Analysis

Agenda:

- visit Capgemini
- visit Science and Technology Park in Opole

Activities and tasks:

- work in groups on the Critical Path Analysis Diagram
- learning about Mitigating Risks
- guided tour in Science and Technology Park

Outcome:

- students gain knowledge about Mitigating Risks
- students have practical and theoretical experience with the Critical Path Analysis model
- students can better work in a team in a multi-national environment
- students develop their analytical skills

INTRODUCTION

Many enterprises are involved in projects that are complex. The risk in this sector is high and it is crucial to plan investment in the most efficient way in order to make workflow quick and profitable.

VISIT IN CAPGEMINI

Students attend workshops in Capgemini company where they expand their knowledge about planning complex projects. Students are divided into groups which should include at least one person representing each country. Every group get a list containing a set of activities. Their goal is to decide which tasks from the list are the most appropriate for a given project. Then one representative from each group presents their choices and discusses why they made such a decision to select it. A presentation about Critical Path Analysis is shown to the students and after that, they have time to prepare a CPA Diagram based on their previous choices.



VISIT IN SCIENCE AND TECHNOLOGY PARK IN OPOLE AND WORKSHOPS WITH PROJECT MANAGERS IN HSI LTD.

Science and Technology Park in Opole is a place headquarters for many enterprises. It's role is to create a science and technology platform supporting businesses by using innovative solutions. Students attend a meeting with project managers from HSI Ltd. They have a chance to broaden their knowledge about mitigating risks by delivering services and managing projects. A presentation about the process is shown to the participants.



Methods of Network Analysis

Goal:

- to familiarize students with a game for (future) managers to practice network analysis methods based on a Belgian case study

Agenda:

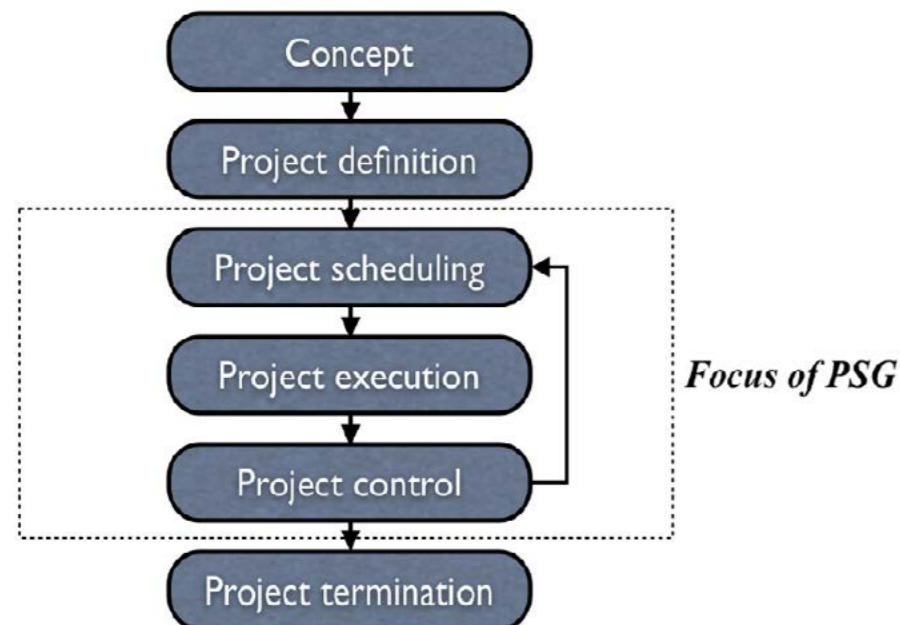
- the Project Scheduling Game

Activities and tasks:

- learning about methods of network analysis

Outcome:

- students obtain practical skills of network analysis using the Project Scheduling Game



INTRODUCTION

Learning by playing is the best way to acquire knowledge. Students take part in a management game.

THE PROJECT SCHEDULING GAME (PSG)

Just like in other countries, Belgian managers deal with getting projects done within time limits respecting budgets. One way to do this is through network analysis of projects. In today's globalized economy, these methods of project management are pretty similar across the globe. Therefore, this report focuses on one of the contributions made by Belgian researchers to the knowledge on Network analysis.

When researching the application of project management in Belgium, it became clear that a Belgian professor, prof. Mario Vanhoucke, made important contributions to the literature on this topic. You can see him in the picture to the



Prof. Mario Vanhoucke

right. One of the most interesting and innovative contributions that he made was the development of a project scheduling game together with his colleagues An Vereecke and Paul Gemmel (2005). This game is based on a case study at the Vlaamse Maatschappij voor Watervoorziening (VMW), which is a public organization that ensures the supply of water. In this project, the VMW implemented a large project that aimed to increase the capacity to produce clean water. Such a large and complex endeavour is a perfect example of a project that will benefit from methods of Network analysis such as the Critical Path Method (CPM).

The PSG mostly concerns the phases of project scheduling, project execution, and project control of the project life cycle, as is illustrated in the figure below. When playing this game, a player is confronted with a complex project at the VMW. The goal that the player needs to achieve is to schedule the activities in time, taking into consideration the total project costs. At several points in the game, the player needs to make important decisions about the allocation of resources. At the end of the game, the time needed, the chosen path, and the budget spent are fed back to the player. By playing this game participants as (future) managers learn about the complexity of large projects and gain an understanding of the concepts at hand. The game can also be used by researchers to gain an understanding of the paths that project managers tend to take.

Reference: Vanhoucke, M., Vereecke, A., & Gemmel, P. (2005). The project scheduling game (PSG): Simulating time/cost trade-offs in projects. *Project Management Journal*, 36(1), 51-59. <https://doi.org/10.1177/875697280503600106>.



4.4

**Competent student –
experienced graduate:**
international workshops on key
competencies for the labour market

ALTERNATIVE SOLUTIONS

**“Share your
vision with
me - clearly”**

BELGIUM

Case study – Belgium and its potential to compete in the world markets

Goal:

- learning by students about the specifics of the Belgian economy

Agenda:

- Belgium’s case study

Activities and tasks:

- learning about the demographic, economic and natural characteristics of Belgium
- identifying the risks and benefits of doing business in Belgium

Outcome:

- participants gain practical skills needed to work in different sectors
- students gain knowledge about Belgium’s participation and competitiveness in the world markets

Risks and benefits of doing business in Belgium (CT Corporation Staff, 2020)

RISK	BENEFITS
<ul style="list-style-type: none"> • Strict Labor Regulations: Belgium has fairly extensive protective labor laws (incl. stringent language regulations). 	<ul style="list-style-type: none"> • Strict Labor Regulations: Belgium has fairly extensive protective labor laws (incl. stringent language regulations).
<ul style="list-style-type: none"> • High Salaries: Belgium consistently ranks high for salary spending when compared to other regions in the EU. Additionally, the country’s social security contributions are among the highest in the EU. 	<ul style="list-style-type: none"> • High Salaries: Belgium consistently ranks high for salary spending when compared to other regions in the EU. Additionally, there isn’t a single European patent; companies must instead get a “bundle” of patents in each region in which they do business.
<ul style="list-style-type: none"> • Taxes: Belgium’s tax rates are high compared to OECD high-income jurisdictions. 	<ul style="list-style-type: none"> • Taxes: Belgium’s tax rates are high compared to OECD high-income jurisdictions.
<ul style="list-style-type: none"> • Intellectual Property: Belgium has intellectual property rights that are territorial, meaning that businesses are only granted protection in the specific regions in which they are registered. Additionally, there isn’t a single European patent; companies must instead get a “bundle” of patents in each region in which they do business. 	<ul style="list-style-type: none"> • Intellectual Property: Belgium has intellectual property rights that are territorial, meaning that businesses are only granted protection in the specific regions in which they are registered. Additionally, there isn’t a single European patent; companies must instead get a “bundle” of patents in each region in which they do business.

INTRODUCTION

Students learn about the main characteristics of Belgium. They discuss the pros and cons of doing business in the country.

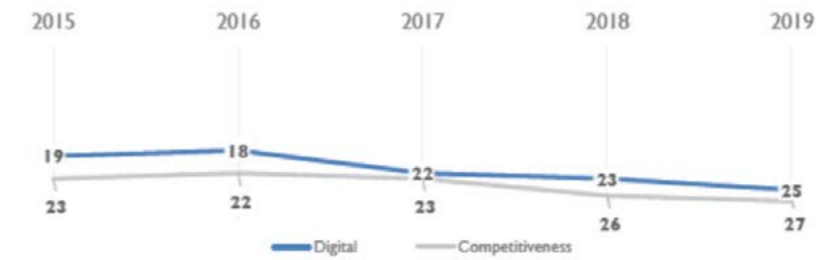


Fig. 1. Evolution of Belgium's Position in the World Competitiveness Yearbook

BELGIUM'S ECONOMY IN A NUTSHELL

(by Federal Public Service Economy, 2020)

Belgium is a small and open economy of 11.5 million inhabitants, located in the heart of Europe. The economy is marked by an established communication infrastructure and a highly qualified workforce. Indeed, Belgium benefits from strong education as well as training, business sophistication and innovation that are among the most competitive in the world. Its prime location in Western Europe undoubtedly constitutes another key aspect of its economy as its capital, Brussels, is home to a large number of European and international institutions (e.g., European Commission, NATO...).

The country has a diverse economy, with (1) the chemical industry, (2) the food industries and beverages, (3) the pharmaceutical industry, and (4) the manufacture of metal products as its strongest sectors. Just like any modern industrialized economy, the Belgian economy is characterized by the growing importance of the service industry. However, the manufacturing industry is still key to the Belgian economy because, in addition to the fact that it generates a large share of market services, it also generates strong domestic value added by satisfying foreign demand thanks to Belgian exports.

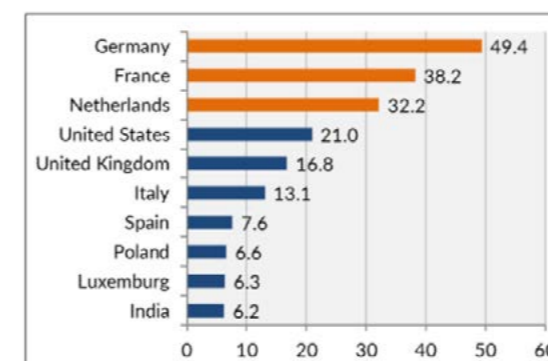


Fig. 2. Most Important Export Partners of Belgium in 2019 (in billion euros)

COMPETITION IN THE WORLD MARKET

Different rankings exist to compare the international competitiveness of countries. According to the Institute for Management Development (World Competitiveness Yearbook 2020), Belgium was ranked as the 25th most competitive nation out of 63 countries (Figure 1). Across these different rankings, Belgium is consistently located in the middle of the spectrum, lagging behind top countries such as Denmark, Switzerland, Singapore, and the USA. Students complete an assignment to determine Belgium’s competitive position compared to other European Union countries. Foreign trade is essential for Belgium. According to the Federal Public Service Economy (2020) 69.9% of Belgian exports are directed to the European Union market with its neighboring countries (France, Germany, and the Netherlands) as its most significant trade partners (Figure 2). In 2019, the products mainly exported by Belgian companies concerned the chemical industries, as well as vehicles and transport equipment, and finally machinery and equipment. Yet, despite an improvement in its balance, the trade balance is still negative as Belgium’s export share in the world market is currently decreasing. Students identify possible reasons for this decline. They discuss the growing importance of China, high wage costs, sharp rises in raw material prices and the appreciation of the euro. Therefore, during the past legislature, the Belgian government took some (successful) measures to strengthen their economy and to restore the competitiveness of Belgian enterprises (e.g., tax shifts).

Competitive business in a transregional market

Goal:

- to educate students about Interreg A – Cross-border cooperation policy
- to help students think analytically and spot not only possible problematic areas in the cross-border market, but also a solution to them and how it can be used by entrepreneurs
- help student to come up with the competitive business idea in the cross-border region

Agenda:

- introduction to Interreg A – Cross-border cooperation” policy on the example of Interreg V-A – Czech Republic-Poland
- workshop with prof. Hynek Böhm, an academic with experience in working with cross-border policies. Introduction on how to implement and support changes.
- workshop on how to use given possibilities to build a competitive business in the cross-border area

Activities and tasks:

- learning about the cross-border policies
- working in groups in order to establish the main advantages of the cross-border region and the main problematic areas
- working on solutions for problematic areas and thinking of business ideas in order to create a competitive business in a transregional market

Outcome:

- students learn how European Union policies give entrepreneurs a chance to come into, develop and explore new markets in cross-border regions. Cross-border regions are unique and still unexplored which gives plenty of possibilities to start a new business, using all the unique advantages that come with the geopolitical placement of those potential businesses
- students gain knowledge about how to use EU policies in order to develop businesses and improve the economical situations of underdeveloped regions

INTRODUCTION

The notion of competition is relevant for businesses all over the world. Especially it became important in cross-border regions, as usually they are less economically developed. According to European Union policies, it is possible to make economic cooperation between different countries, that are members of the EU. Therefore, it allows to work on common problematic issues that occur in cross-border regions, develop them and encourage businesses to grow there.



Prof. Hynek Böhm

BORDERS AND CROSS-BORDER COOPERATION IN EUROPE BY HYNEK BÖHM

Students are introduced to the “Interreg A – Cross-border cooperation” policy – how it works, what possibilities it gives and how it can be used in order for the business to prosper. Students learn about cross-border projects that are supported in European regions – both in EU and non-EU member states.

The next task for students is to identify barriers and opportunities for cross-border business creation. They work on finding the best solutions towards international cooperation.

COMPETITION ACCORDING TO INTERREG A – CROSS-BORDER COOPERATION

Students are introduced to the “Interreg A – Cross-border cooperation” policy – how it works, what possibilities it gives and how it can be used in order for the business to prosper. Students learn about cross-border projects that are supported in European regions – both in EU and non-EU member states.

Case study – How Kosovo competes in the world markets?

Goal:

- discussing the geographical position of Kosovo
- discussing the advantages and disadvantages of being a Western Balkan state
- showing how Kosovar businesses adapt to their political circumstances and the hardship it faces to compete in global markets
- showcasing to the students' Frutex LLC – a company that deals with beverage production and how it competes in International Markets

Agenda:

- Kosovar businessmen introduction to competition in the Kosovar/Balkan context
- presentations by Shaqir Palushi (Frutex's President) and Lulzim Rafuna (The Chairman of Kosovo Chamber of Commerce) on how Kosovar enterprises compete internationally
- visiting the Frutex LLC to explain how a business from Kosovo could enter the world market after facing many challenges

Activities and tasks:

- lectures about Kosovar enterprises and how they compete in the Balkans and internationally
- lecture on how to conduct further studies regarding the challenges that Kosovo faces to enter the world market because of standards that other countries require e.g. ISO standards etc.
- field visit to Frutex LLC to understand the production process and how the quality of the beverage it produces could help in entering the international markets and support to Kosovo's competitiveness

Outcome:

- students gain knowledge about the general theme of competition and understand how Kosovo has to be competitive with the challenges it faces (in regional and international markets) whilst working towards turning political problems into opportunities for international trade

INTRODUCTION

Kosovo being a Western Balkan State, certainly has a great geographical location, but at the same time some difficulties when it comes to competing in international markets. As such, Kosovan companies need to learn how to cooperate internationally and leverage their resources.

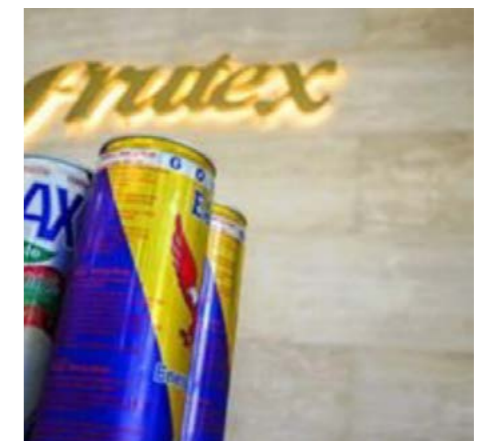
KOSOVO'S STRATEGIC LOCATION

Kosovo is a tiny landlocked country in Southeastern Europe located on the central part of the Balkan Peninsula, which covers a surface area of approximately 10,900 km². It strategically lies in the peninsula's centre and is enclosed to the north and east by Serbia, West by Montenegro, Southwest by Albania, and Southeast by North Macedonia. The position of such a country in the Balkan Peninsula is really important because it makes it easy for countries from Europe and Asia to ship their products across the Balkans since it is in a central location in Europe. Although Kosovo's economy has suffered from strained Kosovo-Serbia relations, its GDP has grown, especially after the declaration of independence. Kosovo's economy is transitional, with major development taking place in the construction, retail, and trade sectors. The economy is highly dependent on FDI and foreign remittance. But on the other side, being rich in history, culture and nature, Kosovo is even more attractive to visit from worldwide tourists. Despite having difficulties entering the international markets, Kosovars focus on finding the best way to face the challenges they encounter at every step, in order to still compete on a global stage. Students identify the most important challenges for Kosovan businesses in establishing international cooperation



FRUTEX LLC

The company Frutex was founded in 1994 in a relatively difficult period for businesses, but thanks to the perseverance of the founders, this company experienced oppression but not war. In 1999, the frutex enterprise was looted and completely broken, paralyzing production and the work of the workers. After the end of the war, in the second half of 1999, the founders of the enterprise immediately took the first steps to rebuild the factory and resume work. In the same year the enterprise was completed and token production started with a small workforce and older technology. Students attend a workshop with the management of Frutex LLC, where they learn the secrets of the company's success in international markets. They learn that the company currently sells its Golden Eagle energy drink in 29 countries around the world.



CZECH REPUBLIC

Case study – Czech Republic and its potential to compete in the world markets

Goal:

- explaining the geographical location of the Czech Republic and its historical context
- explaining the advantages and disadvantages of being a post-communist country
- demonstrating how Czech businesses adapt to their circumstances and use the resources to compete in global markets

Agenda:

- presentation about the Czech Republic's history
- presentation about the industry in the Czech Republic
- workshop on inventions

Activities and tasks:

- learning about the history of the Czech Republic and its opportunities
- group discussions on the importance of the independence of their countries
- introduction to the industry in the Czech Republic
- discussion on inventions originating in the Czech Republic
- attempting to identify implementable inventions with specific resources in a country

Outcome:

- students gain knowledge about the rich history of the Czech Republic and understand that the country is not just any country in Central Europe, but that it has its place in the market

INTRODUCTION

The Czech Republic is a post-Soviet country that has moved away from communist ideas to a capitalist economy. The industry is an important sector of the Czech economy. It employs 38% of the total economically active population. The main industrial sectors in the Czech Republic include the chemical, engineering, food and metallurgical industries. Other important industries are energy, construction and consumer goods. Important industries are the arms industry and the glass industry (which, however, has a long tradition in the Czech Republic).

ADVANTAGES AND DISADVANTAGES OF BEING A POST-COMMUNIST COUNTRY

Students learn about the history of the Czech Republic and discuss the advantages and disadvantages of different forms of economy. They are comparing the principles of a free market economy and a centrally controlled economy. Students then discuss the importance of the economic and political independence of their countries.



INDUSTRIAL DEVELOPMENT IN THE CZECH REPUBLIC

Industry accounts for 38% of the Czech economy. An important historical turning point in the industry in the Czech lands was the Industrial Revolution in the mid-19th century. The invention of the steam engine made possible the expansion of metallurgy, engineering and transport (railways). After the collapse of the Austro-Hungarian Empire, Czechoslovakia became independent. More than 70% of the industry of the former Austro-Hungarian Empire was located here. After the Second World War and the subsequent rise of communism, there was a large-scale nationalisation of the economy. There was an orientation towards heavy industry and military production.

At present, the Czech industry is dependent on exports, especially to Germany. The automotive industry in particular is very important. In January 2010, machinery and transport equipment accounted for 54.3% of exports, followed by industrial and consumer goods with 11.1%. Trade with member countries has become easier after EU accession. The students' task is to identify the most profitable sectors of the Czech economy. Participants are introduced to inventions that originated in this country. Students should then propose their ideas for new products that can be manufactured in countries that have specific resources.



BELGIUM

Strategic management of local companies

Goal:

- students understand the importance of the local company being an international market player
- students understand the international competitiveness
- students understand the globalization process in the international market

Agenda:

- presentation about international competitiveness
- case study on local business

Activities and tasks:

- learning about the essence of international competitiveness
- identifying the competitive advantage for selected local businesses
- identifying the advantages and disadvantages of the globalization process

Outcome:

- students gain knowledge about the importance of international competitiveness for local companies operating in Belgium
- students gain knowledge about international trade and competition with foreign companies
- students gain knowledge about globalization and its advantages and disadvantages



INTRODUCTION

Local companies can learn from nearby global companies through so-called knowledge spillovers. The presence of global firms is an important lever to increase the competitiveness (productivity) of local firms. The important lever to boost the competitiveness (productivity) of local firms. This is due in part to the technological 'know-how' at multinational firms that can give rise to knowledge transfer to local firms. It also usually creates a logistical network of smaller suppliers and service companies around global companies.

INTERNATIONAL COMPETITIVENESS FOR LOCAL COMPANIES

Foreign companies investing in Flanders bring management skills, technological know-how, an international knowledge network, etc. with them. And this knowledge does not just remain within the walls of the foreign company. A multinational corporation is on average 5% more productive than a local enterprise.

Developing business activities abroad is for a company important for maintaining competitiveness. Another important component is the quest for cost efficiency, for example in terms of labour and energy. However, competitiveness is not based exclusively on a healthy cost structure. Other aspects are at least just as important. Accordingly, companies must continue to innovate in order to consolidate a competitive edge. To that end, they must have qualified labour and advanced research centres, in addition to space and infrastructure, in order to grow. The students task is to identify the sources of competitive advantage for selected local businesses.

Students acquire the knowledge that with globalization the whole world becomes a new partner for doing business and it offers huge opportunities. At first glance, expanding internationally would appear to be an attractive option and reasonably straightforward, but it is one of the most complex business strategies. Success abroad also depends on more than knowing the local rules and customs, so think carefully before venturing into a foreign market. But it also depends on more than knowing the local rules and customs. The challenges that companies are faced with when approaching local foreign businesses are: complicated local rules and regulations, strong local competitors, complex distribution channels, cultural and language-related differences and so forth. The challenges become greater as foreign trade (exports) develops into doing business in a foreign country (foreign direct investment). For example, a Belgian company can limit its international activities to goods transactions (e.g. supplies to France, exports to Canada) organized through its Belgian head office. In such situations, the relevant formalities and risks can be managed efficiently from Belgium. However, if the same company sees that its products are selling increasingly well on the French and Canadian markets, it may decide to establish a local presence there. Students have a case study of a company that was able to put these challenges into practice – the company TPF. The company try to approach the business owners of local business with respect and as equals. They know the local market and its various pitfalls and sensitivities better than anyone. They don't present themselves as Belgian know-it-alls steaming in to tell everyone how things should be done and they say: "we focus on common values and standards and adapt to the local culture, becoming, as it were, Spaniards in Spain, Brazilians in Brazil and so forth."



Strategic Management – study visits to companies

Goal:

- to learn about effective competitiveness among local businesses, and the creation of strategy – on the basis of visits to two companies
- to educate students on competition within the industry
- to expose foreign students to the importance of being competitive in Opole voivodeship
- promoting the local industry
- exposing the foreign students to common businesses of Opole voivodeship

Agenda:

- visit to Matejka Sady
- visit to WeWires
- learning game

Activities and tasks:

- learning about Matejka Sady competition strategy
- discussion about how to survive in conditions of severe competition
- learning about WeWire competition strategy
- tour through the production of WeWire
- teambuilding/competition game

Outcome:

- participants gain knowledge about key obstacles in the competitive business
- during face-to-face discussions students understand how to maintain a small/big local business in Opole voivodeship
- students gain an understanding of the unique features of Polish production companies

INTRODUCTION

To grasp the significance of collaboration, creativity, and connective leadership to co-create value, the course includes lectures, visits, and business interactive games. The course takes place in Poland, specifically Opole state.

MATEJKA SADY

Competition in the apple business is quite high among European countries. Two-thirds of European apple orchards are located in Spain, Italy and Poland, reported by Eurostat. Poland is in third place in terms of area, with 167,000 hectares. Spain and Italy have 423,000 and 279,000 hectares respectively.

This type of small business is widespread in Poland, taking into account the size of all the orchards listed above. Then how do small apple orchards stay afloat if the competition is so great? Students have a meeting with the owner of one of the larger apple orchards in the Opole region. They learn about Matejka Sady biggest competitors and how to maintain a competitive position in the market.



WEWIRE

In the Opole region, automotive companies have the largest market share and attract the most employees. Students learn about how to recruit employees and how to fight the competition for people resources from WeWire company (Coroplast) managers.



The WeWire was founded in 1928 by Fritz Müller. The Group's sales volume in 2020 was approximately 540 million euros. The Group employs around 7,000 people worldwide.

Students learn about the WeWire subsidiaries and production sites in Poland, China, Tunisia, the USA, Mexico and Moldova as well as service centres worldwide.

WeWire's locations are in Strzelce Opolskie and Dylaki in Opolskie Voivodeship, where they are 20-30 minutes apart. Their company produces, among other things, wiring harnesses for wheel arches (ABS wiring kits), injection moulded components and wire harnesses. In Strzelce Opolskie they also manufacture industrial and automotive wires and cables.

Students tour the production line and learn about the specifics of the WeWire group's operations. Next, they take part in a teambuilding game, where participants have to come up with a plan to achieve a competitive advantage for WeWire in Opole region.

Strategic Management - Local Businesses

Goal:

- informing students about the competitive position of local businesses in Kosovo
- international students' understanding of the importance of being competitive in the Kosovar market and outside it
- promotion of local businesses

Agenda:

- visit to Agroproduct company
- presentation by representatives of Agroproduct regarding the way in which Agroproduct managed to penetrate the market
- open discussion between professors, students and Agroproduct company representatives on new strategies to be more competitive in the market

Activities and tasks:

- visit the Agroproduct company to understand its journey to the competitive position in which it is now
- presentation of how Agroproduct manages to export products almost all over Europe
- learning from the first-hand what challenges Kosovar companies in strengthening their competitive position in the market

Outcome:

- students gain knowledge about the challenges of Kosovar companies in strengthening its competitive position in the market



INTRODUCTION

Kosovo has several industry sectors, as the most developed ones are Ferrous and Non-Ferrous, Metallurgy and Mining. Wood and paper industries are placed in some centres, where they produce planks, panel boards and plywood, parquet, doors, windows, chairs, tables, various furniture, paper, and wrapping papers. Also, Kosovo has a rich agricultural history and abundant, productive land. Domestic demand has been growing in recent years as consumer purchasing power increases, particularly in urban areas. Over the past decade, demand for fruits and vegetables surged more than for any other food category and is expected to continue growing.

AGRICULTURAL DEVELOPMENT AND COMPETITIVE CAPACITY IN KOSOVO

In Kosovo, as in most countries of the world, the strategic management process aims to make the business more competitive in the market. The best example of how successful strategic management has made local businesses more competitive in the local and international market is the Agroproduct company in Istog. From a small town located in the north-west of Kosovo, the Agroproduct company managed to become a leading company in the country and also export medicinal plants to almost all of Europe. Agroproduct is the only exporter to the European market in Kosovo to Germany, Austria, Switzerland and the Czech Republic.



At the beginning of 2018 the company has started a collaboration with the USA and Canadian companies. Nearly 95% of the products are sold abroad, mainly in the EU market. But how did Agroproduct manage to become a leading company in the country and competitive abroad? Students explore the secrets of Agroproduct management. First of all, managers talk about the company's set objectives related to obtaining an international certification for the plants cultivated and collected by the company's employees. Secondly, the students discover about the Agroproduct's use of a unique plant collection system that is not found anywhere in South-Eastern Europe, harvesting fresh plants on a daily basis. This fact makes the company unique and very competitive in the market.



Strategic Management - Local Businesses

Goal:

- to educate students on competition in the industry
- promote the local industry
- highlighting Czech products and highlighting the maturity of various segments in the country

Agenda:

- excursion in the local brewery and tasting of unique beer
- visit to Synot headquarters and presentation of the company
- excursion in the company Lambert electronic

Activities and tasks:

- presentation of Jarošov brewery and beer tasting
- debate on gaming machines and betting offices in Synot
- debate on environment and electronics in Lambert electronic

Outcome:

- students gain knowledge about competition in the brewing business
- students gain knowledge of the challenges in the gaming business
- students gain knowledge about companies that care about environmental protection



INTRODUCTION

The Czech Republic hosts one of the highest concentrations of automotive-related manufacturing and design activity in the world. The electronics and electrical engineering sector are another based on its long tradition and the extensive skills of its employees. Also, beer production plays an important role in the food industry in the Czech Republic. Students visit some of the best-known companies in the various economic sectors in the Czech Republic.

JAROŠOV BREWERY

In the Czech Republic, the centuries-old tradition of brewing beer continues. Students visit Jarošov Brewery and learn about the brewing process, which is handmade from start to finish. Participants learn ways to achieve a competitive position among breweries in the Czech Republic and internationally. Managers tell that they are not afraid to brew a traditional lager in their own way or to surprise in style – it is the whole secret of business.



SYNOT

Synot is an international, respected group of companies operating in more than 30 countries around the world. It employs approximately 3,000 people. SYNOT's core business is the gaming industry and the provision of world-class technology, gaming content and solutions, representing a complete product suite for the online and land-based entertainment industry. Individual companies benefit from international know-how, not only in technology and business, but also in the areas of legislation, finance and marketing. The SYNOT Group operates in Europe and beyond, namely in Slovakia, the Czech Republic, Spain, Greece, Poland, Latvia, Romania, and in many other countries in Europe, Africa, Asia, and Central and South America, with plans to expand this presence in the coming years. Students explore the specifics of the games industry. They try to identify international investment opportunities for SYNOT company and the introduction of new products.

LAMBERT ELECTRONIC S.R.O.

Students visit Lambert Electronics. The company produces and delivers 80,000 - 200,000 European quality assembled Printed Circuit Boards annually in accordance with the current ISO 9001:2016 quality management. The experience of their staff, the selection of components, and the output control in accordance with customer requirements guarantee the high quality of the services provided. Great attention is paid to environmental protection in the company. All waste generated during the production of wiring harnesses and electronic devices is disposed of in an environmentally friendly manner. Students discuss how companies from different industries can take care to reduce their environmental impact.

BELGIUM

“Blue Ocean Strategy” simulation

Goal:

- students’ understanding the nature of the red and blue ocean strategy and the importance of competitive advantages
- students can identify the competitive advantage of the company and can create the development strategy using the assumptions of the blue ocean strategy

Agenda:

- presentation about the blue ocean strategy in the Belgian market
- T&C x SIMDUSTRY business simulation

Activities and tasks:

- learning about challenges in the Belgian market and competitive advantage strategies
- identification of business processes and creation of value streams for the case study company,
- learning about the balance sheet and other economic indicators
- identification of important indicators for the case study company
- creation of the development strategy for the case study company

Outcome:

- students gain knowledge about promoting a blue ocean strategy by the Belgian company
- students gain an understanding of how a simulation used in Belgium, facilitates the learning and development process in the field of business acumen in order to create a Blue Ocean Strategy

INTRODUCTION

Entrepreneurs often engage in a direct battle with their competitors. They cultivate the same customer group with the same actions. This approach almost always ends in a bloody battle, a red ocean of fierce price competition. In turn, through the use of blue ocean strategies, it is possible for companies to create free and undeveloped market space.

BOS IN BELGIUM: BLUEOCEANS.BE

Blue Oceans is an experienced 360° marketing agency with a focus on sales. Blue Oceans believes in the power of innovative combinations and focus on customer value and reducing overhead costs. With this advantage, customers can define their own market domain: a blue ocean that gives them the space to pull out all the stops to increase their turnover. Blue Oceans invents original business-to-business concepts to acquire new customers and activate existing customers. Students gain knowledge about marketing instruments including catalogues, mailings, sales presentations, business events, websites, e-commerce and web applications.

Students participate in workshops organised by Blue Ocean. They try to design campaigns to develop sales and expand customer portfolios. Students analyze market situations and the strength of competitors. Then they combine various tools in a well-thought-out sales plan.

BELGIUM’S BUSINESS SIMULATION: THALES & COMENIUS X SIMDUSTRY

The importance of seeking “blue oceans” to survive the intense competition of today’s markets also applies to Belgium. Students gain knowledge about how to be a “blue ocean” through different simulation games. Participants experience the consequence of decisions and behaviours and have the opportunity to get real-time feedback on these decisions. The simulation also visualises interactions for success by mapping the complexity and interdependence of decisions and behaviour. It supports learning by doing without economic or personal consequences which strengthens self-confidence. In this simulation students also learn through competition with other teams. This teamwork promotes the exchange of experience between simulation teams and members. The simulation also stimulates a sustainable anchoring of learning by higher memory through visual experience and repetition.

The T&CxSIMDUSTRY business simulation can be adapted to the reality and context of a certain business. This simulation facilitates the learning and development process in the field of business acumen. During the simulation students develop:

- business processes & value streams
- balance sheet, income statement, cash flow statement
- indicators of the company relevant for decision making
- entrepreneurial thinking and action to ensure competitiveness
- strategy development & strategic decision-making process

The simulation also links these business processes to HR policies (including talent management) and leadership development.



Simulation games in the business

Goal:

- learning about team-building strategies
- learning about individual predispositions in the field of management
- shaping the skills of effective communication

Agenda:

- Opole City Tour
- field game on Bolko Island
- strategic game “Agritourism project”

Activities and tasks:

- warm-up in Opole – sightseeing and a field game on Bolko Island involving team cooperation and getting information about the Opole region and a trip on canoes on the Odra River
- Strategic game “Agritourism project”

Outcome:

- students can identify the strengths and weaknesses of the city tourist attraction
- students gain knowledge about the specifics of creating a development strategy for a city
- students are able to work in a group and delegate tasks

INTRODUCTION

Cities, as well as companies, compete with each other to attract as many customers (tourists) as possible. Thus, cities also need a well-thought-out development strategy.

OPOLE CITY TOUR AND FIELD GAME ON BOLKO ISLAND

Opole is the city known as the Capital of Polish Song, therefore foreign students have the opportunity to visit the Polish Song Museum, but also the Piast Tower, the Town Square, the Museum of the Opole Village and, what’s more important: the surroundings with their natural resources that can be the basis for entrepreneurial ventures. Finally, they have an opportunity to spend some time at Bolko Island, i.e. the lungs of Opole. It is a beautiful green area glued to the city centre, the perfect place for leisure time, but also for various activities, for example, field tasks, aimed at gathering information about the Opole region as well as benefiting from beautiful nature. The students’ task is to draw up a map of Opole’s attractions. They then indicate the strengths and the weaknesses of Opole as a tourist city. The next step is a comparative analysis of Opole, Wrocław and Katowice in terms of tourist attractiveness.



STRATEGIC GAME „AGROTOURISM PROJECT”

Students participate in the strategic game “Agritourism Project” and are divided into several teams. Each team is to perform the same task – it is necessary to plan to set up and run an agrotourism farm in a selected place in the Opole region, which they have the chance to get to know earlier. Each team receives an email sent to a specially prepared email address and reads the instructions. The e-mail includes a request from the CEO of a company from Germany to organize an integration trip for a group of employees in the marketing department. Participants have to develop an area of their choice, they must specify the size of buildings, and additional attractions that they can offer. Then, they are to allocate roles among themselves, adjust the scope of their duties to specific group members: what they are supposed to do, what they are responsible for and such. Each group should provide at least six universal skills that are used in a given job – this analysis is performed for each person. After the work is finished, each group presents its agritourism farm. After presenting the effects of the groups’ work, conclusions are drawn.

“Wolf of Wallstreet Movie” simulation

Goal:

- to help students learn about creating a Strategy of selling
- to encourage students to offer creative solutions
- putting students in the same position as in the movie “Wolf of Wallstreet” to understand how supply complements demand

Agenda:

- lectures about the “Wolf of Wallstreet” simulation, conducted at the “Haxhi Zeka” University
- discussion on competition on different markets

Activities and tasks:

- learning about competitive strategies based on the “Wolf of Wallstreet” simulation
- brainstorming about ways of countering competition
- the division of opinions according to the order of student groups regarding the approach to competitors in a market where different products are sold and bought

Outcome:

- students gain knowledge that a market is a fragile place, and often it has nothing to do with fair activity. The best form or alternative is an adaptation to changes in the market.
- students are able to see and find the right solution through different simulations regarding the strategic plan and the way to implement it

INTRODUCTION

The students are introduced to the “Wolf of Wallstreet Movie” simulation, seeing how necessary the sales strategy is in the country where the competition is great for those who want to do business in Kosovo. Students learn that selling is not just waiting for a customer to come to the business door and ask to buy a company product. It is different from this. Selling is an art in itself. To sell is to arouse desire in the customer, to create conviction in their mind, to give security, but also to achieve success in oneself.

“THE WOLF OF WALLSTREET MOVIE” SIMULATION

Students participate in the strategic game “Agrotourism Project” and are divided into several teams. Each team is to perform the same task – it is necessary to plan to set up and run an agrotourism farm in a selected place in the Opole region, which they have the chance to get to know earlier. Each team receives an email sent to a specially prepared email address and reads the instructions. The e-mail includes a request from the CEO of a company from Germany to organize an integration trip for a group of employees in the marketing department. Participants have to develop an area of their choice, they must specify the size of buildings, and additional attractions that they can offer. Then, they are to allocate roles among themselves, adjust the scope of their duties to specific group members: what they are supposed to do, what they are responsible for and such.



Each group should provide at least six universal skills that are used in a given job – this analysis is performed for each person. After the work is finished, each group presents its agrotourism farm. After presenting the effects of the groups’ work, conclusions are drawn.

Student 1: “This pen is unique for many reasons. First of all, it catches the eye with its appearance”.

Student 2: “This pen is very light and should not be difficult for you as a pen refill as with cartridges that will last the computer for many years as I can assure you. The real pen is a decision you’ll appreciate!”.

Student 3: “I recommend these pencils to you because this pencil has a special feature, which is an emotional twist, it can be coloured and show your emotions when you write with this pencil”.

Student 4: “Professor can you write my name on the paper with a red pen?”. The professor answers: “No, because I don’t have a pen of this colour”. The student answers: “Here is my offer for these red pens and your request for this coloured pen”.

After this exercise students analyse each proposal and point out mistakes when selling the pen.

Strategies of Tomas Bata

Goal:

- to help students learn about Tomas Bata's Strategies
- to encourage students, to think creatively and come up with innovative ideas

Agenda:

- workshops about Tomas Bata's Strategies, conducted at the Tomas Bata's Foundation in Zlín

Activities and tasks:

- learning about Tomas Bata's Strategies with Gabriela Končítiková, who is a project manager at the Tomas Bata Foundation, a lecturer and writer on the legacy of the Bata philosophy, and the author of the Bata Inspiration project
- discussion on the still existing principles of Tomas Bata and an exchange of experiences of students from different countries

Outcome:

- students gain knowledge about today's competitive markets it is not only about the product offered, but also about additional services and that the principles built by Tomas Bata are still valid in today's competitive struggle

INTRODUCTION

Tomas Bata was one of the best entrepreneurs of his time. In the 20th century, he was one of the 4 richest people in Czechoslovakia. Shoemaking in Tomas Bata's family dates back to the end of the 16th century. At the age of 12, he had already accomplished practically everything he needed to become a shoemaker. However, shoe-making was not the only thing he knew perfectly. He was also interested in how to make and sell shoes most efficiently. Tomas Bata founded the company Bata together with his brother and sister. Bata managed to withstand several crises and survived 2 world wars. Despite these problems, it can be considered a major competitor of companies today.



Tomáš Bata

TOMAS BATA BUSINESS STRATEGY

Students learn about the principles of business according to Tomas Bata.

1. Our customer is our master.
2. A day is 86 400 seconds.
3. A workshop working cheaply and perfectly should be like a family and the master should be the center of it. Its members should also live close to each other so that they can help each other not only in the workshop but also in life.
4. He who shortens the journey lengthens the life.
5. By sharing in the profits, we want to uplift the workers both materially and morally. The worker is to understand our business, to feel with it, and to grow with it. We wish to make all our workers capital participants in our plant.
6. Best quality, lowest prices.
7. Don't tell me you can't do it - tell me you can't.
8. When you young entrepreneurs work your way up to wealth and power in your business, remember the words of Christ: "He that is mightiest among you, let him be your servant." Remember that your powers, your abilities, belong to the public. Remember that the wealth, the money circulating in your plant, is of the same importance to your associates as the blood in your body is to you.
9. Humans think, machines work.

Students analyse the handovers regarding Tomas Bata's running of the business. They indicate whether it is possible to apply these recommendations in the current market. Afterwards, the participants take part in a business process simulation using the learned action strategies.



4.5

**Competent student –
experienced graduate:**
international workshops on key
competencies for the labour market

ALTERNATIVE
SOLUTIONS

“Help
me win -
everyday”

Business English for Tourism

Goal:

- learn how to improve speaking, listening, reading and grammar skills in tourism terms
- to set up and manage a tourist service company based on and in response to the changes that occur in the context in which it operates
- to identify tourist resources and evaluate their potential
- to be able to make decisions on financing and investment in companies that provide tourism services

Agenda:

- training in the tourism aspect by Kosovar trainers
- visit the tourist service providers “Balkan natural adventure” and the explanation of how their business has achieved this success and attract tourism
- meeting with Hajrullah Qeku – Minister of Culture, Youth and Sports

Activities and tasks:

- learning about how to development of alternative tourism in Kosovo – Peja Region – with the trainer Virtyt Morina
- discussing and the explanation of how “Balkan natural adventure” has achieved success in the tourist industry
- discussing the principles of tourism, its spatial, social, cultural, legal, political, employment and economic dimensions with the Hajrullah Qeku

Outcome:

- students gain knowledge of how to identify and anticipate opportunities to promote new projects in the tourist industry
- students gain knowledge about recruiting process, management and motivation of people working in the tourism industry
- students gain knowledge of the decision-making process in the tourist industry
- students can design and execute actions in order to achieve the goals set in the tourist industry
- students can assess the results of companies in the tourist industry
- students gain knowledge about promoting business development initiatives in the tourist industry

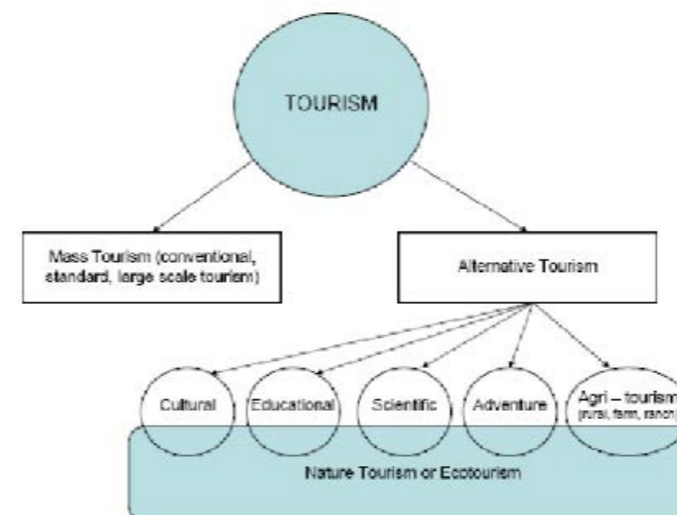
INTRODUCTION

Kosovo is a picturesque country with huge tourist potential. There is beautiful nature, mountains as well as historic charming towns. Companies operating in the tourism industry are currently in the process of developing their offer.



DEVELOPMENT OF ALTERNATIVE TOURISM IN KOSOVO – PEJA REGION

The lecture starts at the host hotel, in one of the presentation rooms, where the trainers give lectures on Kosovar culture and interesting places in general, focusing on tourism. Coach Virtyt Morina speaks deeply about the beginnings of the crowd and its successes to date. Explaining all the steps of organizing a tourist business and the positive effects it brings to Kosovo.



BALKAN NATURE ADVENTURE – FIELD VISIT

Balkan Natural Adventure (BNA) is easily the standout local adventure tour operator. In fact, it was the friendly English-speaking team here who first established many of the trekking trails in the surrounding mountains and put in the via ferrata and zip line. It also organises caving, rock climbing or snowshoeing, and the crew leads “Peaks of the Balkans” hiking tours. Additionally, the company arranges general Kosovo tours as well as exciting adventures in Albania and Montenegro. The BNA company makes a presentation about their business and their achievements so far, as well as practising some of the adventures of this business (Zipline, Via Ferrata, etc.). Students are tasked with analysing the tourism industry in Kosovo: identifying attractions, determining the number of BNA competitors, finding a niche market, identifying ways to promote the business, etc.

Then students have a meeting with the Minister of Culture, Youth and Sports Hajrullah Qeku. He narrates about the tourism industry in Kosovo and the advantages it has brought to this country. Students discuss the principles of tourism, and its spatial, social, cultural, legal, political, employment and economic dimensions. They highlight the importance of using the English language in the tourism industry.

BELGIUM

English for General Business

Goal:

- to improve English language skills in a business context for effective communication (in Belgium as well as internationally)
- to learn English vocabulary and grammar, relevant to the business context

Agenda:

- visit Human Relations Department in Materialise company
- workshop with prof. Martin Euwma about conflict and negotiation in the business
- learning about ADKAR-model with Nies Aper

Activities and tasks:

- learning about human relations issues in international companies such as Materialise
- discussion on language accents in international teams and corporate vocabulary
- understanding conflict types and trying to negotiate the decision on only vegetarian dishes in the food company's menu
- understanding and using the ADKAR-model in case studies

Outcome:

- students improve oral and written English skills, including vocabulary skills for general business (e.g. human relations, change management, negotiations)
- students boost self-confidence in their English language skills
- students understand that the English language and managing are important in an international context

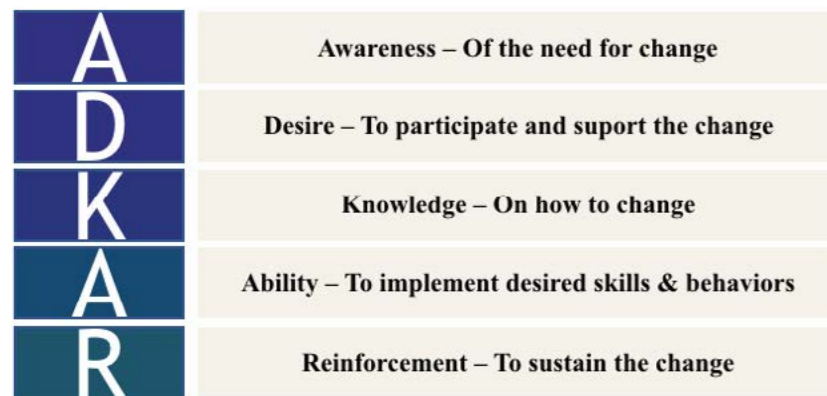


Figure 1. The Prosci ADKAR Model

INTRODUCTION

The fact that Belgium has three official languages (i.e., Dutch, French, and German) poses unique challenges for effective communication within Belgian companies. In addition, given current trends of globalization and increasing migration, the Belgian workforce is extremely diversifying in terms of nationalities – and hence native languages. Therefore, English is often used as a golden mean.

ENGLISH IN BELGIAN BUSINESS CONTEXT

Students learn that according to a recent study of Education First ¹, adult English proficiency is high in Europe, yet it is improving slowly. Belgium occupies the prestigious 6th place in their ranking, thereby showing very high English proficiency. The Netherlands, Austria, Denmark, Singapore, and Norway are the only countries doing better. These results can be attributed to the incorporation of English courses in students' academic education.

¹ Education First. (2021). EF English Proficiency Index: A ranking of 112 countries and regions by English skills. <https://www.ef.com/reports/2021/ef-epi-2021-english.pdf>.

ENGLISH FOR GENERAL BUSINESS IN BELGIUM'S WORKSHOPS

General business English is incorporated into the various workshops in Belgium. Every workshop is taken in English, which allow students to learn more about the specific vocabulary that is used in the business context.

During the company visit at Materialise, students have the chance to apply their English skills in an HR business context. They discuss real-life questions about HR-issues, specifically about diversity and inclusion, and present their different approaches to the dilemmas to each other. As the workforce is becoming increasingly diverse, the need for a common language in businesses is crucial for employees' inclusion experiences.

A second workshop is given by prof. Martin Euwma about conflict and negotiation in business. The task is identification a role play between different stakeholders (CEO, student representative, faculty staff...) within a food company for university students. The discussion is about a management situation in which it is going to be decided whether there should be only vegetarian dishes on the menu. Each party has their own stance and must prepare arguments in intercultural groups. Afterwards, a representative of each group goes up front and takes part in a - sometimes heated - debate, fully in English. The other group members observe. There is a lot of interaction and students learn to communicate and negotiate effectively in English during the conflict. As conflicts are intrinsically linked to business life, the skill to express one's opinions in a stressful situation is essential.

A last workshop is given by Niels Aper. From his experience as a consultant at Ngage and Deloitte, he takes students to the fundamentals of change management. Together and in intercultural groups, participants go through the different stages of the ADKAR-model (Figure 2). He said, that as we are living in a VUCA (volatile, uncertain, complex and ambiguity) world, this vocabulary will help students manage change better in their future careers.

Goal:

- students gain knowledge about logistics, its main areas, purposes, actions and processes that this term involves
- students are able to understand vocabulary connected to the theme of logistics and gain practice in using English in logistics
- students gain knowledge of the definitions of specific terms that logistics involves

Agenda:

- English lessons with Dagmar Pitrová
- workshop on the logistics industry in different countries
- presentation “Logistics in my country”

Activities and tasks:

- learning specific English terms used in the logistics industry
- creating a presentation on the topic of logistics in the country of origin
- discussing the topic and sharing experiences with others
- voting for the best presentation

Outcome:

- participants can implement the knowledge on the topic in conversations about logistics and other practical settings
- participants understand the importance of the coordination of the flow of information and resources in logistics
- participants know the theoretical basics of proper logistics in companies and other environments
- participants can properly communicate about logistics
- students can make a presentation on the logistics topic in English

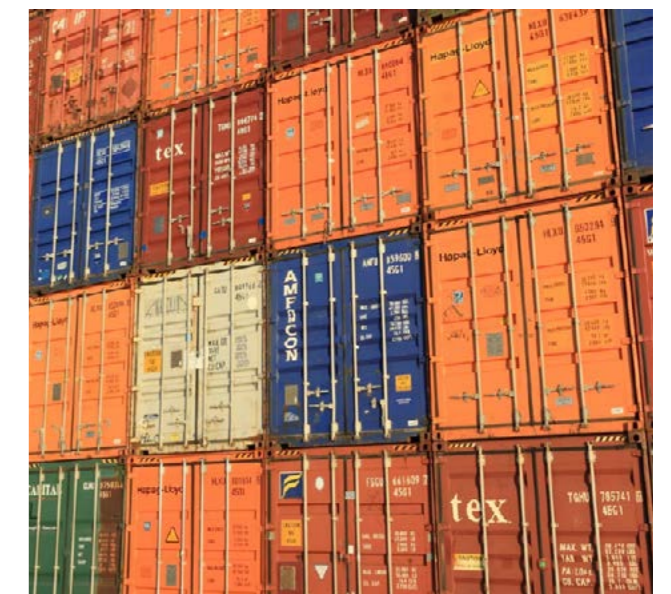
INTRODUCTION

The logistics industry is one of the fastest-growing industries in recent times. Logistics encompasses the entire process of planning, executing and controlling all stages of the flow of raw materials, resources and information necessary to achieve the final goal of satisfying the need of the final recipient of the service. By streamlining logistics processes, it is possible to optimise costs within a company. However, logistics is not only about the efficient flow of goods and services, but also about the effective flow of information. Therefore, students learn the terminology used in the logistics industry in English.



ENGLISH LEARNING FOR THE LOGISTICS INDUSTRY

The workshop includes online meetings in English under the guidance of Dagmar Pitrová. The purpose of these meetings is to divide students into groups and create presentations on the topic of “Logistics in my country”. During the meetings, the students improve their English language skills and learn about cultural differences and the differences in the functioning of logistics in various countries. These presentations are presented at the end of the project, followed by a group discussion on the topic. As part of the presentation, each country gives one company as an example of logistics in that country and describes its strategies. At the end, the students evaluate which country they think is doing the best in logistics. They exchange views and share experiences and advice on how logistics in other countries could be improved.



Business English – English for customer service

Goal:

- to educate students on topics which are most dealt with in business
- to create a sense of confidence in students' spoken English
- to highlight common mistakes made in the English language
- to be able to write a report/letter of complaint

Agenda:

- English lessons on customer service held at the University of Malta
- debate in English “Generational differences in customer service”
- workshop in English “Negotiating with the customer”
- examination held at the University of Malta

Activities and tasks:

- learning English for the customer service
- learning the vocabulary of the various industries necessary for customer service
- debating in English about the differences between customer service from the baby boomers, generation X, Millennials and Generation Z
- learning to negotiate in English
- participation in the written test

Outcome:

- students acquire knowledge of customer service in English, taking into account the specific characteristics of the industry
- students gain more confidence in their level of English, despite it not being their first language
- students can communicate with each other effectively



INTRODUCTION

English is an official language in 54 countries around the world, thus it is safe to say that English is one of the most used languages when conducting business with companies from other countries. English is crucial in today's highly globalised world.

LEARNING ENGLISH FOR CUSTOMER SERVICE

Customer service covers all interactions, both in the real world and online, between a current or potential customer and a company. It encompasses the time from initial contact through to the sale and the maintenance of further relationships. Students discuss customer expectations of service levels and learning specific vocabulary in English. Students learn about the ASAP technique in customer service. This is an acronym for Apologise, Sympathize, Accept responsibility, and Prepare to take action. Step by step, they find the right language to use when communicating with an extremely difficult customer. The next task is the debate in English about the differences between customer service from the baby boomers, generation X, Millennials and generation Z. Students find that customers nowadays need to establish a long-term relationship with a company. These relationships require a full understanding of the customer's needs. This is precisely what is possible with a good knowledge of English, as it is an international language.

NEGOTIATION WITH THE CUSTOMERS IN ENGLISH

Students take part in workshops on negotiating with clients. Negotiations are performed in English. Students learn about types of clients and how to communicate with them. Students divide into groups and undertake purchase negotiations, playing the roles of salesmen and customers. Other workshop participants evaluate the behaviour of the potential customer and the salesperson. Also, attention is paid to the use of specialised vocabulary in English. The lecturer suggests that English is an asset which students will be able to carry on with themselves wherever their career takes them in the business world. Students then take an exam in English. Their knowledge of specialised vocabulary is tested.



Communication in companies – Beer Peja

Goal:

- to teach the students the art of communication in the business environment
- show how to communicate within the company with staff and outside the company with business partners
- to show students how to do business

Agenda:

- visit the Beer Peja factory
- workshop on business communication

Activities and tasks:

- learning about how the Beer Peja company works and how it carries out its activities
- learning about the organisation of work and communication within the company
- discussing the corporate jargon

Outcome:

- students know and understand modes of communication in the organisation
- students gain knowledge about doing business in the brewing
- students gain knowledge of how to communicate with the staff in a factory and with the business partners of that factory
- students can use corporate jargon

INTRODUCTION

The word communication comes from the Latin word, which means to share. So, communication is defined as the process of understanding and sharing meanings with others. Knowing how to understand other people and how to transmit own thoughts is very important. Communication is a process by which information is exchanged and understood between two or more people (in order to motivate or influence their behaviour). Business communication is an essential part of the development of business activity anywhere in the world. Throughout the history of cooperation in the field of trade and later of entrepreneurship, there have been different ways of communication at work and about other activities related to the organization of work.

COMMUNICATION PROCESS IN THE BEER PEJA

Students learn how to communicate in a company that employs many people. During the visit to the Beer Peja factory, the main manager tells many interesting things in detail about the process of beer production, filling and its finalization. Also, participants gain knowledge about the importance of effective communication in the company. They discuss how through good communication it is ensured that every task that is delegated is solved in the best way.

Students learn about “upfront” communication consisting of delegating tasks and formulating expectations. They find out that this way of communication does not include giving feedback, communicating plans, and goals or presenting company results. Communication “from below”, on the other hand, mainly involves communicating to management the content that has been developed, presenting the information needed and, less frequently, voicing opinions, ideas, and proposals. Students discuss the advantages and disadvantages of each type of communication.

Students notice many techniques and methods that the factory applied both in the communication and management part. They understand that only through honest and adequate communication with both staff and external partners, a business can achieve many successes.



Communication in companies

Goal:

- to understand the importance of information flow between employees
- to learn how to communicate effectively non-verbally

Agenda:

- workshop “Ingredients of effective communication”
- visit the factory and identification of non-verbal communication between employees
- analysis of non-verbal communication in different companies

Activities and tasks:

- learning about the ingredients of effective communication
- discussing the 5 C’s of effective communication
- discussing non-verbal communication in different companies
- trying to come up with an understanding without words

Outcome:

- students gain knowledge about the importance of effective communication in the business context for high quality business results in an effective way
- students understand that using the same language in an organization promotes collaboration in a company

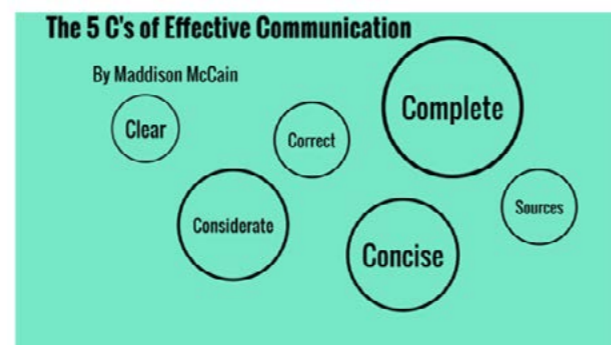


Figure 1. The 5 C’s of effective communication

INTRODUCTION

When an employee doesn’t feel heard at work, he/she can become incredibly frustrated, judgmental and the chance to misinterpret situations is way higher. It can lead to unengaged employees and turnover or leavers if they don’t feel valued and respected. Bad communication creates tension and a negative dynamic and environment.

INGREDIENTS OF EFFECTIVE COMMUNICATION

Students learn that to make communication within companies run smoothly, there are 5 ingredients² that make the ultimate mix! These are clarity, consideration/compassion, correctness, conciseness, and completeness (see Figure 1). Students discuss the issue of effective communication. They conclude that effective communication starts with good self-reflection on what people want and whom they need to get it. Workshop participants debate the factors that influence the quality of communication.

Speaking the same language in the work environment creates a synergy!

Speaking the same language in a company is not always about the verbal language, such as English, French, Polish, Turkish, etc. It goes beyond this. This also means clear communication that takes into account the background, interests and prior knowledge of team members. Of course, it starts with giving the same meaning to words that in turn become whole sentences, which allows people then to experience shared stories. From there, people can come into their power, and others can pick up on it. It is demonstrated at the

factory visited by students. Besides the verbal language that everyone speaks, there are also nonverbal messages that serve as a medium of communication. One example is the bell that rings if there were 5 minutes left to put the factory product together. If there is no common understanding about the meaning of this communication tool, the chances of miscommunications between colleagues in the workplace will increase. Which in turn threatens quality performance.

Students discover that Belgian field³ research, mainly focused on blue-collar workers, shows that miscommunication in the workplace is one of the biggest causes of accidents. This lies in the combination of a more diverse Belgian workforce in terms of nationalities - and hence native languages, with the speed at which employees must be incorporated today. Students try to establish the signals of non-verbal communication, which helps to communicate without words.

English as a common language in international contexts.

Students identify the most popular languages in the world. They conclude that the global language is English. This is because research⁴ indicates that approximately 1.75 billion people speak English at a useful level, namely 1/4th of the world’s population. By speaking English, it is possible to communicate with clients, business partners and people from all over the world in general.

² Forbes Coaches Council

³ <https://www.mensura.be/nl/blog/arbeidsongevallen-bouwsector-oorzaken-oplossingen>

⁴ Global Business Speaks English (hbr.org)

Visits to companies

Goal:

- to learn the rules of organization for international institutions and the staff they manage
- to improve students' international work skills
- to understand the logistics management process
- to learn about the importance of motivating employees in international enterprises

Agenda:

- visit ČSAD Uherské Hradiště
- visit AG TRANSPORT, s.r.o.
- motivation system workshop



Activities and tasks:

- learning about the rules of Uherské Hradiště – ČSAD and logistics process management
- learning about logistics process management in AG TRANSPORT s. r. o.
- discussing international human resources management in visited companies
- creating an international employee motivation system

Outcome:

- students gain knowledge about the logistics and public transport
- students gain knowledge about the logistics process management looks like in the visited enterprises
- students can solve tasks in international groups
- students gain knowledge about methods of motivating employees in intercultural teams

INTRODUCTION

Logistics processes play a key role in a company. They have a decisive impact on the efficiency of operations and thus on the competitiveness of a company in the market. Therefore, the ability to manage logistics processes effectively is becoming extremely important today, and logistics competence is considered to be fundamental among managerial competencies. However, business management also includes human resources management. In order for employees to be productive, they need to be properly motivated. Students learn about the motivation system in international companies located in the Czech Republic, which is mainly based on positive motivation.

AG TRANSPORT S.R.O. LOGISTICS MANAGEMENT AND HUMAN MANAGEMENT PROCESSES

AG TRANSPORT s.r.o. has been operating in the field of transport and forwarding since 1992. Over the last 22 years, they have developed a system and services that help to provide what their customers need. They focus on trucking, crane work, mechanization and service for trucks and vehicles. Students are introduced to the specifics of transporting dangerous goods, agricultural goods and briquettes to different countries. Students are then tasked with developing a motivation system for employees who work in international teams. Also, they discuss how to motivate employees using financial and non-financial incentives.

ČSAD UHERSKÉ HRADIŠTĚ LOGISTICS MANAGEMENT PROCESS ČSAD

Uherské Hradiště is a purely Czech transport company whose main business activities are international and domestic truck transport, warehousing including distribution of goods and regular bus transport operated through ČSAD BUS Uherské Hradiště. Other important activities of the company are complete servicing of trucks and buses and the operation of petrol stations. Customs services and a wide range of logistics services also play an important role in the company's business. Vehicles under the brand name ČSAD Uherské Hradiště can be found mainly in France, Benelux countries, Italy but also in other EU countries. The company is also known as a specialist in the Balkan Peninsula.

Students learn about the specifics of managing a logistics company. They are introduced to the concept of lean management and the kaizen philosophy of continuous improvement. Moreover, students acquire an understanding of the importance of quality management according to ISO 9001:2015.

LOGISTICS AND TRANSPORT SERVICES

<p>LOGISTICS Inbound/Outbound Storage Goods movement management by systems Labeling, marking and sorting Picking/packing Cross Dock / Trucks (Goods) reloading</p>	<p>CUSTOMER SERVICE Trucking helpline and expiration of products Goods movement management by systems Storage of hazardous goods (ADR) Bonded warehouse / Securing customs formalities</p>
<p>WAREHOUSE EQUIPMENT Warehouse type A+, 4 000 m² Stack, shelf system Shelf load 2.7t per the unit DMS WMS (Warehouse Management System) ERP - Direct connection to the customer's ERP (SAP, WMS, Etc.)</p>	<p>STORAGE 6 500 pallets 120x80 4 500 pallets 120x120</p>
<p>TRANSPORT We transport goods by our own and contractual fleet (Pick up, trucks 3.5t, 18, FTL, 24t) Trailers 150 m³, Road Train 120 m³, Tall lift, ADR equipment, Just in Time delivery, GPS vehicle monitoring, Collection of goods, reverse logistics, Own TMS (Transport Management System)</p>	<p>DELIVERY / AVAILABILITY CZ: D-1 SK: Bratislava D-1, Košice D-2 HU: Budapest D-2 AT: Vienna D-1 PL: Warszawa D-2 BG: Sofia D-4 GR: Athens D-5</p>

www.csaduh.cz

Communication in companies

Goal:

- to learn different communication channels and methods that can be used within companies
- to understand the importance of communication in an industry environment
- to learn more about innovative ways to facilitate communication
- exposing foreign students to the cultural aspects of communication in Maltese companies

Agenda:

- company visits to Methode Automotive Solutions
- company visits to Farsons
- interactive presentation at both companies on internal communication methods and its importance

Activities and tasks:

- tour Methode and Farsons in order to view its production process
- learning the different communication that there is between sections and departments in visited companies
- learning the importance of the communication that takes place on a daily basis
- delving into the implementation of computer systems and AI that are placed in order to facilitate communication
- overviewing the Customer Relationship Management in visited companies

Outcome:

- students are more educated on communication methods within companies
- students can use the knowledge on communication methods in their future careers and apply this to their work workplace

INTRODUCTION

Communication within companies is crucial for a company's survival in such a competitive environment that we are facing nowadays. Both horizontal communication within the internal department and vertical communication between different departments are both equally important. One must not forget that although a company may be split into different departments, they are all working towards the same goal and should communicate as much as possible between each other.

COMMUNICATION IN METHODE AUTOMOTIVE SOLUTIONS

Students visit the manufacturing company Methode Automotive Solutions. They learn about ways to communicate between different departments within the company. Students observe what communication tools are used by production, warehouse and office staff.



Then they have a lecture about communication in an intercultural team. Participants find that a major challenge for all companies that employ people of different nationalities is to ensure an efficient flow of information. Lack of mutual understanding, stereotypical thinking, lack of competence, lack of commitment or even blaming individuals for each

other can contribute to the build-up of unnecessary tension or even conflicts within the team. Students acquire an understanding of how to prevent possible conflicts in multinational companies. Moreover, students explore the characteristics of computer and AI systems that are placed to facilitate communication.

COMMUNICATION WITH THE CUSTOMERS IN FARSONS BREWERY

Students are introduced to the brewing industry. They discuss communication with the company's internal and external environment. Next participants learn about how to communicate with the local and international buyers of Farsons Brewery products.



Students learn about Customer Relationship Management (CRM) systems. CRM constantly collects data about customers, analyse it and then uses the insights to deepen relationships and improve business performance. This enables every employee who comes into contact with a customer to show them that the company knows and values them.

Students discuss the advantages and disadvantages of CRM systems.

Presentation skills in the business context

Goal:

- learn how to organize a successful presentation
- get to know how to use effective communication skills in professional business presentations
- discuss the effective integration of communication and presentation techniques in the delivery of professional presentations
- get tips and tricks for business presentations from an experienced manager

Agenda:

- Kosovar academics' introduction to presentation skills in the business context
- presentations by Dr Vehbi Miftari on how to use effective communication skills in the business area
- visiting the Innovation Centre of Kosovo (ICK), explaining how their business presentations helped on getting funds from foreign investors
- meeting with Shpend Lila (Training, Events & PR Manager of ICK) on the effective integration of communication and presentation techniques as well as tips and tricks in the delivery of a professional presentation

Activities and tasks:

- learning about presentation skills in general, but focusing in the business context
- lecture on how to organize a presentation step by step and how to communicate it to the audience
- field visit to ICK to understand the impact of great professional presentations in the business world, examples from their organization

Outcome:

- students understand the importance of presentation skills in the business world and how they should communicate it to the audience in a professional way.
- students understand the steps to creating a successful presentation as in preparation, delivery, and follow-up, including the skills that make an effective presentation, such as: analytical skills, organization, nonverbal communication – body language, presentation software, public speaking, research, verbal communication, writing etc.

INTRODUCTION

A lot of people are afraid of public speaking. However, in the business world, presentation skills are an essential competence. Related to this, students are introduced to the secrets of presentation that capture the attention of the listener.

PRESENTATION SKILLS IN THE BUSINESS CONTEXT AND ITS ORGANIZATION STEPS

The academic staff give lectures on presentation skills in general, but having in focus the business context. Dr Vehbi Miftari lectures deeply about communication and presentation techniques. Explaining all the steps of organizing a presentation and the qualities of an effective presenter:

Students then analyse presentations by well-known businessmen, identifying their strengths and weaknesses.

Qualities of an Effective Presenter



INNOVATION CENTRE OF KOSOVO – FIELD VISIT

A real-life business case from the Innovation Centre in Kosovo (a centre whose aim is to connect the research and development component of the scientific field with the business sector, focusing on creating new job opportunities oriented towards the future, based on knowledge and new technology) is introduced by Mr Shpend Lila, manager at ICK. He trains the students in communication and presentation techniques, giving many examples from ICK and the hardships they faced and learned from each professional presentation they delivered. Participants learn all the tips and tricks a presenter should know when giving business presentations.

Presentation skills

Goal:

- to understand one's own strengths and weaknesses during the presentation and to improve presentation skills
- to learn different ways of presentation using audio and video material

Agenda:

- workshop "Development of presentation skills"

Activities and tasks:

- learning about the structure of a presentation, verbal and non-verbal communication during the presentation
- discussing how to keep the attention of the public
- exercises to overcome stage fright
- discussing and exercises on presenting within a consultancy

Outcome:

- students gain knowledge about effective communication with audience during the presentation
- students develop their presentation skills

INTRODUCTION

In Belgium, students have many opportunities to experiment and learn how to be good presenters. Apart from the assignments students must do for school, there will also be other settings where they might have to present in their daily life. This could have been in the setting of a hobby like when performing a musical instrument or singing, explaining a game during an activity of a youth movement, or performing a play... It's safe to say that learning how to present (yourself) is a necessary skill in life and even more importantly during a career as a student and beyond.



THE IMPORTANCE OF PRESENTING WITHIN CONSULTANCY

Students discover that a great client presentation showcases their ideas in compelling ways, convinces their clients to accept their advice, and strengthens their image as experienced and insightful consultants. Workshop participants gain knowledge about some tips that can follow to impress their clients:

- The brand should be chosen deliberately to reflect the agency's strengths and it should appeal to the target audience.
 - Balance between words and images is very important for the audience's reception.
 - Confusing graphs, pixelated photos, and dated images can damage the professional image.
 - A compelling introduction set the tone for how receptive the audience is going to be.
 - Paying attention to the needs of the audience and tailoring the presentation to their interests.
- Students practise presentation skills in front of potential clients by playing the role of consultants.

PRESENTING IN BELGIUM

Students have the workshop on the development of presentation skills on the KU Leuven. In the language institute provides workshops and coaching regarding how to efficiently present. Trainers mainly focus on presenting research, giving a speech or lecture to fellow colleagues. Topics discussed in these workshops are the following: the structure of a presentation, verbal and non-verbal communication, how to keep the attention of the public, how to overcome stage fright and also how to efficiently make use of a PowerPoint. Students debate about professional academies, which teach classes specifically for learning how to present like a professional, but these are usually very expensive (695€+). Workshop participants learn how to make the best use of the tools and techniques to inspire an audience, and at the same time which pitfalls absolutely should avoid for a successful presentation.

Presentation skills as a basic need for a career

Goal:

- to obtain basic knowledge about presentation skills and their influence on business performance
- to overcome the challenges students have had during presentations, by developing their skills
- to provide students with the fundamental principles of communication in companies and its role in the proper functioning of the company

Agenda:

- workshop with prof. Zuzana Tučková on presentation skills
- preparing a presentation about the educational project with dr. Pavel Taraba

Activities and tasks:

- discussion about the importance of Presentation Skills
- thinking and discussing technics how to stay calm before and during the presentation
- discussing the main points of a good presentation
- preparation of the final presentation in small international groups

Outcome:

- students are prepared to give a proper presentation on the basis of the obtained knowledge
- students are aware of the existence of different features of a proper presentation, such as visuals, body language, tone of voice and so on
- students are able to implement obtained knowledge in real-life situations
- students acquired basic proficiency in communication in companies
- students obtain information about different forms of communication within and between the companies

INTRODUCTION

Improving public speaking skills has several advantages. In meetings, presentations, networking events, job interviews, and sales calls, the ability to talk clearly and authentically is advantageous. It is important to remember that presentation skills can be acquired by practising.

PREPARING AND DELIVERING PRESENTATIONS WITH PROF. ZUZANA TUČKOVÁ

Students are introduced to different presentation techniques. They understand that presenting is a necessary skill for their future career. This skill consists of two distinct parts that must be addressed independently of each other: 1) communication – content creation, 2) presenting – performing in front of an audience. As a rule of thumb, 90% of the success of a presentation comes from the communication phase – content creation.

Step 1.

Determining the audience profile is the secret to a successful presentation because it explores the needs, moods and desires of the audience. Before you start creating a presentation, think about your audience and its needs.

Step 2.

Structure the message provides a framework for creating a story and offers each presenter a logical process for effectively preparing and delivering the best presentation for any audience.

Step 3.

Create images can then be created using visuals that will lend themselves perfectly to relevant structured messaging.

The next task for the workshop participants is to discover the rules of audience-oriented presentation.

Students learn that it is fundamental to engage the audience in the first 45 seconds, to start with what is most important and not to create chaos in the presentation. They discuss that presenting is like acting. Presenting involves enthusiasm, humour and energy, eye contact and a firm stance, verbal cotton wool, rehearsal, my hands, stress and worry, notes, confidence and expecting the unexpected.

PREPARATION OF FINAL PRESENTATIONS WITH DR. PAVEL TARABA

The final task for students is to prepare a presentation about the educational project. After the first sessions with prof. Zuzana Tučková, participants consider several important factors for a good presentation. The students use brainstorming and set a purpose for this presentation. The next step is preparing the plan and visualization. Finally, a training session is organised. Students evaluate each other's presentation skills and give advice on what could be improved.



Presentation skills

Goal:

- to educate students on how to present and pitch business ideas
- to create a sense of confidence in students when presenting
- to create visual aids that are complementary and effective
- to be able to teach things such as body language and tonality

Agenda:

- workshop “The visual aspects of the presentation” held at the University of Malta
- workshop “Body language in the presentation” with Pia Zammit
- competition between students groups held at the University of Malta

Activities and tasks:

- taking part in sessions on public speaking and presentation skills
- focusing on tone, body language, confidence, rehearsing speeches, visual aids etc.
- preparing a 5-minute presentation on something students like doing, since passion is where a person is most confident

Outcome:

- students gain knowledge about delivering a concise and effective presentation, communicating their ideas and passions whilst influencing their audience
- students gain knowledge and skills in the visual aspect of presentations
- students acquire the skills to control body language during presentations
- students gain knowledge about vocal techniques in presentation

INTRODUCTION

The ability to deliver a presentation and tell a story is a skill that nowadays is coveted. In this era, where information is today’s currency, communication is vital. Therefore, students learn how to communicate with each other, and present and pitch ideas.

THE VISUAL ASPECT OF THE PRESENTATION

Students take part in a workshop, where they discuss how to speak in public. Participants then try to understand which presentations evoke the greatest emotions and are most memorable. They discover that the success of a presentation depends on the speaker’s knowledge of the presentation topic, how to present the information, the visuals, body language and voice. Students explore the tools to create complex graphic elements, posters, maps, illustrations and presentations. They attempt to design their own presentation, using various computer programmes to facilitate the drawing up of creative graphics. Workshop participants gain skills in data visualisation using infographics. They find this form of presentation very attractive.



BODY LANGUAGE IN THE PRESENTATION

Students learn with Pia Zammit about the importance of body language and how to use non-verbal-communication skills to win trust, respect and power. They analyse movements that can make the speaker appear unsure and stressed. Workshop participants gain knowledge about the importance of story-telling techniques in presentations. In addition, they learn techniques for controlling their own voice. Then Pia Zammit talks about how to prepare the most effective presentation so that people buy what the speaker is selling - whether it’s an idea, a process or an actual product. Students learn to move, gesture, dress and control their facial expressions so that they emphasise the arguments in the presentation. Students prepare a 5-minute presentation on something they like doing. A presentation competition takes place, where the visualisation aspect of the data presented and body language are taken into account.



“Competent student – experienced graduate: international workshops on key competencies for the labour market”

The project is financed by the National Agency for Academic Exchange within the International Academic Partnerships Programme

Agreement No. PPI/APM/2019/1/00014/U/00001

IMPRESSUM

EDITOR

Nataliia Boichuk

GRAPHIC DESIGN

Katarzyna Mular

2022

