Online Semester Curriculum

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VERSATILE

ERASMUS+ KA226 Strategic Partnership

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VERSATILE – **V**irtual **E**ducation **R**eadiness **S**emester –

Adaptive **T**oolbox for an **I**nternational **L**earning **E**xperience

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1. Purpose of the Online Semester Curriculum

The purpose of this Online Semester Curriculum is to provide guidelines on the key elements for consideration in developing curricula for a multilateral virtual exchange course offer, whether this be a full online semester, a summer school or a coil project. It illustrates these key elements by drawing on our experiences in the Erasmus+ VERSATILE Project (Virtual Education Readiness Semester – Adaptive Toolbox for an International Learning Experience).

The VERSATILE project is a collaboration between four higher education institutions: Rhine-Waal University of Applied Sciences (Germany), Tampere University of Applied Sciences (Finland), Masaryk University (Czech Republic) and University of Derby (UK). The project proposal was submitted to the special Erasmus+ call under KA226 –Partnerships for Digital Education Readiness that was launched by the European Commision in response to the challenges posed by the Covid-19 pandemic.

The VERSATILE project had four key objectives:

1. to create a viable alternative to physical student mobility during the pandemic,
2. beyond the pandemic to enable higher education institutions to offer new internationalization-at-home possibilities to students who traditionally face mobility barriers,
3. to aid educators in developing their online teaching skills, and
4. to provide new ways in which educators can internationally exchange knowledge and methods.

To this end, it sought to create the building blocks for a full online semester abroad - an online teaching guide, a curriculum and an administrative infrastructure - to facilitate offering the online semester abroad in a multilateral exchange project involving higher education institutions. We sought not only to create these building blocks within the project but to also put them into practice in the form of an online semester. The four partners created a fully online semester of team-taught courses on the topic "European Scenarios in Business, Politics and Societal Change for the Next Decennium". The curriculum consists of eight courses of five ECTS, four in the area of business studies and four in the area of political sciences. Each partner organisation had the lead responsibility for developing two courses related to the joint topic, each to be team-taught by educators from two of the involved partner institutions. The focus was on bachelor-degree programs with enough of an interdisciplinary approach to incorporate different theoretical and empirical viewpoints but also with a strong central theme to attract many different students. This approach also motivated educators to participate in the development of new courses in which they were interested, to learn from international colleagues and, with their students, apply and extend their knowledge on current European discourses. The topic of the online semester was selected as one of several options, as it enabled all involved partners to contribute based on the programs they offer in English at bachelor level. Even though the courses were designed for the VERSATILE online semester, they needed to be complementary to existing curricula, in order to be able to draw on existing expertise and to be sustainable.

The guide provides a discussion of the key steps involved in developing a curriculum for such a multilateral virtual exchange project and illustrates the decisions we made for these key steps. It then presents the course catalogue used in the Versatile Online Semester that was put into practice in Summer 2023 and give examples of course material. Finally, it outlines our lessons learned from the VERSATILE Online semester and recommendations that can be useful for curriculum development in similar virtual collaborations in an international setting.

This guide should be read in conjunction with the VERSATILE Online Teaching Guide and the VERSATILE Administrative Infrastructure Guidelines to provide support to other virtual collaboration in terms of the key building blocks needed to put such a collaboration into practice.

2. Guidelines for Curriculum Development

2.1. General considerations

There is a vast literature on curriculum and curriculum development, containing many different definitions of both (see for example O`Neill, 2015; Chugh et al., 2017). Toombs & Tierney (1993) highlight the range of different meanings of what curriculum is. Narrow views focus on what is taught, i.e. the content e.g. (McKimm, 2007). Broader views include everything that shapes a student's learning experience (e.g. International Education Association of Australia, 2013).

Equally, there is no consensus as to what curriculum development is and it is often used interchangeably with curriculum design (O'Neill, 2015). For the purposes of this guide, we follow a fit-for-purpose definition of curriculum development as meaning how a curriculum is **planned**, **implemented** and **evaluated** (Ornstein and Hunkins (2018). Structured around these three elements, we outline general considerations when developing a curriculum in the context of multilateral virtual exchange. We also illustrate how we put them into practice within the VERSATILE project as a virtual online semester. We envisage that these guidelines can be useful in similar multilateral virtual exchange projects, whether these take the form of an online semester, summer schools or COIL projects.

2.2 Planning

A first key step in planning a curriculum for multilateral virtual exchange is to **define the overall topic**. A narrowly defined topic has the advantage of being very focused. However, it brings with it the risk of not being able to attract enough students and limiting sustainability and adaptability to new developments and discourses in a subject. In contrast, a very broad topic can be useful in being attractive to a wide range of students, but risks lacking focus and not enabling students to capture and understand interlinkages between different subtopics.

The focus of the VERSATILE Online semester was "European Scenarios in Business, Politics and Societal Change for the Next Decennium". This interdiscipinary umbrella topic was chosen to provide eight courses in the fields of political sciences and business studies (see figure 1). Such an umbrella topic facilitates the offering of a combination of general and foundational courses with more specialised and focused ones in each field. The courses "European Institutions" and "Economics of the EU" as well as "Entrepreneurship and Leadership" and "Understanding Organisational Behaviour" for example provide such foundations that can be taken by students from both fields with ease. The courses "EU History and Current Challenges" and "International and European Sanctions" and "Managing Responsibly" and "Sustainability and SMEs" are more specialised and focus in particular on current challenges and discources facing countries and companies in Europe – in particular populism, migration, international sanctions, social and environmental responsibility and sustainability. These enable students to gain more advanced knowledge in their fields. Also, the linkages between the two fields are expressed in the course offer, for example through the courses "International and European Sanctions", by focusing on both the political and economic dimensions and consequences of sanctions and "Sustainability and SMEs" by highlighting the EU as an important actor in influencing company

behaviour to become more sustainble. Thinking about the sustainability of such a curriculum, an added advantage is that individual courses in such a model can be adapted or replaced without changing the whole nature of the course offer.

Each course in the VERSATILE online semester was allocated 5 ECTS, fitting with the usual weighting of courses in the majority of the participating institutions. The fact that three of the four VERSATILE partners use ECTS facilitated this decision. For the fourth partner, converting 5 ECTS to the usual 10 credits was not a large issue. In multilaterial virtual exchange projects with several partners not using ECTS, agreeing on the weighting of courses in terms of credits would pose greater challenges. The Versatile Online semester therefore offered a selection of eight courses totaling 40 ECTS from which students could choose to do a full online semester or select individual courses depending on their home university curricula and regulations at their home university.

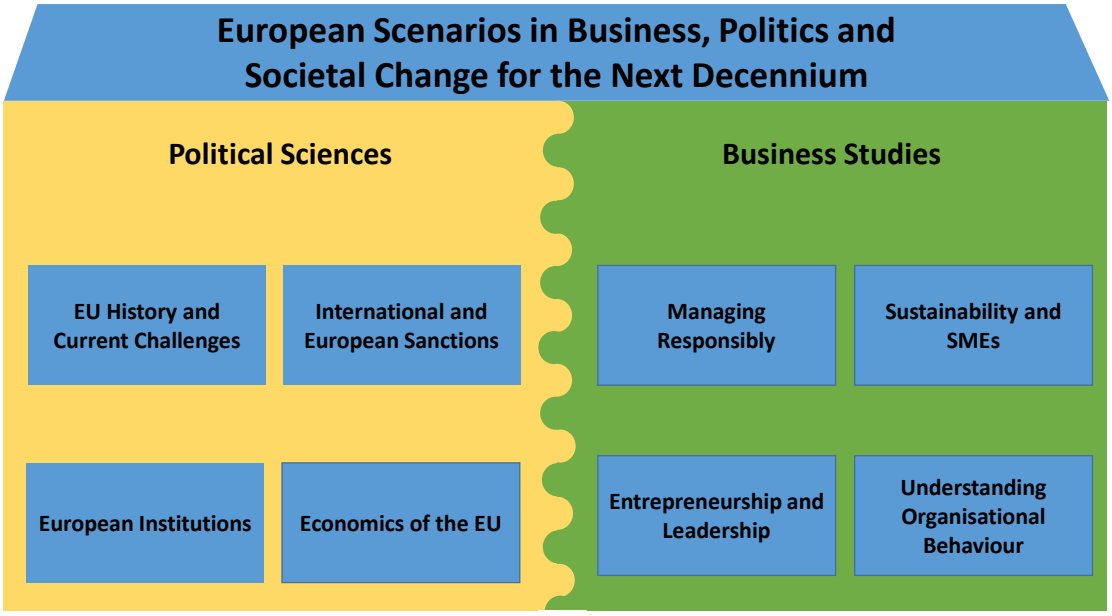


Figure 1: VERSATILE Online Semester Curriculum

The second step concerns the decision whether to **adapt current courses or develop completely new ones**. This is a trade-off decision depending on the resources and lead-times available and on how intensively the institutions and educators involved have worked together previously. Adapting current courses is more economical and enables swifter delivery. Using existing material as a starting point for designing joint courses provides a useful foundation for colleagues who have little or no history of collaborating with each other. Using existing courses as a basis enables them to work together effectively and match interests. However, careful consideration needs to be given to how the course offer will fit with and relate to regular study programs at the different institutions. Developing completely new courses requires considerably more time and resources. In particular lead times before courses can be delivered are likely to be much longer. Moreover, developing new courses across institutional boundaries and in an international context is more suited where there has already been intensive collaboration both at institutional levels and between educators themselves. In the

VERSATILE Online semester, previous collaboration had been at a more general level and any intensive cooperation had taken place on a bilateral basis between indvidual institutions and/or on other projects not related to this one. Morever, a key aim of the VERSATILE project was not only to create the building blocks for an online semester, but to put them into practice within the project period itself. This put time constraints on course development, so the courses offered in the VERSATILE online semester were created using existing courses in the partner institutions as a starting point. Educators with similar teaching profiles and interests were identified. They were paired and used their respective existing courses as a basis to develop joint ones to deliver in team-teaching.

Defining the target group is an essential step in developing any curriculum. For multilateral virtual exchange projects, it is important to establish commonalities in educational levels and study fields in order to have a common target group of sufficient size between the institutions involved. In our context, the target group was defined as students enrolled at the four participating institutions in bachelor's level International Relations and International Business study programs taught in English. The four institutions involved in this project are part of the larger The Hague Network. Meetings and conferences in The Hague Network have in the past been used to identify commonalities in the level, subject and language of the programs offered at the member institutions. This groundwork and information enabled us to quickly identify the broad target group. The VERSATILE project was designed at the height of the Covid-19 pandemic. The VERSATILE Online Semester was therefore aimed firstly at a shorter-term target group of students for whom a semester abroad was a component of their study programs but who were unable to undertake physical mobility due to the pandemic. In the medium term, all four institutions envisaged the Online Semester as a useful offer for students who per se face physical mobility barriers, whether these be for example financial in nature or related to visa issues for international students.

Once key decisions in these first steps have been taken, **individual courses need to be designed and course objectives defined.** Both of these aspects are time-consuming in the context of multilateral cooperation across institutions and national academic boundaries. It is therefore important to allow sufficient time for this stage. Sufficient time and mechanisms for communication between the educators involved in designing courses and defining objectives are essential here, in particular when the institutions and educators involved are working together for the first time. It is important that those involved in course design are able to devote sufficient time and energy to establishing common ground and discussing meanings of key concepts and terminology. It is also vital to discuss expectations concerning their roles and the roles of students. Devoting time to making explicit what may be implicit knowledge about teaching and studying methods in their respective institutions and national contexts is also essential. In the context of collaboration between Erasmus partners, teaching exchange is very useful in helping educators to become familiar with how they approach particular topics and teach them as well identifying similarities and differences in how their students study and what they expect in different national contexts.

The basic principle of organizing the VERSATILE project was that the entire project work was carried out by working groups for the different work packages. Each working group was composed of representatives from all four partner institutions and led by one of the partners. Superordinate to the working groups was a steering committee, consisting of at least one representative from each institution. The steering committee was the decision-making body of the project that organized the transnational partner meetings, supervised and evaluated the reports of the working group coordinators and made sure that there was coherency between the working groups. It was in the curriculum development working group, launched at one of the transnational partner meetings, that the curriculum was designed, responsibility for the courses and matching of educators was decided

on. This was supplemented by bilateral discussions and coordination between the educators of the courses to create their specific course profile and contents, define the objectives they sought to meet and to establish the basis for their co-teaching. For each course, a lead institution and a support institution were identified, to ensure clear responsibilities and facilitate cooperation (see table 1).

		SUPPORT INSTITUTION			
		HSRW	**MUNI**	**TAMK**	**Derby**
LEAD INSTITUTION	**HSRW**		EU History & Current Challenges Economics of the EU		Sustainability and SMEs
	MUNI	EU Institutions International & European Sanctions			
	TAMK				Entrepreneurship & Leadership
	Derby			Managing Responsibly Understanding Organisational Behaviour	

Table 1: Co-teaching responsibilities in the VERSATILE Online Semester

A further important part of the planning process is establishing **teaching modes and pedagogical models for multilateral virtual exchange**. This involves selecting modes and models that match the objectives to be achieved, as well as educators' and students' IT skills and resources available. The VERSATILE Online Teaching Guide provides a detailed overview of important teaching modes and pedagogical models that can be used in multilateral virtual exchange, so that these won't be repeated here (https://versatile-erasmus-project.eu/online-teaching-guide/). In the VERSATILE online semester, the courses offered were collaborative in nature. Their delivery ranged from being primarily online and asynchronous to flipped classroom formats with online discussions, a combination of pre-recorded videos and live sessions complemented by discussion boards to courses that were primarily synchronous in a workshop format. Working across three time zones made fully synchronous teaching more challenging but not completely impossible. See figure 2 for more details of the modes used.

Figure 2: Teaching modes used in the VERSATILE courses

EU Institutions: flipped on-line format – weekly pre-recorded video presentations, contact on-line meetings used for students´ questions on particular topic and for discussion on EU institutions weekly news.

EU History and Current Challenges: flipped on-line format – weekly pre-recorded video presentations and reading assignments or other learning resources, contact on-line meetings will be used for students´ questions on particular topics and for discussion.

Economics of the EU - Asynchronous online, complemented by online sessions for questions.

European Sanctions: Readings, case studies, recorded lectures, flipped classroom seminars, team project

Understanding Organisational Behaviour: mixture of live sessions and pre-recorded videos complemented by discussion boards, enabling students to work on unit activities, to discuss a particular topic with fellow students and tutors, and to communicate with each other on aspects of the study materials and share experiences related to the course topic.

Managing responsibly: mixture of live sessions and pre-recorded videos complemented by discussion boards, enabling students to work on unit activities, to discuss a particular topic with fellow students and tutors, and to communicate with each other on aspects of the study materials and share experiences related to the course topic.

SMEs and sustainability - Virtual and collaborative teaching and learning, Course material (including recommended or required reading) provided in live online sessions.

Entrepreneurship and Leadership - virtual synchronous sessions between coach and students in workshop format. Content is co-created and produced amongst coach and students. Students are expected to work asynchronously individually and with their team to prepare, develop learning sessions, read and write and work on their team projects. The work methodology for this course is based on the coach – student – team relationship, where *the* teacher assumes a guidance role in the students, rather than a managerial or lecture role, emphasizing the autonomous development of learning processes by the students.

Methods of assessment and grading also need to be established. In the context of multilateral teaching, particular attention needs to be given to the formal and legal requirements of the institutions involved and the study programs in which targeted students are enrolled. It is necessary to establish a common set of assessment methods to choose from that are permitted at the higher education institutions involved to ensure that assessments used are valid at each participating institution. Grading scales differ between different national academic systems, even in the European Union where ECTS are standardised. For the VERSATILE online semester, the grading systems of the involved institutions were compared and it was decided that for each course, the lead educator would use the grading system of their home institution for that course.

Finally, the issue of **course recognition** is important to clarify in a multilateral virtual exchange before a curriculum is implemented. Dealing with the question of recognition is recommended at this stage in order that students have certainty before applying about whether and how the virtual exchange fits

into their home university curriculum and whether they will be able to transfer credits earned in a multilateral virtual exchange to their study curriculum. If course recognition is possible, it is also an important incentive for encouraging students to take part. Due to the legal regulations in different national contexts and within universities, this decision can only effectively be taken at the level of the individual institution involved. In the VERSATILE online semester, each participating institution defined the windows within their respective study programs that facilitated the recognition of Versatile courses (for more details, see the Versatile administrative infrastructure guidelines, https://versatile-erasmus-project.eu/for-administrators/). For this, it was important that people with different backgrounds were involved in curriculum development of the VERSATILE online semester, including educators, administrators, examination board representatives.

2.3 Implementing

Once key decisions have been made in the planning stage, important steps need to be taken to implement the curriculum. **Scheduling and developing timetables** are an important component here. Scheduling is challenging in an international context due to non-alignment of academic calendars between different countries. These differences make it essential to identify a common window when teaching can take place, assessments can be scheduled and also to define grading deadlines. In the case of the VERSATILE Online semester, a common window of 12 weeks was established within which the courses could be held and assessments completed. Individual courses were then scheduled within this window depending on the availability of the respective educators involved, as displayed in table 2 (green showing teaching periods, yellow showing assessment scheduling). Also, if a virtual exchange project includes synchronous sessions and students are able to choose freely between courses, a weekly timetable needs to be established to ensure that there are no overlaps between courses.

Courses/Months	March				April				May			
EU Institutions												
EU History & Current Challenges												
Economics of the EU												
International & European Sanctions												
Managing Responsibly												
Understanding Organisational Behaviour												
Entrepreneurship & Laedership												
Sustainability & SMEs												

Table 2: VERSATILE teaching and assessment periods

A further key element in implementing a curriculum is **student recruitment**. A common marketing approach for all involved institutions using a range of media is essential in order to attract students to the program. These can be complemented by tailor-made, more personal ways of informing students in the different institutions. For the VERSATILE Online semester, we developed a common website to

attract students to the offer and to inform them about this (include screenshot of website?). This was complemented by emails based on a common template and flyers that were sent out and distributed to students in order to make them aware of the offer and to encourage them to enroll. In addition, educators and program managers used classes and student meetings to disseminate information about the online semester and to encourage students from particular classes to consider the offer. Direct marketing of the course offer by lecturers and program managers to students combined with the common website as a central information platform proved to be the most effective ways of recruiting suitable students in our case. The website presented the courses in a common format, providing information about their objectives, contents, teaching methods, assessment methods and criteria and evaluation. It also provided complete information about how to enroll for courses. (See VERSATILE Administrative Infrastructure Guidelines for more details, https://versatile-erasmus-project.eu/for-administrators/).

Finally, **learning management systems** for sharing course materials and **platforms for the delivery of virtual teaching** sessions need to be selected. There are several different learning management systems that institutions of higher education can use, the most common of which are Moodle, Blackboard and Canvas. Learning management systems are generally closed systems that can be accessed by the respective university's students and educators only. Three of the participating institutions in the VERSATILE online semester use Moodle-based platforms, while the fourth uses Blackboard. For the VERSATILE online semester, we had the advantage of being able to use DigiCampus, a platform for a coalition of Finnish higher education institutions to manage and deliver their online courses and educational content. As TAMK is a licenced user of Digicampus and the licencing practices allows that educational projects that TAMK is involved in can also place their courses on the platform, we were able to have a one stop shop for teaching materials without any additional cost. Also as it is cloud-hosted, users can access it from anywhere. This enabled the VERSATILE partners to place all teaching materials for the courses on one site and therefore create a uniform hub that could be accessed easily by students and teachers. As Digicampus is moodle-based, it was very easy for students and educators from three of the participating institutions to use, for participants from the University of Derby, it took a little more effort to get used to (for more details see Administrative Infrastructure Guide – https://versatile-erasmus-project.eu/for-administrators/).

While Digicampus was very useful for sharing course materials, it does not offer the possibility to deliver virtual teaching sessions. Therefore, for the delivery of classes, it was decided that educators could choose the platform that they felt most comfortable with, such as MS Teams, Webex or Zoom. It was agreed that they should ensure only to use features that could be accessed by all participating students as not all universities have licences for full-usage of such platforms.

2.4 Evaluating

Evaluation is a crucial step in curriculum development in order to assess where adjustments and improvements are necessary. Using multiple methods and gaining the perspectives of multiple stakeholders in evaluation increases the reliability and validity of results (see for example O'Neil, 2013). Feedback from students can be gained for example through evaluation questionnaires. These can be conducted at the level of the individual course or across courses to evaluate the whole virtual exchange project, depending on the number of students involved in each course. As student numbers varied between the courses offered in the VERSATILE online semester and some courses had too few students to make evaluation at that level effective, we chose to conduct such evaluations at the level of the overall project. A common questionnaire was developed for students from the participating

institutions. In our case, evaluation through the questionnaire was aimed at gaining feedback not only about the curriculum but also about the other building blocks of the project – administrative infrastructure and online tools. The questionnaire was supplemented by feedback sessions within the individual courses where educators asked for feedback specific to contents and teaching methods of their particular courses. These sessions at the level of individual classes were also complemented by more semi-structured interviews with a selection of students that lasted about 30 minutes and focused in particular on the curriculum, the challenges they faced and the skills that students had gained from participating in the VERSATILE Online Semester. Similarly, a questionnaire and feedback sessions were conducted with the educators involved to evaluate what went well, which unanticipated issues occurred and what lessons could be learned for future multilateral virtual exchange projects in which the partners engage.

3. VERSATILE Online Semester Curriculum

3.1 Course Catalogue

EU Institutions (MUNI and HSRW)

This course aims at providing students with detailed knowledge and understanding of the decision-making system within the European Union (EU) and the most relevant EU policies. The most essential part of this course is devoted to the lecturers that introduce the most important EU institutions as the European Council, the Council of the EU, the European Parliament or the European Court of Justice and the most important types of the EU policies. After completing the course, students will be able to:

- Explain roles and functions of the EU institutions
- Understand how the EU institutions adopts EU law
- Identify key stages in the daily life of the most relevant EU institutions
- Use the official websites of the EU institutions

EU History and Current Challenges (HSRW and MUNI)

This course aims at providing students with detailed knowledge and understanding of the origins and historic development of the European Union (EU) as well as selected key challenges of the EU today as well as scenarios of future developments of the Union.
After completing the course, students will be able to:

- Analyse current challenges in the European Union
- Explain European integration by applying key concepts and models of EU integration theories
  Draw conclusions from the historic evolution of the European Union
- Design scenarios for the future development of the European Union

Economics of the European Union (HSRW and MUNI)

Empirical evidence on economic enlargements and integrations as well as the lessons learned will be presented and analysed to classify different kinds of economic and political co-operations and their societal impacts. Special attention will be attributed to the future role the EU in a global context and regional competition. Main topics to be

covered include: models of enlargement and integration, enlargement strategy of the EU, challenges of enlargement, enlargement conditions and processes, structural and financial indicators, fiscal and economic policies, impact of enlargement on regional competitiveness and social inclusion. The relevant economic concepts will be presented and explained throughout the course. Different aspects of enlargements to increase the competitiveness of the EU will be assessed also from an international perspective.

After completing the course, students will be able to:

- Apply theoretical concepts and methods to analyse regional integration and discuss their impact on the EU
- Interpret economic measures and its applications to the different rounds of enlargement in the EU especially from a structural and political perspective
- Assess rounds of enlargement depending on their size, potential and impacts on the economic absorption capacity of the EU using real country examples.

International and European Sanctions (MUNI and HSRW)

The course will guide students to an understanding of the context, design, and decision-making process behind the key economic instrument utilized in modern diplomacy and especially crisis and coercive diplomacy – international sanctions. The course is dedicated explicitly to sanctions (with a key focus on EU restrictive measures) and examines the impact in the innovation, design, and execution of sanction regimes at the forefront of global developments.

After completing the course, students will be able to:

- Identify appropriate contexts of sanctions use and articulate the interplay with other economic and diplomatic instruments
- Compare the toolkit utilized by actors to address diplomatic challenges, crisis, or conflict
- Competently analyse/appraise the weaknesses and compromises made in particular sanctions regimes
- Assess and criticize the sanctions imposed from the point of view of the targeted and designing country
- Assess and criticize the EU restrictive measures design and limitations in a typology of cases

Managing Responsibly (Derby and TAMK)

This course aims to provide students with knowledge of the responsible leadership including exploring concepts of ethics, global social responsibility, and creation of sustainable social, environmental and economic value for organisations and corporations. Human rights, global warming, corruption, labour rights, fair competition and community wellbeing all come under a list of potential subjects/ issues/ causes to be addressed by responsible management. These can be grouped into three main background domains; Sustainability, Responsibility and Ethics. The course considers the different actors, drivers and inhibitors of responsible management and explores the philosophical and theoretical issues associated with the field.

After completing the course, students will be able to:

- Evaluate the increasing importance of responsible leadership and understand the concepts of ethics and global social responsibility in today's organisations
- Define sustainability, sustainable development and the triple bottom line
- Develop an understanding of the main background domains of responsible management (sustainability, responsibility and ethics)

- Analyse the subjects, actors and drivers of a company's responsible management activities

Sustainability and SMEs (HSRW and Derby)

More and more large companies are implementing sustainability actions and transforming their business models into sustainable ones due to stricter legal requirements and as a reaction to changing customers' and investors' demands. Small and medium-sized enterprises face less strict regulations but are slowly confronted with an indirect pressure to start considering the impact of their operations on society and environment as different stakeholder groups are increasingly demanding information about sustainability related aspects (e.g. banks, customers) from them.

Companies are faced with a changing business environment and societal changes, including climate change, scarce resources, geo-political crises, social tensions, increased awareness of diversity, social equality and protection of environment. Companies need to react to those changes and consider the impact of their business actions on environmental and society as a whole. To cope with changing environments, companies have to adopt measures to foster sustainability activities and in the end, they need to convert their business models into sustainable ones. Advantages of a sustainable business model are easier access to global supply chains and markets, stakeholders and partnerships, public procurement, qualified talents and development of competencies, sustainable funding sources and better financing conditions, funding for transition of the business model. The course focuses on the problem: How should companies develop and implement a sustainable business model?

After completing the course:

- Students will be able to act as external consultants and develop a sustainability strategy for their clients
- And they will have developed analytical skills, communication and negotiation skills as well as teamwork and social skills, which becoming more and more important in today's business life.

Entrepreneurship and Leadership (TAMK and Derby)

This is a theoretical-practical course, aimed at students developing knowledge, skills and abilities that enable them to devise and develop entrepreneurial projects, and acquire tools that facilitate autonomous management of their projects based on methodologies for agile development. The subject is methodologically based on teamwork and collaboration, the development of projects with field validation, as well as work sessions. The course collaborates in the deepening and exercise of the following competencies - teamwork and autonomy; problem solving and decision making; analysis, critical and ethical thinking; creative thinking and innovation; global vision, direction and leadership; flexibility and adaptation to the environment.

Upon completion of the course, students will be able to:

- Apply qualitative and quantitative user analysis and ethnographic study tools.
- Identify and define a target market and relevant user segments.
- Identify and validate specific problems that present business opportunities.
- Devise and develop creative value propositions that significantly impact a group of relevant users through concrete and technically viable solutions.
- Develop prototyping, POC or MVP and validation processes based on agile development.
- Propose business and distribution models capable of capturing value consistent with the solution and target market.

- Plan and structure a plan for launching and operating the enterprise.
- Systematize teamwork efficiently, autonomously and collaboratively.
- Autonomously develop complex decision-making processes.
- Build a global, critical and ethical vision to develop entrepreneurial projects.

Understanding Organisational Behaviour (Derby and TAMK)

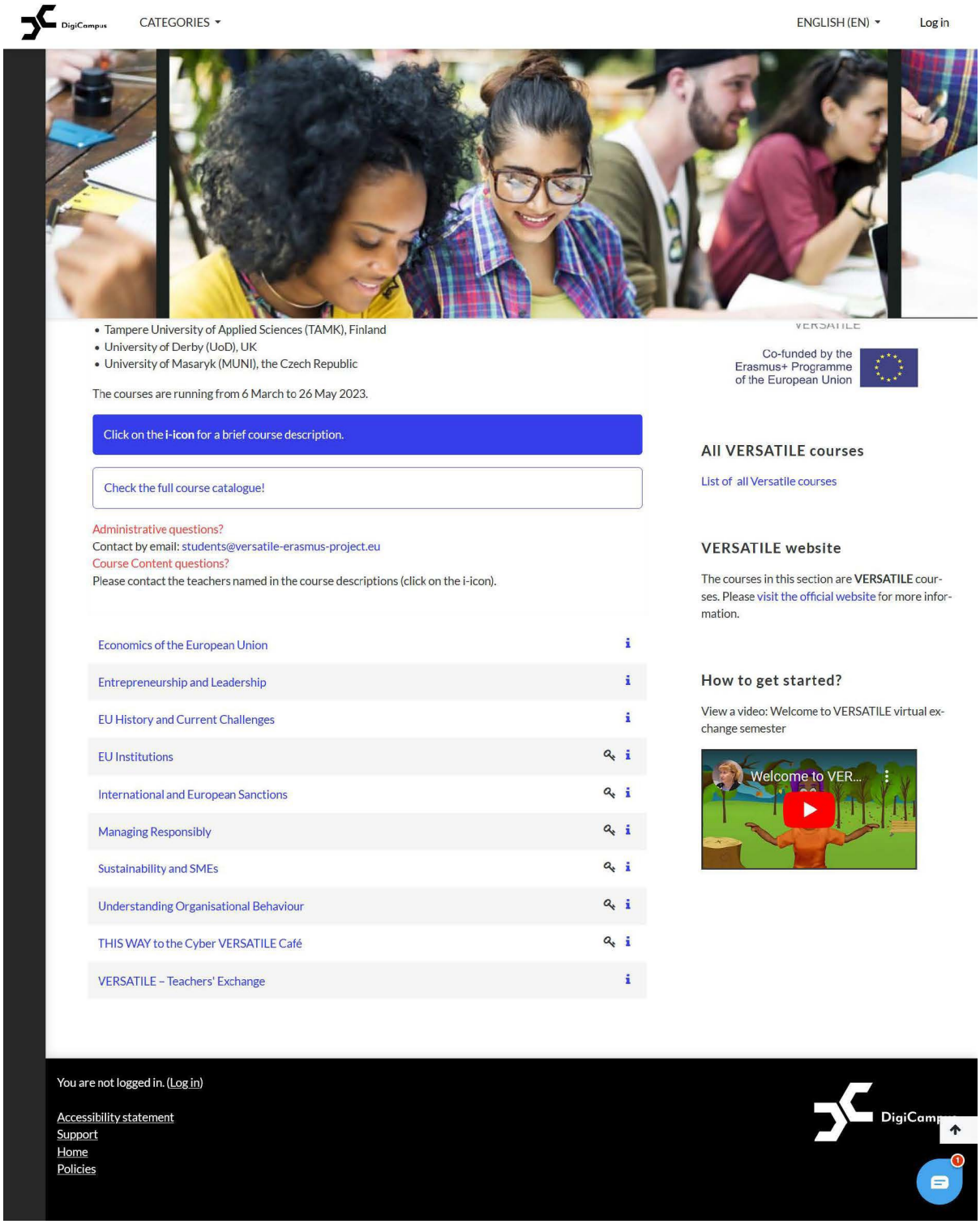
The individual behaviour, management processes and practices, and context of the organisation itself are all interrelated; each has some bearing on how the others operate. The course provides insight into the interrelationship between managerial practice and leadership, rules and regulations, resources, power dynamics, employee's attitudes, personalities, behaviours, and attitudes. Students will learn about the aspects that can motivate employees, increase their performance, enhance organisational effectiveness, and help organisations establish a strong and trusting relationship within their workforce. The course brings together theory and real-life case studies and practices, offering perspectives from different points of view and disciplines.

After completing the course, students will be able to:

- Explain and discuss key concepts pertinent to organisation behaviour.
- Apply relevant theories, frameworks, and concepts to explain processes and practices of the organisational behaviour.

3.2 Course Material

Overview of the VERSATILE Courses on the Moodle-based platform DigiCampus.fi:



EU Institutions (MUNI and HSRW)

EU Institutions

Dashboard / Courses / Common Courses / VERSATILE / EU Institutions

Announcements

Open all **Close all**

Instructions: Clicking on the section name will show / hide the section.

Introductory session (Petr Kaniok, 29. 3., 10.00, CET)

Link for the course meetings:

https://cesnet.zoom.us/j/91652515662?pwd=bGdwNk0wYjIQNXd4M3FrNzByM1ZOQT09

Introduction of the course, course requirements, assignments, and grading.

- EU Institutions
- Template for News
- EU institutions distribution

Introduction in the EU institutions (Petr Kaniok, 5. 4., 10.00)

Introduction to EU institutions, overview of historical development, overview of neo-institutional theories.

Assigned reading (26 pages):

Pollack, M. (2008): The New Institutionalisms and European Integration. Constitutionalism Web-Papers, ConWEB No. 1/2008.

https://digicampus.fi/pluginfile.php/947771/course/section/26896/Pollack.pdf?time=1677830499178

- EU Institutions Activities 1
- Lecture 1 Slides
- Lecture 1 Slides

VERSATILE

Co-funded by the Erasmus+ Programme of the European Union

Teachers

Petr Kaniok, Ph.D.
Masaryk University
E-mail: kaniok@fss.muni.cz

Prof. Dr. Jakob Lempp, Ph.D.
Rhine-Waal University of Applied Sciences
E-mail: jakob.lempp@hochschule-rhein-waal.de

All VERSATILE courses

List of all Versatile courses

VERSATILE CAFÉ

Join the VERSATILE Cyber Cafe for social activities.

Enrollment key: "ersatil"

Completion Progress

NOW

Mouse over or touch bar for info.

The European Council and the EU Council (Petr Kaniok, 12. 4.)

Roles, functions and composition of the European Council. Roles, functions and composition of the EU Council. The Presidency of the EU Council.

Assigned reading (74 pages):
Kajnč, S. (2011): The Council of the EU and the European Council. In: How the EU Institutions Work and..How to Work with the EU Institutions (ed. Hardacre, A.). London: John Harper Publishing, 47-84.

https://digicampus.fi/pluginfile.php/947771/course/section/26897 /Hardacre_How_the_Eu_Institutions_Work_47-84_Council%20and%20EC.pdf?time=1677830823678

- EU Institutions Activities 2
- Lecture EU Institutions 2
- Lecture 2 Slides

The European Commission (Petr Kaniok, 19. 4.)

Roles, functions and composition of the European Commission.

Assigned readings (35 pages):

Hardacre, A. (2011): The European Commission. In: How the EU Institutions Work and…How to Work with the EU Institutions (ed. Hardacre, A.). London: John Harper Publishing, 11-46.

https://digicampus.fi/pluginfile.php/947771/course/section/26898 /How_the_EU_institutions_work_and..._11-46.pdf?time=1677831302422

- EU Institutions Activities 3
- Lecture 3 Slides
- Lecture 3

The European Parliament (Jakob Lempp, 26. 4.)

Roles, functions and composition of the European Parliament. The European elections.

Assigned readings (40 pages):

Hardacre, A. (2011): The European Parliament. In: How the EU Institutions Work and…How to Work with the EU Institutions (ed. Hardacre, A.). London: John Harper Publishing, 85-124.

https://digicampus.fi/pluginfile.php/947771/course/section/34585 /How_the_EU_institutions_work_and..._85-125.pdf?time=1677831384341

- EU Institutions Activities 4
- European Parliament Lecture

Advisory bodies and supervisory power (Petr Kaniok, 3.5.)

Roles, functions and composition of the advisory bodies (Committee of the Regions, European Economic and Social Committee) and EU agencies.

Assigned readings (33 pages):

Hardacre, A. – Andrien, N. (2011): Other EU Institutions and Bodies. In: How the EU Institutions Work and…How to Work with the EU Institutions (ed. Hardacre, A.). London: John Harper Publishing, 125-144.

https://digicampus.fi/pluginfile.php/947771/course/section/34586 /Hardacre_How_the_Eu_Institutions_Work_125-143_other%20institutions.pdf?time=1677831524714

Costa, O. – Brack, N. (2014): How the EU Really Works. Farnham: Ashgate, 131-144.

https://digicampus.fi/pluginfile.php/947771/course/section/34586 /Costa_How_the_EU_Really_Works_131-143_organs%20of%20control.pdf?time=1677831536969

EU Institutions Activities 5

EU legislative and budgetary procedures (Petr Kaniok, 10.5.)

Procedures for adoption of EU secondary law, budgetary procedure. Types of EU legislative acts.

Assigned readings (32 pages):

Hardacre, A. – Andrien, N. (2011): The Ordinary Legislative Procedure: New Codecision. In: How the EU Institutions Work and…How to Work with the EU Institutions (ed. Hardacre, A.). London: John Harper Publishing, 147-179.

https://digicampus.fi/pluginfile.php/947771/course/section/34587 /Hardacre_How_the_Eu_Institutions_Work_147-178_OLP.pdf?time=1677831625392

EU Institutions Activities 6

Lecture 5 Slides

Lecture 5

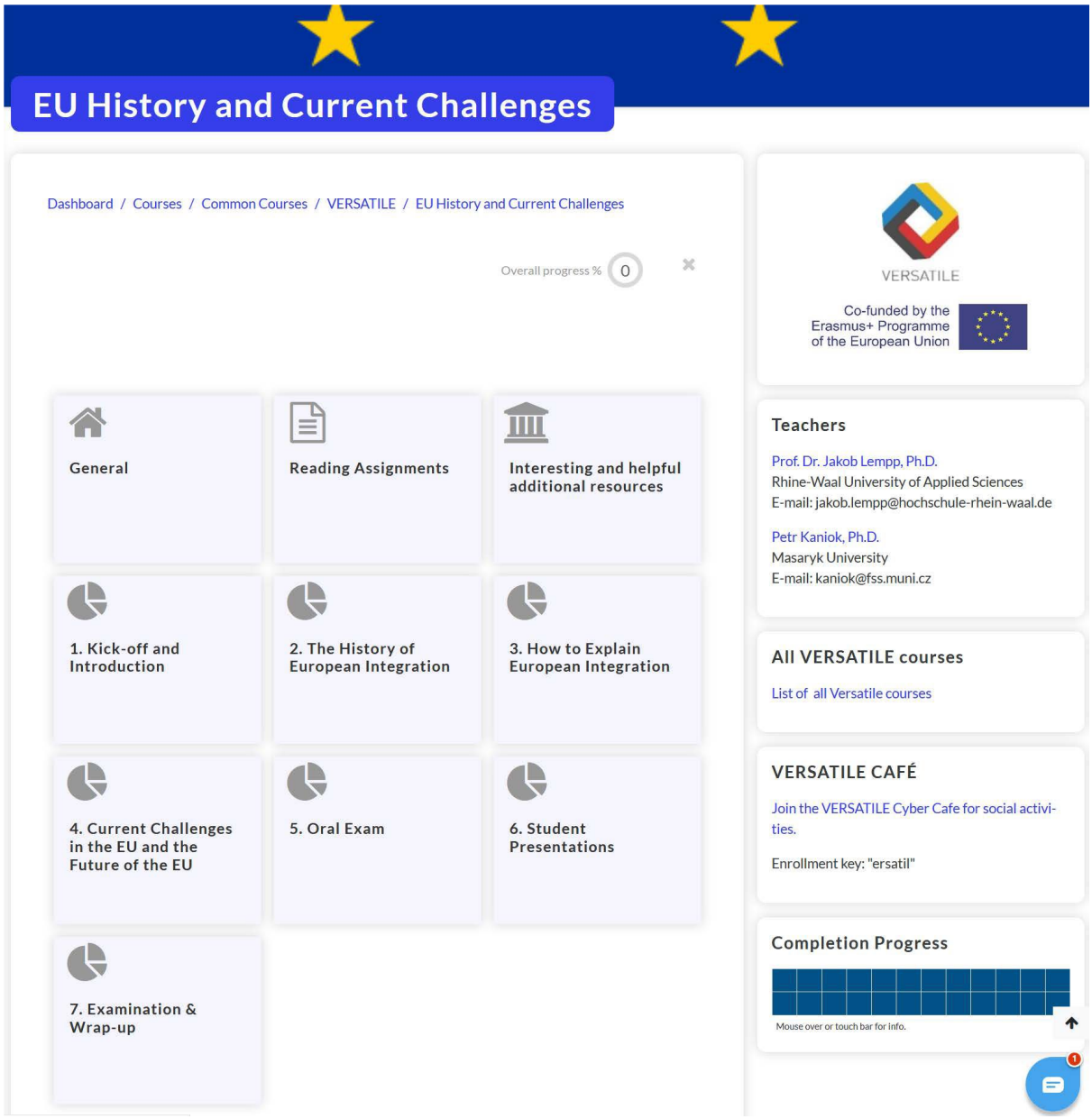
Lecture 6 Slides

Lecture 6

Exam (15. 5.)

Exam I

EU History and Current Challenges (HSRW and MUNI)



General

Dear participants,

the European Union is one of the most successful examples of regional integration. This Versatile module gives an introduction into the historic processes leading to EU of today and discusses selected current challenges the EU faces.

I am looking forward to meeting you in our kick-off and introduction session (online) on March 22 at 2pm GMT. To participate in the kick-off session, simply klick on the following link to my Webex room: https://hsrw.webex.com/meet/jakob.lempp.

Best regards

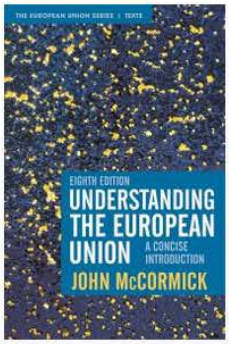
Jakob Lempp.

Course Information - EU History and Current Challenges

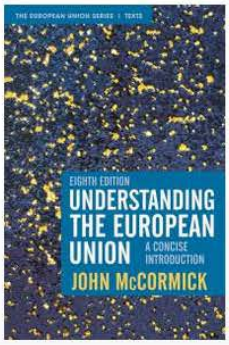
Your progress

Reading Assignments

Reading Assignment 1 - McCormick (2020), chapter 1



Reading Assignment 2 - McCormick (2020), chapter 3



Reading Assignment 3: Lehne (2022) - The EU and the Creative and Destructive Impact of Crises - Carnegie Europe

Reading Assignment 4: Conference on the Future of Europe – Report on the final outcome (2022)

Conference on the **Future** of **Europe**

Interesting and helpful additional resources

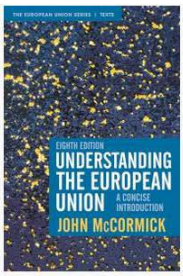
- Comprehensive overview on the public opinion about the European Union ("Eurobarometer" 2020)
- Helpful and short introduction to the history of the EU
- Interesting online lecture by Nicolo Conti on EU institutions

Your progress

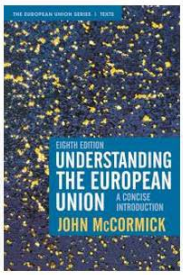
1. Kick-off and Introduction

Reading Assignment 1: McCormick, chapter 1 & 2

- Introduction and Kick-Off
- Reading Assignment 1 - McCormick (2020), chapter 1



- Reading Assignment 1 - McCormick (2020), chapter 2



Your progress

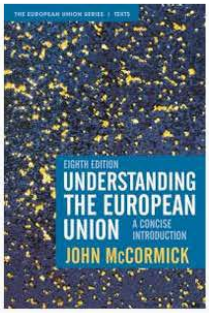
2. The History of European Integration

Video Lecture: The History of European Integration Part I

Video Lecture: The History of European Integration Part II

Reading Assignment 2: McCormick, chapter 3

Reading Assignment 2 - McCormick (2020), chapter 3



Your progress

3. How to Explain European Integration

VERSATILE

Theories of the European Integration
Petr Kaniok
Masaryk University

Co-funded by the Erasmus+ Programme of the European Union

Link for the contact meeting

Your progress

4. Current Challenges in the EU and the Future of the EU

Video Lecture: Current Challenges in the EU

Reading Assignment 3: Carnegie Europe - The Impact of Crises on the EU

Reading Assignment 3: Lehne (2022) - The EU and the Creative and Destructive Impact of Crises - Carnegie Europe

Video Lecture: The Future of the EU

Reading Assignment 4: Conference on the Future of Europe – Report on the Final Outcome

Reading Assignment 4: Conference on the Future of Europe – Report on the final outcome (2022)

Your progress

5. Oral Exam

The oral exams take place on **3 May**. Each oral exam takes 15 minutes and will cover the topics from the video lectures.

Please log into the Webex room (https://hsrw.webex.com/meet/jakob.lempp) in time for your slot (see below).

6. Student Presentations

Upload: Presentation

Please either upload your video presentation or provide a download link (e.g. Sciebo or Dropbox) **until 5 May, 23:59**.

Your progress

7. Examination & Wrap-up

Your progress

Economics of the European Union (HSRW and MUNI)

Economics of the European Union

Dashboard / Courses / Common Courses / VERSATILE / Economics of the European Union

Dear students:

Welcome again to **EU Economics** in the Versatile Project 2023!

In this course we will take a special look at the **ECONOMIC ASPECTS** of the **European Union**.

All the content will be delivered as asynchronous input (via the PPTs with audios), not all PPTs are available already right now, but they will be posed soon ...; you should start to study the PPTs which are now online ...

In addition to the asynchronous input, we will have live online Q&A / training sessions on some Mondays (2 or 3, or more, depending on student needs ...)

The first live online Q&A / training sessions will take place, Monday 3rd of April at 10 pm

Prof. Dr. Gregor van der Beek

Announcements

Question Forum

Please feel free to ask all the questions that might come up throughout the semester here.

Course Information - Economics of the EU

Reading the **Syllabus** is the **first step** for taking this class. Please do so in order to receive an overview of the topics that we will discuss in EU Integration (Economics part)!

Open all **Close all**

Instructions: Clicking on the section name will show / hide the section.

1. Forms and Empirics of International Economic Integration and Cooperation

- Introduction
- Mythology
- Slides 2 Economic Integration & Cooperation via Free Trade within the UnionFile
- Recap - Consumer and Producer Surplus Introduction
- Additional Reading (not Mandatory) Text by Larry Neal on the Origins of the EU
- Table History
- Copenhagen Criteria

VERSATILE

Co-funded by the Erasmus+ Programme of the European Union

Teacher

Prof. Dr. habil. Gregor van der Beek

Rhine-Waal University of Applied Sciences
E-mail: Gregor.vanderBeek@hochschule-rhein-waal.de

All VERSATILE courses

List of all Versatile courses

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Completion Progress

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2. The EURO (Just Basics)

- Non-Mandatory Reading_The Euro
- Maastricht Criteria

3. The EU – Institutional Basics

4. Theory Basics – International Economics

- Reading International Trade vs. Regional Trade
- Reading Movement of Capital
- Reading Movement of Labour
- Slides 5: International Factor Movements - Free Movement of Labor, Capital and Investment
- Slides 04 International Trade vs. Regional Trade

5. The Single European Market Project

- Short Slides 5a The Single European Market ProjectFile
- Additional Reading (not Mandatory) Text of Larry Neal about the The Single European Market Project

6. The major EU Policy Fields

7. Heterodox perspectives on the eurozone

This will be a guest lecture by Vladan Hodulak (Masaryk University). This is an extra part of the course that will not be included in he final examination. The lecture will take place on 8 May and will be delivered through Zoom. The link will be provided in advance.

- Goodhart 1998
- Cohen 2015
- Baldwin and Giavazzi 2015
- Lavoie 2022
- Lecture

You are logged in as Teija Lehto: Student (Return to my normal role)

Accessibility statement
Support

DigiCamp

International and European Sanctions (MUNI and HSRW)

Dashboard / Courses / Common Courses / VERSATILE / International and European Sanctions

Announcements

Open all **Close all**

Instructions: Clicking on the section name will show / hide the section.

When do I connect? - Schedule

We will meet for **five one-and-a-half-hour flipped classroom sessions** every two weeks. The format this to discuss questions about the assigned literature, uploaded lecture, and their relation to current events and practice.

MONDAYS

6.3. - 12:00 CET - Martin
20.3. - 12:00 CET - Martin
3.4. - 12:00 CET - Martin
24.4. - 12:00 CET - Martin
8.5. - NEW TIME 14:00 CET - Philipp

Attention to different time zones - these times are in CET = GMT+1!!!

- Tampere University of Applied Sciences (Finland) = **EET => GMT +2 (you start an hour later than the time slots above)**
- University of Derby (UK) = **GMT => GMTo (you start an hour earlier than the time slots above)**
- Rhine-Waal University of Applied Sciences (Germany) = **CET => GMT +1**
- Masaryk University (Czech Republic) = **CET => GMT +1**

How do I connect? - conference link

On the mentioned meeting dates we will meet in the flipped classroom format in Martin's ZOOM-room

CLICK HERE TO JOIN!

4th session - https://cesnet.zoom.us/j/97885694484

Please make sure that you will **enter the ZOOM-room on time**, that you have a **stable internet-connection** as well as a **functioning webcam** and **microphone** (turn-on your webcam - it's mandatory).

VERSATILE

Co-funded by the Erasmus+ Programme of the European Union

Teachers

Martin Chovančík, Ph.D
Masaryk University
E-mail: chovancik@fss.muni.cz

Prof. Dr. Philipp Schorn
Rhine-Waal University of Applied Sciences
E-mail: philipp.schorn@hochschule-rhein-waal.de

All VERSATILE courses

List of all Versatile courses

Completion Progress

NOW

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VERSATILE CAFÉ

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Enrollment key: "ersatil"

Course information

Expected learning outcomes for the course
The course will guide students to an understanding of the context, design, and decision-making process behind the key economic instrument utilized in modern diplomacy and especially crisis and coercive diplomacy – international sanctions. The course is dedicated explicitly to sanctions (with a key focus on EU restrictive measures) and examines the impact in the innovation, design, and execution of sanction regimes at the forefront of global developments.

After completing the course, students will be able to:

- **identify** appropriate contexts of sanctions use and **articulate** the interplay with other economic and diplomatic instruments
- **compare** the toolkit utilized by actors to address diplomatic challenges, crisis, or conflict
- competently **analyze/appraise** the weaknesses and compromises made in particular sanctions regimes
- **assess and criticize the sanctions imposed from the point of view of the targeted and designing country**
- **assess and criticize the EU** restrictive measures design and limitations in a typology of cases

Planned learning activities and teaching methods

The course is planned as a flipped classroom, with assigned readings, pre-recorded lectures, and an interactive seminar slot once per week. Students produce a team case study which they present in the last seminars and complete the course with an exam.

Division of contents

1. Introduction
2. Crises and bargaining theory, economic instruments in negotiation
3. Sanctions history and key actors
4. Sanctions logic and packaging
5. Sanctions in EU practice
6. EU non-CFSP sanctions
7. Business maneuvering in sanctions environment
8. Business maneuvering in sanctions environment

Student's use of time and effort
5 credits x 27 hours = 135 hours of student work altogether.

Course requirements and grading

Throughout the course you are required to do:

1) Read required readings, watch the uploaded lecture, join the flipped classroom sessions

2) Prepare a short team project and presentation

In line with the ILOs of the course, the students will prepare a case-study team project evaluating and critically assessing a **current sanctions regime** with the following components:

- **12-page minimum** team-written paper on the chosen case (sign-ups in week 3)
- **team presentation preparation and/or delivery** up to 15minutes to be uploaded to the course

Project contents:

-
  - Utilizing introduced/debated theory and concepts, the project must have these mandatory components:
    - analysis of existing regime (not a historical overview, but an evaluation);
    - design limitations of the sender;
    - targeting deficiencies;
    - side-effects and opportunities;
    - circumvention challenges and their prevention;
    - assessing and proposing viable improvements or alternatives to the regime;

TOPICS

01 - Circumvention of EU sanctions on Russia
The project should evaluate the current sanctions regime for vulnerabilities, how they are being exploited, by whom (with data) and offer realistically applicable remedies.

02 - Iran sanctions in negotiation
The project should gauge the impact of sanctions on Iran (especially by the US, but also EU) in terms of progress in the Vienna negotiations. What role have they played, how much they have been altered to help the negotiations and recommend what possible adjustment could help move the discussions in Vienna forward.

03 - The use of sanctions by China
The project should delve into how China has started to use sanctions in juxtaposition to how it engages with international sanctions (it will not join sanctions on Myanmar, but will apply it's own against countries recognizing Taiwan). What structures is it building to execute sanctions, are there policies crystallizing?

04 - Company due diligence
The project should focus on a specific recognizable brand/corporation/banking institute and discuss how it hedges against possible sanctions. The evaluation should take into consideration how this field is developing in terms of due diligence as well as public image and revenue. (e.g. banks leaving specific markets, establishing major legal department sections for sanctions, etc.)

Choice to be made by 05/04/2023.

TEAMS

Topic 1 – Russia	Topic 2 – Iran	Topic 3 – China	Topic 4 - business
Jad - 542912@mail.muni.cz	Hewad – 543754@mail.muni.cz	Krista - 531471@mail.muni.cz	Anuolowapo - 542807@mail.muni.cz
Ziya - 531195@mail.muni.cz	Petra - 539038@mail.muni.cz	Emilie - 531473@mail.muni.cz	Martin - 531837@mail.muni.cz
David - 483782@mail.muni.cz	Anna - 483392@mail.muni.cz	Camille - 531836@mail.muni.cz	Mariia - mariiasinenko@gmail.com
Nikita - 536205@mail.muni.cz	Eduard - Eduard.Eichwald@hsrw.org	Tanvir - Tanvir-Abed.Rahad@hsrw.org	Emmanuel 531422@mail.muni.cz
Marie - 535740@mail.muni.cz	Amelie - Amelie-Maja.Bahlert@hsrw.org	Muhammad 543430@mail.muni.cz	

The project deadline is 12/05/2023, for files to be uploaded into the MUNI IS System - project and recorded presentation. They will then be uploaded to digicampus by the lecturer.

3) Examination

The course includes a final open-question examination which constitutes a minority of the grade but must be passed (60%).

Evaluation scale
0 – 5

- Evaluation criteria – satisfactory (1-2): Major deficiencies in one or two of the course requirements. Exam is still above 60%.
- Evaluation criteria – good (3-4): Minor deficiencies in project, presentation, and/or team participation. Exam is between 70-90%.
- Evaluation criteria – excellent (5): Team participation, project brief and presentation are excellent. Exam is above 90%.

Failure to participate to a satisfactory level in any one of the course requirements results in a failure of the course.

Exam schedule:
Exams will be held online in the weeks subsequent to the teaching period with multiple accessible dates at the students' choosing.

Project and project presentation upload

*** 6.3.2023 - First meeting

Read through

https://www.politico.eu/article/numbers-delayed-impact-eu-european-union-war-sanctions-russia-vladimir-putin/

And watch

1 - Crises, international engagement, bargaining theory, and sanctions in diplomacy and negotiation

The crucial question to start with in our understanding of international sanctions (and by the time we progress to design, even more specifically EU sanctions) is the comprehension of bargaining theory, strategic interaction, and the coercive spectrum.
The literature assigned below points your attention to the first two of these approaches, while the accompanying lecture focuses on the coercive spectrum and the space within which sanctions may be utilized and effectively implemented.
Furthermore, the following texts help us understand where sanctions fall within "complex approaches" in terms of coercion or support for policy. We tend to view sanctions as negative punishment of behavior that is to be altered, yet sanctions often form a support structure to progress negotiation or bargaining - or very importantly - create the space for dialogue.
The two following texts talk about incentivization and UN experiences with utilizing sanctions (noting of course also the downsides).

Required literature

Robert Art and Patrick Cronin, *Coercive Diplomacy*, in Chester A. Crocker, Fen Osler Hampson, and Pamela Aall (eds.), 2007, Leashing the Dogs of War, US Institute of Peace, Washington., pp. 299-319

T. Clifton Morgan (2015) Hearing the Noise: Economic Sanctions Theory and Anomalous Evidence, *International Interactions*, 41:4, 744-754

Thomas Biersteker, Rebecca Brubaker, and David Lanz, "*UN Sanctions and Mediation: Establishing Evidence to Inform Practice*", United Nations University Centre for Policy Research, 18 February 2019.

Emmanuel NG. Third-Party Incentive Strategies and Conflict Management in Africa. *Air & Space Power Journal: Afrique et Francophonie*. 2016;7(1):14-29

Robert Art and Patrick Cronin 5.1MB PDF document

Clifton Morgan 332.3KB PDF document

Biersteker 10MB PDF document

Emmanuel 260.3KB PDF document

First lecture - part I 103.4MB Video file (MP4)

First lecture - part II 126MB Video file (MP4)

2 - Sanctions history, key actors, and institutional limitations

As you've heard from the previous lecture, and no doubt seen mentioned in the literature - international sanctions carry a stigma from the blanket approaches of the 1990s - namely in the case of Iraq, Haiti, or BiH and others.
The 1990s are not the departure point for sanctions practice, merely a hugely impactful period of activity. This week's material is intended to provide a broader picture of the:
- history of sanctions development
- institutional development based on sanctions use
- key limitations of the main actors utilizing sanctions
- the multilateral dilemma and commitment issue in sanctions design
- and lastly, the main avenues of sanctions smartening of the past decade

Sanctions On Iraq - Talk by Denis Halliday & Phyllis Bennis
I recommend watching at least the first half of this panel contribution on the impact of Iraq sanctions. See if you can draw any parallels to current events.

Required literature

Farrall, J. M. (2009). *United Nations sanctions and the rule of law*. Cambridge: Cambridge Univ. Press. pp. 45-78.
Rose, E. (2005). From a Punitive to a Bargaining Model of Sanctions: Lessons from Iraq. *International Studies Quarterly, 49*(3), 459-479.
Rose Gottemoeller (2007) The Evolution of Sanctions in Practice and Theory, Survival, 49:4, 99-110.

- Second lecture 110.7MB Video file (MP4)
- Farral 27.3MB PDF document
- Rose 4MB PDF document
- Gottemoeller 882.4KB PDF document

*** 20.3.2023 - Second meeting

3 - Sanctions logic and their targeting, packaging, and impact

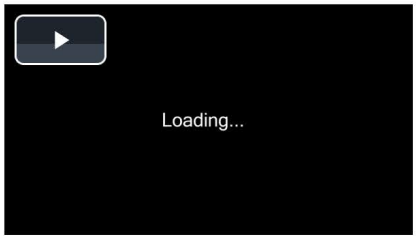
This lecture builds on the previous ones in developing our understanding of various design options for international sanctions. Based on the historical evidence from past weeks and the commentary and lecture on developing smart sanctions - the readings herein provide very good guidance for understanding what "SMART" sanctions actually entail.

The lecture introduces several concepts not introduced in great detail in the texts to illustrate the practical "LOGICS" of what sanctions aim to achieve and how SMART sanctions are applicable within any one of those logics. The goal is to understand the fine line between combining smart sanctions and using more blanket conventional sanctions toward the same goal.

Required literature

Eriksson, M. (2016). *Targeting peace: Understanding UN and EU targeted sanctions*. pp. 233-247.
Woo, B., Verdier, D. (2020). A unifying theory of positive and negative incentives in international relations: sanctions, rewards, regime types, and compliance. *Econ Gov* 21, 215–236.

Lecture



Ericksson 2.6MB PDF document
Woo and Verdier 1.3MB PDF document
Third lecture 538.8MB Video file (MP4)

4 - Sanctions effectiveness and circumvention, EU challenges

This module consists of two lectures

Effectiveness is by far the most frequently discussed facet of sanctions and also stands for the broadest body of literature on sanctions. The reason is quite simple, criticism draws attention, and we do not agree on what makes a sanction regime effective?
Is it complete capitulation of the target? Is it partial acquiescence? Is it no side effects? Is it fair to judge sanctions by their applied goals, their actual goals, or the actual goals while taking into account the limited number of alternative options? What are the relevant metrics?
Importantly, we aim to improve the effectiveness of all sanction regimes. If that is true, should we not make them more robust and hard-hitting instead of targeting and tailoring? After reading the texts on these facets the lecture also discusses the plethora of variables that impact the effectiveness of a sanction regime and debates the relative weight and normative impact of event hose sanctions regimes we might deem ineffective.

Required literature
Pape. R.A. (1997). Why Economic Sanctions Do Not Work. *International Security*, Vol. 22. Issue 2. 90-136.
Dizaji, S. F., & van Bergeijk, P. A. G. (2013). Potential early phase success and ultimate failure of economic sanctions: A VAR approach with an application to Iran. Journal of Peace Research, 50(6), 721–736.
Rosenberg, E., Z. K. Goldman, D. Drezner, and J. Solomon-Strauss. 2016. The New Tools of Economic Warfare: Effects and Effectiveness of Contemporary US Financial Sanctions. Washington, DC: Center for a New American Security

Lecture, part I.

Circumvention

The chain is only as strong as the weakest link, right? An effective sanction regime must be bulletproof, right?
The assigned readings point to who the most typical sanction busters are, and what the effects of even a unilateral sanction regime you would not expect to work may be. And yes, the many circumvention, organized crime, grey market, point diversion, and illicit routes and methods a sanction regime is able to inspire.
The presentation offers practical examples with illustrations of the typical manners of sanction circumvention with key terminology and descriptions of daily practice of sanction due diligence officers from banking institutions to the state apparatus.
And because circumvention is quite undesirable, and every innovation to block it is likely to breed more innovative ways of circumvention, the lecture builds up to explaining what secondary sanctions are and why they are a very potent tool despite their problematic extraterritorial forms adopted currently.

Required literature
Early, B. R. (2015). *Busted sanctions: Explaining why economic sanctions fail*. 142-158 and 207-219.
Hastings, J. V. (2018). The complex relationship between sanctions and north korea's illicit trade. *Asia Policy, 13*(3), 28-34.

Lecture, part II.

- Pape 5.4MB PDF document
- Dizaji 462.8KB PDF document
- Hastings 106.1KB PDF document
- Early 4.7MB PDF document
- Rosenberg 407.8KB PDF document
- Fourth lecture - part I. 538.4MB Video file (MP4)
- Fourth lecture - part II. 762.8MB Video file (MP4)

*** 3.4.2023 - Third meeting

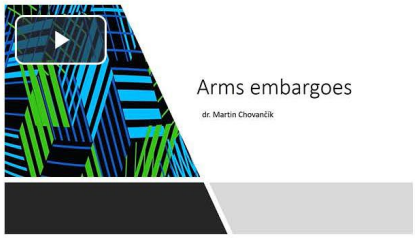
5 - Sanctions in arms trade, EU practice, and specifics of arms embargoes

Why dedicate a separate category to the sanctions of arms embargoes? What makes them special in the context of other sanction measures available to the international community and the EU?
They are called for in crises situations as possibly the least-objectionable restrictive measure to clearly communicate that one does not support a violent escalation between the target parties. They are used often, in fact, the most often out of any other sanction type by the UN and frequently by the EU and many state actors.
Their prolific and unobjectionable use bears investigation into the type of effects to be expected of an effective arms embargo but also brings the question of whether an effective arms embargo (e.g. one being complied with by the senders, monitored, and enforced) is actually the right and proper tool to be implemented.
The lecture further illustrates the main trafficking routes relevant to conflicts with impact on the EU and the EU reaction to the deficiencies of this tool, culminating in the debate over the Common position on arms exports and the Arms Trade Treaty.

Required literature

Erickson, J. (2020). Punishing the violators? Arms embargoes and economic sanctions as tools of norm enforcement. *Review of International Studies*, *46*(1), 96-120.
Michael Brzoska, & George A. Lopez. (2009). *Putting Teeth in the Tiger : Improving the Effectiveness of Arms Embargoes*. Emerald Group Publishing Limited. 205-254
Susanne Therese Hansen & Nicholas Marsh (2015) Normative power and organized hypocrisy: European Union member states' arms export to Libya, European Security, 24:2, 264-286
Erickson, J. L. (2013). Stopping the legal flow of weapons: Compliance with arms embargoes, 1981–2004. Journal of Peace Research, 50(2), 159–174.

Lecture



- Eickson 588.3KB PDF document
- Lopez 201KB PDF document
- Hansen and Marsh 426.9KB PDF document
- Erickson 2013 418.1KB PDF document
- Fifth lecture 602.7MB Video file (MP4)

6 - EU sanctions, non-CFSP economic instruments, aid membership, and MFC status

Non-CFSP EU sanctions - International sanctions need not only come in the form of coercive punishment (managed by the EEAS under the EU or OFAC under the US). Regional organizations and individual states also have access to sanctions in the form of interruption/alteration of existing incentives extended to the target.
This takes on the form of interrupting, or canceling aid, increasing tariffs, introducing capital controls, tightening banking regulations, and much more. You can easily see how these measures would overlap into the competencies beyond the EEAS or OFAC. Not all aid is however equally subject to conditionality.
Particularly in the case of the EU, this creates a dual-track approach to sanctions which requires coordination, but if coordinated properly allows for packaging with CFSP sanctions in a more effective and versatile regime.
To illustrate, the lecture goes through humanitarian and development aid patterns and possible coercion via their alteration and illustrates on the case of Myanmar the possible dual-track combination of measures imposed by EU bodies with vastly different mandates.

Required literature

Crawford, G., & Kacarska, S. (2019). Aid sanctions and political conditionality: Continuity and change. *Journal of International Relations and Development*, *22*(1), 184-214.
Clara Portela & Jan Orbie (2014) Sanctions under the EU Generalised System of Preferences and foreign policy: coherence by accident?, *Contemporary Politics*, 20:1, 63-76.

Lecture

Crawford 331.4KB PDF document
Portela 360.7KB PDF document
Sixth lecture 642.9MB Video file (MP4)

*** 24.4. - Fourth meeting

7 - Corporate reactions to sanctions

Despite political sanctions being geared towards achieving a political changes in a country (e.g. a change of a regime or a change in policies), political sanctions have a far reaching impact on the corporate sector and hence on the economy not just of the country to be sanctioned but potential on the global economy due to the globalization. Consequently companies need to consider the potential impact that sanctions can have on their business in order to design appropriate strategies to deal with adverse consequences.

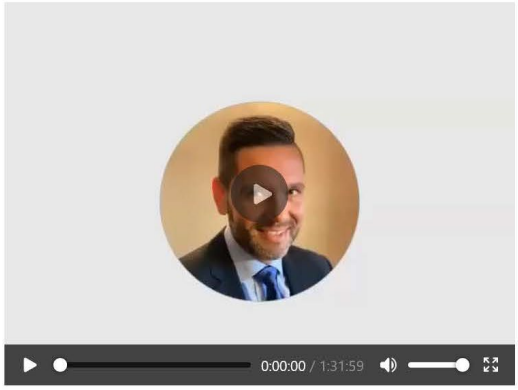
Hereby companies have to consider whether their business is directly affected by sanctions (i.e. either they are a target of sanctions or their business is directly constrained by sanctions) or indirectly (sanctions affect customers or suppliers of business). Companies can address these effects and try to circumvent them for example by geographically diversifying the customer base and supply chains or by deinternationalizing their activities and focussing on "safe" geographic operations. Furthermore companies need to consider reputational losses when conducting business with sanctioned countries.

We are going to discuss a case study during our session. The case is about the brewing company Carlsberg and how it deals with the potential risks an international company was confronted with after the outbreak of the crisis in the Ukraine.

As a preparation please read:
- Meyer et al. (2023) --> Review article on impacts of sanctions on international firms
- Stepien and Weber (2019) --> Article on corporate adjustment strategies to sanctions
- Case on Carlsberg so that we can discuss this case in depth during our session.

Additional reading:
- Deuber (2019) (in Russian Analytical Digest)

Lecture



- Meyer et al. (2023)
- Stepien and Weber (2019)
- Case: Carlsberg Breweries A/S
- Russian Analytical Digest 2019

*** 8.5. - Fifth meeting

Additional resources

Here you may find links to relevant data portals for the major sanctions actors.

EU

EU restrictive measures official portal
EU Sanctions map
EU compliance guidance

UN

UN sanctions list
UN sanctions data vizualization

USA

US OFAC sanctions data portal
US country and programme profiles

FINAL EXAM

Final exam dates - May 15,22,29 - always at 12CET, 45 minutes, 3 questions

Final exam - 15.5. attempt 1

The exam consists of three open questions you should respond to with the materials that we covered - directly referencing theories we covered, texts that were assigned, or cases that were discussed.

Final exam - 22.5. attempt 2

The exam consists of three open questions you should respond to with the materials that we covered - directly referencing theories we covered, texts that were assigned, or cases that were discussed.

Final exam - 29.5. attempt 3

The exam consists of three open questions you should respond to with the materials that we covered - directly referencing theories we covered, texts that were assigned, or cases that were discussed.

Managing Responsibly (Derby and TAMK)

Managing Responsibly

Dashboard / My courses / Managing Responsibly

Your progress

- Announcements
- Welcome!
- Live Session 1 Slides
- Live Session 2 Slides
- Live Session 3 Slides
- Live Session 4 slides
- Assessment Groupings
- Teams link for the group presentations on Thursday 25th May
- Presentation Times - Thursday 25th May 2023 - 12-2pm BST

Open all **Close all**

Instructions: Clicking on the section name will show / hide the section.

Unit 1 - The global sustainability challenge

*On successful completion of this unit, **you** will be able to:*

- *Assess the impact of historical mismanagement of the earth's resources upon current global sustainability challenges*
- *outline the most pressing contemporary global sustainability challenges*

- Unit Welcome
- Environmental catastrophes and global mismanagement
- Paradigms of thought
- Development paradigms
- A paradigm shift
- The growing call for sustainable development
- Unit Summary
- Unit 1 Discussion
- End of Unit 1 activity: Where a lack of sustainability shows up
- References

VERSATILE

Co-funded by the Erasmus+ Programme of the European Union

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All VERSATILE courses

List of all Versatile courses

VERSATILE CAFÉ

Join the VERSATILE Cyber Cafe for social activities.

Enrollment key: "ersatil"

Completion Progress

NOW

Mouse over or touch bar for info.

Unit 2 - Understanding stakeholders and their engagement

In unit 1 we introduced you to the origins and principles of sustainable development, as a foundation for understanding the role and importance of responsible leadership. If we cast our minds back to the way in which sustainable development is defined, and the principles within it, we can note that the themes of **participation**, **consultation**, and **engagement** are prominent.

In this unit we move on to look more deeply at *who* we might be , consulting, and engaging with as a leader if we are trying to practise responsible and sustainable business. This is where the importance of stakeholders comes in. According to ISO 26000, the international standard providing guidance on social responsibility , a stakeholder is defined as:

""individual or group that has an interest in any decision or activity of an organization." (ISO 26000, The international standard providing guidance on social responsibility)

Stakeholder impact is a prime consideration of responsible business. All stakeholder interests should be considered and balanced for an organisation to be socially responsible.

In this unit, as well as providing guidance on how stakeholders are defined and organised, we will explore the theory of how stakeholders should be successfully managed in order for an organisation or project to successfully meet their needs.

As well as containing information that you will need to read, there are videos to watch to elaborate on certain points, activities to complete in order to consolidate and apply your knowledge and understanding, and of course the end of unit activity that will encourage you to apply the tools and techniques that you have been introduced to in this unit. In addition to that you'll be directed to additional reading that will help you to explore the subject further.

On successful completion of this unit, you will be able to:

- Structure the concept of stakeholder through definition and grouping
- Connect the management of stakeholders to responsible leadership
- Differentiate between the levels of power and interest held by different stakeholders of an organisation
- Propose strategies for the effective management of different stakeholder groups

So what is a stakeholder? ☐

Personal Journal ☐

This area is used to record your thoughts and complete activities set within the course.

Why are stakeholders so important for responsible leadership? ☐

What is stakeholder management? ☐

What happens when stakeholders are not managed correctly? ☐

Leadership challenges in a stakeholder society ☐

End of unit 2 activity: Sustainability and stakeholders in coffee production ☐

Unit 2 Discussion ☐

References ☐

Unit 3 - Poverty and world resources

In this Unit we are going to consider the distribution of where the world's resources are created and where they are consumed, observing whereby there might be disproportionate consumption in nations taking more than the 'fair share'.

The term 'resources' can be understood in different ways. We have economic resources, socio-cultural resources and natural resources. For this Unit we will be primarily focusing upon economic and natural resources.

In particular we will explore the problems associated with traditional paradigms of consumption in terms of consumption and examine global consumption patterns of world resources, noting the disproportionate consumption patterns of high or 'mass' consumption societies.

We will question the idea of whether those that pollute the most, should face additional fines or charges, known as the 'polluter pays' concept (Gaines, 1991).

Next, we will explore the idea of the world being divided on the basis of the level of development of each country, based upon economic or social factors. We will introduce Gross National Income, or GNI and the Human Development Index (HDI) as measures of development. One of the common traits of underdeveloped areas is poverty, we will explore definitions, characteristics and causes of poverty, noting that those at what is referred to as the Bottom of the Pyramid are the poorest of all, living in abject poverty.

On successful completion of this unit, you will be able to:

- Explain the problems associated with traditional paradigms of consumption in terms of consumption
- Define the factors that characterise global poverty
- Understand how development is structured using indicators such as Gross National Income (GNI) and Human Development Index (HDI)
- Chart the unequal distribution of global resources and understand how this gives rise to sustainability concerns

- Traditional paradigms of development and their impact upon consumption
- Who consumes global resources?
- High consumption societies
- Should the polluter pay?
- An unequal world
- What is poverty?
- Unit Summary and Activity
- Unit 3 Discussion
- References

Unit 4 - Global supply chain and sustainability

Our fourth unit of the module seeks to explore some of the challenges of implementing sustainability. In earlier units, when we were exploring the original definitions and policy implications of the global discourse on sustainable development, we noted that the concept was often criticised for having definitional ambiguity, vagueness, and difficulty to apply in practise. We will explore these ideas further in this unit. Specifically, we will look at areas whereby there is the greatest concern for sustainability, those areas that we sometimes do not have direct oversight or control of, our supply chains.

This unit will take a deeper look into the topic of supply chains and the importance of transparency and oversight of the supply chain as well as being prepared as an organisation to accept responsibility for all areas of activity within your supply chain. It is simply not enough nowadays to place the blame for ethical lapses elsewhere within the supply chain, because ultimately as a responsible business the book stops with you.

To truly understand the importance and value of doing things right, i.e., adhering to sustainable development principles, it is often helpful to understand the implications if things are done wrong. Therefore, in your first activity this week, we will look at examples of mismanagement, and ethical lapses within supply chains, and the sometimes-devastating effects that this can have. We will consider the question of whether businesses should take responsibility for supply chain lapses. One of the reasons why they should, is because of potential reputational damage.

We want you to understand the relevance of this module and what you learn for your every-day life, in addition to your work within the project management industry, therefore you will be asked to consider your position about advocacy on or against companies and brands that are known to have had ethical lapses within their supply chain. You will be asked to share information about any causes that you have played a role in advocating. A creative activity will follow in which you can demonstrate your advocacy against a brand's ethics via a social media posting.

The unit content will furnish you with the key theoretical perspectives on the weekly topic, and the directed reading will help cement your understanding of global supply chains and supply chain management and of how circularity and transparency within the supply chain can promote sustainable development.

Your end of unit activity will involve you selecting an organisation of your choice and assessing their supply chain. You will critically evaluate the presence of sustainability within their supply chain, or perhaps lack of, and share this in discussion with your peers on the discussion board.

On successful completion of this unit, you will be able to:

- To outline the composition of a typical product and service-based supply chain
- To identify common causes of sustainability concern within supply chains
- To highlight the importance of supply chain transparency and effective governance
- To explore the notion of the circular economy for embedding sustainability within supply chains

- The structure and composition of supply chains
- The Concept of Supply Chain Management
- Supply Chain Risk Factors
- Risk Management
- Supply Chain Sustainability
- The Role of the International Labour Organisation. (ILO)
- Activity 4.1 The impact of supply chain lapses
- Supply Chain Collaborations
- Unit 4 Discussion
- References

Unit 5 - Consumer and social issues

Unit introduction

In this unit we will explore consumer perceptions on sustainability and business ethics. We will start by developing an understanding of what it means to be a consumer, the practice of consumption, and of how the consumer holds a lot of power over organisations that serve them. We will note a shift in attitudes to consumption, how no longer are consumers powerless and lacking choice. Consumers are increasingly discerning over the brands that they choose to interact. Increasingly, consumers will demonstrate a range of ethical consumption practices from choosing not to purchase at that time, to boycott, to activism. Consumers are seen to respond positively to brands that have authentic and validated sustainability credentials.

Nonetheless, even though consumers may claim to care about a brand's sustainability credentials, there are many reasons why they might make unethical decisions or actions themselves or may not actively purchase from a sustainable brand; this is known as the attitude behaviour gap.

The unit content will furnish you with the key theoretical perspectives on the weekly topic, and the directed reading and in unit activities will help cement your understanding of consumer ethics and sustainable consumption.

Your end of unit activity will involve you evaluating the sustainable consumer orientation of a selection of brands. How do organisations that you are familiar with develop products, services and business practices to respond to the needs of the ethical consumer? There is a great opportunity here to generate some ideas for your module assignment through recommendations to your case study organisation based upon the good practice of organisations cooperating under the #BrandsforGood movement!

On successful completion of this unit, you will be able to:

- To identify causes of consumer concern in respect of sustainability
- To assess the impact that consumer sustainability concerns have upon consumer choice.
- To outline different sustainable consumption practices
- To identify the challenges faced by consumers in making responsible purchase decisions

The Consumer Society
Consumer Ethics
Customer attitudes and intentions
Consumer Behaviour
Unit Summary
Unit 5 Discussion
References

Asssessment

Collaborative Group work

To create and present a 15 minute video that explores the extent to which an international organisation of your choice exhibits responsible management behaviour.

Weighting: 100%

Assesses Learning Outcomes: 1 & 2

This is the Assessment Brief for this Module.

Sustainability and SMEs (HSRW and Derby)

Your Teachers ▶

Course Information

Course Information

More and more large companies are implementing sustainability actions and transforming their business models into sustainable ones due to stricter legal requirements and as a reaction to changing customers' and investors' demands. Small and medium-sized enterprises face less strict regulations but are slowly confronted with an indirect pressure to start considering the impact of their operations on society and environment as different stakeholder groups are increasingly demanding information about sustainability related aspects (e.g. banks, customers) from them.

Objectives

Changing business environment and requirements of the society:

- Climate change
- Scarce resources
- Geo-political crisis
- Social tensions
- Awareness of diversity, social equality and protection of environment

Companies need to react to those changes and consider the impact of their business actions on environmental and society as a whole. To cope with changing environments, companies have to adopt measures to foster sustainability activities and in the end, they need to convert their business models into sustainable ones.

Advantages of a sustainable business model is easier access to:

- Global supply chains and markets
- Stakeholders and partnerships
- Public procurement
- Qualified talents and development of competencies
- Sustainable funding sources and better financing conditions
- Funding for transition of the business model

Problem: How should companies develop and implement a sustainable business model?

After completing the course, students will be able to act as external consultants and develop a sustainability strategy for their clients. Overall, they improve their analytical skills, communication and negotiation skills as well as teamwork and social skills, which becoming more and more important in today's business life.

Contents

Upfront, students get informed about SME: What are typical characteristics of a SME? What are typical examples of a SME? Furthermore, sustainability is defined as a concept that includes ecological, social and economic factors which have to be analyzed during this course. Afterwards, students will work in interdisciplinary and multicultural teams and have to select an SME as a case by themselves. They are not forced to contact the company and can just restrict themselves in using publicly available information.

Students are expected to take on the role as a consultant for an SME and develop a strategy to convert the business model or adopt sustainability measures into the company activities.

International Connections

The course is offered within the Erasmus funded VERSATILE project. The course is open to second, third- and fourth-year (or even higher) students at the participating universities.

- Tampere University of Applied Sciences (Finland)
- University of Derby (UK)
- Rhine-Waal University of Applied Sciences (Germany)
- Masaryk University (Czech Republic)

Teaching Methods

Virtual teaching and learning + Collaborative teaching and learning

Course Material (Including Recommended Or Required Reading):

Will be provided in live online sessions and via learning platform.

Scope

5 CP x 30 hours = 150 hours of student work altogether.

Student's Use Of Time And Effort

5 CP x 30 hours = 150 hours of student work altogether.

Jump to...

Your Teachers ▶

Your Teachers

Your Teachers

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◀ Course Information

Official Announcements & Social Forum ▶

Official Announcements & Social Forum

Official Announcements & Social Forum

QUESTIONS, ANSWERS, DISCUSSIONS, and much more...

That's studying! All of you already got to know that during the last years while studying at your institution.

But attention: It's often more difficult while studying 100% ONLINE. Therefore, we offer you the possibility to ask questions and start discussions whenever you feel the need. In all life sessions you are heartly invited to state your questions and start cool discussions. In between, please use the Social Forum to discuss the topics covered in the life sessions as well as to ask non-confidental organizational questions.
We asked all of you, whenever you have a question or something is unclear, please use the Social Forum to post your question. Either one of your fellow students, or we will answer the question.

Some rules

- There aren't any silly questions! Ask whatever is unclear...
- Kindly do not judge any question or answer. Rather respond to those, if you wish, from your point of view, objectively...
- Use this forum only for lecture-related topics...
- Be polite...
- Help each other...

In advance: In order to clearify all open questions - thank you for an active discussion!

Official Announcements

Social Forum

◀ Your Teachers

Jump to...

Timetable ▶

Timetable

Timetable

CW	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Information
12	20.03.2023	21.03.2023	22.03.2023	23.03.2023	24.03.2023	25.03.2023	26.03.2023	
13	27.03.2023	28.03.2023	29.03.2023	30.03.2023 10am (CET)	31.03.2023	01.04.2023	02.04.2023	*Introduction Meeting (2h Webex)*
14	03.04.2023	04.04.2023	05.04.2023	06.04.2023	07.04.2023 *Good Friday*	08.04.2023	09.04.2023	
15	10.04.2023 *Easter Monday*	11.04.2023	12.04.2023	13.04.2023	14.04.2023	15.04.2023	16.04.2023	
16	17.04.2023	18.04.2023	19.04.2023	20.04.2023 10am (CET)	21.04.2023	22.04.2023	23.04.2023	Interim-Meeting I (2h Webex)
17	24.04.2023	25.04.2023	26.04.2023	27.04.2023	28.04.2023	29.04.2023	30.04.2023	
18	01.05.2023 *Labor Day*	02.05.2023	03.05.2023	04.05.2023	05.05.2023	06.05.2023	07.05.2023	
19	08.05.2023	09.05.2023	10.05.2023	11.05.2023 10am (CET)	12.05.2023	13.05.2023	14.05.2023	Interim-Meeting II (2h Webex)
20	15.05.2023	16.05.2023	17.05.2023	18.05.2023 *Acn. of Christi*	19.05.2023	20.05.2023	21.05.2023	
21	22.05.2023	23.05.2023	24.05.2023	25.05.2023 10am (CET)	26.05.2023	27.05.2023	28.05.2023	Final Meeting (4h Webex)

Attention to different time zones!!!

- Tampere University of Applied Sciences (Finland) = EET => GMT +2
- University of Derby (UK) = GMT => GMTo
- Rhine-Waal University of Applied Sciences (Germany) = CET => GMT +1
- Masaryk University (Czech Republic) = CET => GMT +1

◀ Official Announcements & Social Forum

Jump to...

Video Conferencing ▶

Video Conferencing

Video Conferencing

On the mentioned meeting dates we will meet in Fabian's personal webex-room. Just click on the link below to enter our room:
https://hsrw.webex.com/meet/fabian.dargel

CLICK HERE TO JOIN!

Please make sure that you will **enter the webex-room on time**, that you have a **stable internet-connection** as well as a **functioning webcam** and **microphone** (turn-on your webcam - it's mandatory!!!).

◀ Timetable

Jump to...

◀ Video Conferencing

Grading ▶

Teamwork

Group Selection

Grading

Grading

Assessment Methods And Criteria

Individual students groups have to:

(0) Choose your individual SME:

(1) Hold a **Group Presentation** focusing on the following points:

- What is sustainability (including ecological, social and economic view)?
- How does sustainability benefit the analyzed SME in general?
- Development of a conversion strategy either for the business model as a whole or selected process (e.g. HR, Finance, Marketing, etc.).
- Expected impacts/benefits for the SME from the developed strategy.
- Requirements for this strategy.

(2) Write a **Professional Business Report** about the developed strategy containing all relevant information and further details:

The assignment is to make a design of a professional product that could help the organization in realizing its sustainability-policy. Different approaches are possible, depending on the need of the organization.

Evaluation Scale

In total, students can achieve 100 points. The grading scale is as follows:

- 95-100 points = 1.3 (excellent)
- 90-94 points = 1.3 (excellent)
- 85-89 points = 1.7 (very good)
- 80-84 points = 1.7 (very good)
- 75-79 points = 2.3 (good)
- 70-74 points = 2.7 good
- 65-69 points = 3.0 (satisfactory)
- 60-64 points = 3.0 (satisfactory)
- 55-59 points = 3.7 (sufficient)
- 50-54 points = 4.0 (sufficient)
- <49 points = 5.0 (fail)

Criteria for grading will be communicated to participants during the introduction.

Exam Schedule

t.b.a.

Re-take exam

In case of failure (just in this case), you are given the chance to re-take the exam as oral exam at 01.06.2023...

Final Submissions

Company selection

- Groupwise

Deadline: 13. April 2023

Submission of Group Presentation

- Groupwise 1 .pdf-file
- To be named: VERSATILE_SME_Presentation_Group_NO

Deadline: 24. May 2023

Submission of Professional Business Report

- Groupwise 1 .pdf-file
- To be named: VERSATILE_SME_Report_Group_NO

Deadline: 24. May 2023

Student's individual feedback

- Individually 1 .pdf-file
- To be named: VERSATILE_SME_Feedback_LASTNAME

Deadline: 28. May 2023

◀ Teamwork

Jump to...

Learning Materials ▶

Learning Materials

Learning Materials

2023.03.30_Sustainability & SMEs

Wonder.me (Virtual classroom)

Every live ONLINE session we'll meet in our virtual wonder.me classroom!

Miro (Expectations)

In our first session on Thursday, 30.03.2023 we do expectations management.

Miro (Participants)

Please fill in your personal player's card.

SMEs

- What are typical characteristics of a SME?
- What are typical examples of a SME?

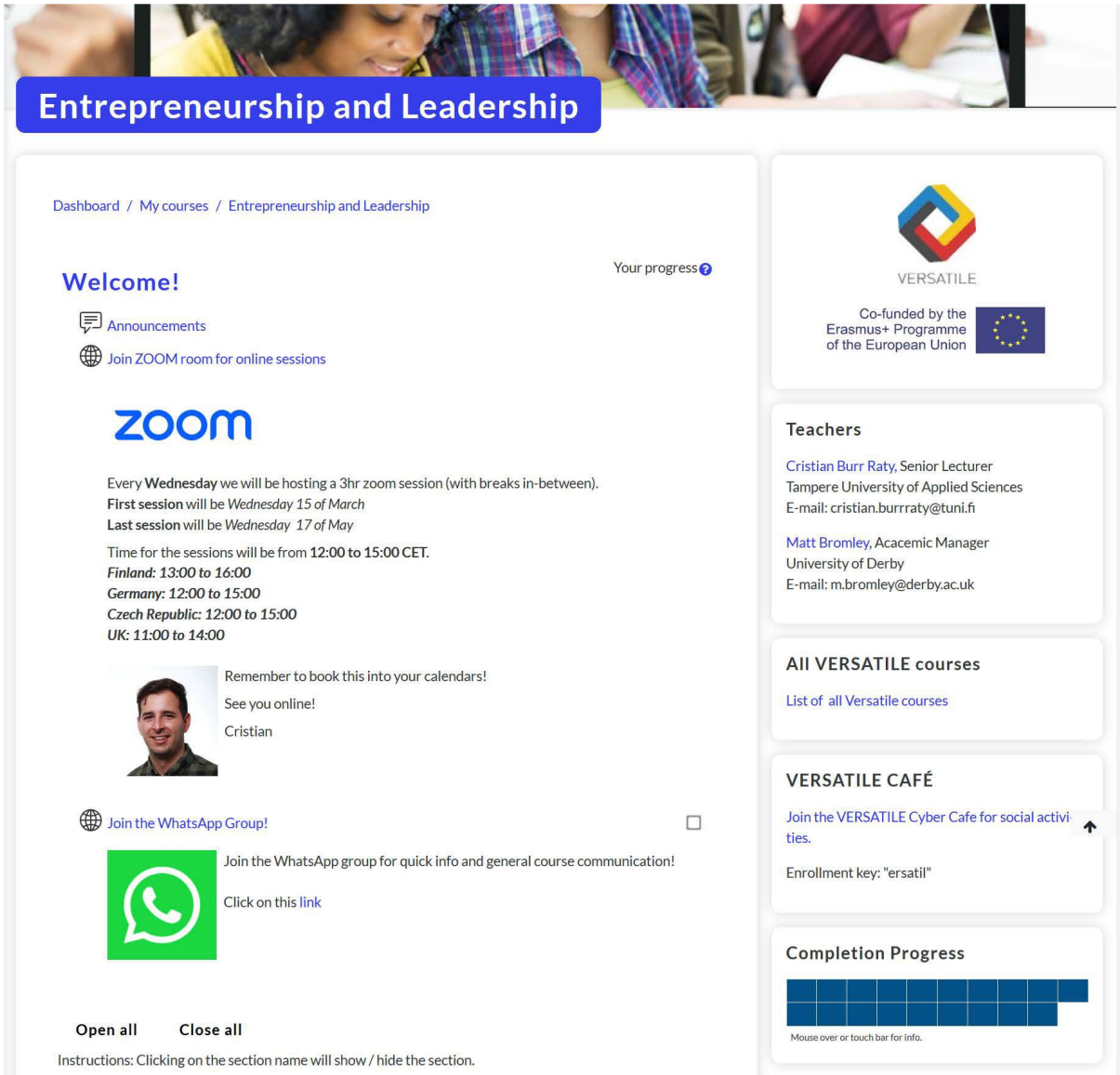
Sustainability

- Concept including
  - ecological factors
  - social factors
  - economic factors

Consultancy

- Meaning
- Role of a consultant
- Work of a consultant
- To Do's

Entrepreneurship and Leadership (TAMK and Derby)



Introduction & Course Overview

Course Implementation Information

Course implementation information

Introduction

The Entrepreneurship and Leadership Workshop course is a theoretical-practical course, aimed at students developing knowledge, skills and abilities that enable them to devise and develop entrepreneurial projects, acquire tools that facilitate autonomous management of their projects based on methodologies for agile development. The subject is methodologically based on teamwork and collaboration, the development of projects with field validation, as well as work and learning sessions.

The course collaborates in the deepening and exercise of the following competencies in students: Teamwork and Autonomy; Problem solving and decision making; Analysis, critical and ethical thinking; creative thinking and innovation; Global vision, direction and leadership; Flexibility and adaptation to the environment.

Sessions

The course is facilitated in **virtual synchronous sessions (10 sessions, 3 hours every Wednesday over Zoom)** between Coach and students in a virtual workshop format. Content is co-created and produced amongst coach and students. Students are expected to work asynchronously individually and with their team to prepare, develop learning sessions, read and write essays and work on their team projects.

Assignments & Grading

The course considers individual and team outcomes. Assessments, feedback and grading will come from self-evaluation, team evaluations, coaches evaluations and external evaluation. This course considers a minimum of 80% assistance and tasks & assignments will be graded on a **0 - 5 scale.** Grading and feedback will come from your coach, peers and guests. This is to ensure that we have a 360° point of view on your performance as an individual and a team.

Unit Distribution for Learning Outcomes

1	Team	Project – *Pitch and Documentation*	35%
2		Learning Sessions - *Content and Activity*	25%
3	Individual	Read and Write - *Essay*	20%
4		Self-Evaluation and Participation – *Forms and Feedback sessions*	20%

For more in-depth information, refer to Versatile website with course description.

Course Sessions Calendar

Course and Sessions Calendar

This is the *proposed* session calendar. There might be changes only if strictly necessary. For due dates on assignments, please check the corresponding assignments section of the course.

Mode	Synchronous											Asynchronous
Theme	Capsule 1 - Team Building / Problem Construction			Capsule 2 - Problem Client Solution / Value Proposition						Final Presentation		
Month	March			April				May				
Date	15	22	29	5	12	19	26	3	10	17	24	
Session	1	2	3	4	5	6	7	8	9	10		
First Block	Team building & Team Definition	Project Proposal	Project Idea Pre-Presentation	Learning Session 02 Define	Learning Session 03 Ideate	Learning Session 04 Prototype & Test	Feedback Session and self evaluation	Learning Session 05 Pitch	Learning Session 06 Implement and Scale	Final Pitch	Feedback and Report
Second Block	From the individual to the team - Why do we start companies?	Learning Session 01 Empathy	Project Execution & Leadership	Team Work - Pre-Motorola Team Leadership and Roles	Team Work According to workshop	Team Work - Motorola		Team Work According to workshop	Team Work According to workshop	Team Work - Program Motorola	

Updated Information:

This will be the new schedule, please advise with your team and prepare the sessions:

Workshop / Learning Session Topic	Date	Facilitates
Problem Definition	29.03.23	3
Pre-Proyect Presentations	05.04.23	Coach
Ideation Process	12.04.23	1
Feedback Session	19.04.23	Coach
Prototype, Test & Validating	26.04.23	2
Pitch Presentation	03.05.23	5
Implement and Scale	10.05.23	4
Final Project Presentation	17.05.23	Coach

Make sure to check the Learning Sessions Document to help you in organizing and implementing the workshop. Should you need help, contact your coach.

Sessions, Workshops and Recordings

Workshops - Learning Sessions

Part of being an entrepreneur is finding your own way of problem solving, leading and learning. For this same reason, you and your team will be in charge of producing content and knowledge for your learnings. Therefore, you will be in charge of creating workshops to learned and deepen your knowledge on certain subjects, related to the development of your business projects. Read the PowerPoint for more information.

Due dates will be different from team to team, and you will be cross evaluated on your performance during the workshop.

Course Overview and Introduction

Video recording: Introduction Session

Date: 15.03.23
Facilitated by: Coach Cristian

Introduction, Tasks and Assignments, Learning Sessions and Business Project

Workshop 1: Design Thinking and Empathy

Design Thinking and Empathy

Date: 22.03.23
Facilitated by: Coach Cristian

Our **first Learning Session** was about **Design Thinking and Empathy.** We also discussed collectively, why do start-ups and businesses fail? Some great reflections! You can access the PDF with the compilation of the work we did on 22 March, and/or you can check the Miro board.

MIRO Board - Design Thinking & Empathy

Video recording Workshop 1: Design Thinking and Empathy

Introduction to Design Thinking and Empathy stage. Plus an overview and collective reflection on, Why do starts-ups and business fail?

Workshop 2: Problem Definition

Design Thinking: Define

Date: 29.03.23
Facilitated by: Team 3

Our **second Learning Session** was about **Define**, the second phase in the Design Thinking process. This workshop was facilitated by Team 3, it included a pre-task, theoritical reflections, showcasing of various tools for this phase and a practical & fun teamwork exercise.

Check the Miro and video recording from the session! The Miro board has been exported as a PDF.

Last third of the session was conducted by the Coach and was about the **"Three Horizons" (Sharpe) theory** that has to do with **team roles and personalities inside a team,** and how certain mindsets are need to push business forward.

Please refer to the concordant Miro board and PDF.

MIRO Board - Define Workshop

MIRO Board - Team Roles and Mindsets

Video recording Workshop 2: Define

Business Project Pre-Presentation

Challenges Pre-Presentation

Date: 05.04.23
Facilitated by: Course

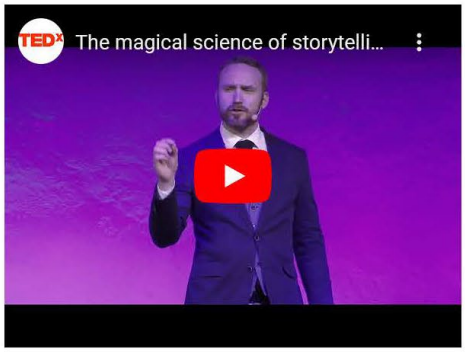
PreTask & Assignment

Each team must prepare and perform a **presentation about at least 3 companies they have been in contact with and their respective challenge.** You can use the tools and methods learned in the previous workshops (*Empathy and Define* phases of design thinking). Consider the following:
- Company name and identity / background
- Empathy - Who has the problem/challenge
- Define - Challenge / Problem statement
- Relevant information you want to share

The presentations are free form, meaning you are free to use and present in which ever manner you prefer (for example, use PowerPoint, Canvas, Miro, Keynote or what ever digital platform you like and feel comfortable with.) However, you must be **able to export your presentation so that we can have a digital copy.** Lastly, you will have a maximum of **10 mins to present** (use your time wisely and spend no more than 3 mins per company ;))

Personal tip:
- Sometimes less is more
- Use more images and diagrams
- Tell a story and please don´t read!

Here are two great videos that will help you prepare for this presentation and many more:



About the companies, they can be from private sector or public sector, they can be large corporations or multinationals, or can be local small companies, they can be ONG or government office, educational sector or industrial... what ever company or organization you can find that can align with your principles and values and that you´d like to work with/for.

Finally, contacted companies must be willing to participate in this educational process. Which means, they need to have at least one company representative present for your final pitch so they can see the project outcome and give corresponding feedback.

Recording: Pre-Project Presentations and Feedback

MIRO Board - Pre-Project Presentations Feedback

Workshop 3: Ideation Process

Design Thinking: Ideation

Date: 12.04.23
Facilitated by: Team 1

Our **third Learning Session** was about **Ideation**, the third phase in the Design Thinking process. This workshop was facilitated by Team 1, it included theoretical reflections, showcasing of various tools for this phase and a practical & fun teamwork exercise.

Check the Miro and video recording from the session! The Miro board has been exported as a PDF.

Recording: Design Thinking: Ideation (copy)

MIRO Board - Ideation Workshop

Feedback Session

Team Feedback Session

Date: 19.04.23
Facilitated by: Coach

It is our halfway point for the program. We have held a feedback session for teams and their members in order to see our problems, face them, grow together, and find more efficient and effective ways of working together. We have observed the **"5 Stages of team development"** according to Bruce Tuckmen, have taken the **"5 Keys to Successful Teams"** from Google, and have applied **"I like, I Wish"** for team and individual feedback.

Check the Miro and video recording from the session! The Miro board has been exported as a PDF.

MIRO Board - Team Feedback Session

Recording: Team Feedback Session

Workshop 4: Prototype, Test & Validating

Design Thinking: Prototype, Test & Validate

Date: 26.04.23
Facilitated by: Team 2

Pre-Assignment:
All teams must make a visualization of their proposed solution in preparation for this workshop

Workshop:
This workshop was related to the Prototyping and Testing Phases of Design Thinking. This is done in order to Validate solutions and its characteristics.

Check the Miro and video recording from the session! The Miro board has been exported as a PDF.
There are also some supporting documents with some useful tools for this part of the process.

Essay Deadline!

MIRO Board - Design Thinking: Prototype, Test and Validate

Recording: Design Thinking: Prototype, Test and Validate

Support Material: Prototyping - Theory, Exercise, Tools, Examples

Support Material: Prototyping - MoSCoW & Test Card

Workshop 5: Pitch Presentation

Workshop: Pitch Presentations

Date: 03.04.23
Facilitated by: Team 5

Pre-Assignment:
All teams must make a visualization of their proposed solution in preparation for this workshop and have a 5 minute presentation about their project ready

Workshop:
This workshop was related to Pitch presentation. These types of presentations are common in the start-up world. It was accompanied by practical exercises and feedback to improve the presentations.

Check the Miro and video recording from the session! The Miro board has been exported as a PDF.
There are also some supporting documents with some useful tools for this part of the process.

MIRO Board - Pitch Workshop

Recording: Pitch Workshop

Workshop 6: Implement and Scale

Final Pitch Presentation

Activity Research

Read and Write

Read and Write

We believe in creating new knowledge drawn from personal and empirical experience, *"Do to learn"*. However, we cannot and should not deny others before us, and the vast amounts of knowledge there is to be had from our environment, *"Learn to do"*.

As part of the individual competency development for this course, you must write an academic essay about a personal / professional subject of interest that is closely related to the many sub-subjects that we tackle and engage on in this course.

Further instructions for this assignment can be found the PowerPoint file.

Due Date: 26th of April

Team Process

Assignment: Pecha Kucha

Pecha Kucha

Pecha Kucha is a standardized presentation type used all around the world to present yourself to others. In our case we have made some differences, and are using this as a tool for team work. This task is closely related to the Team Learning Contract. For more detailed information, follow the instructions on the PowerPoint presentation below.

Once you have finished your presentation, please upload a copy here. Task must be completed by the ***22th of March.***

Team Learning Contract

Team Learning Contract

As a team create your *Team Learning Contract*! You will be working together for the next three months, create a contract that will help you work and perform together! This activity will take you close to ***3 hours*** and must be done asynchronously, take time and set up meeting hours to do it. Follow the instructions on the PowerPoint file.

This is a team assignment. File must be uploaded by the ***22th of March.*** It can be a PowerPoint, Word, PDF, or JPEG file.

Pre-Project Presentation

Pre-Project Presentations

Attach the document used for your pre-project presentation on the ***05/04/23.***

Feedback for the presentation can be found on the recording of the session and will also have a short written report.

Company and Challenge Statement

Company and Challenge Statement

Write your defined Challenge Statement and the company you will be working with. Remember, this is the company you will now be working with and for. In you submissions, also add the person of contact with the company and their email so we can contact them for the final course presentation.

Pre-Visualization of Solution

Pre-Visualization of Solution

Construct a visualization of your proposed solution in order to begin a validation process. A visualization is a vague term that can be interpreted in many ways and it is up to the Team to decide what and how to do it. The focus of this assignment is to quickly and simply convey an idea in a visual manner using digital tools.

Upload your submission by **03/05/2023**

Pre-Solution Presentation

Pre-Solution Presentation

Do a 5 minute presentation about your challenge, identified problem, client/customer/user, solution and the team behind the project.

Upload the presentation before the Pitch Workshop on **03/05/2023**

Final Project Report

Final Project Report

Download the template and fill in the information. This will give a wider understanding and act as an overview of your team and project process and outcome. Take time to fill this in.

Due Date: **16th of May - 12:00 Digicampus Time**

This will be sent to your partner company as the outcome of the project, alongside the pitch presentation and any additional information or file sharing your teams deems necessary.

Final Pitch Presentation

Final Pitch Presentation

Your final Pitch presentation is a 5 minute pitch presentation for your partnering company. The file that you are going to use for your final presentation must be uploaded at latest 1 hour before the final presentation. Details regarding what content goes into the presentation have been covered during the Pitch workshop.

Due Date: **17th of May - 12:00 Digicampus Time**

This will be sent to your partner company as the outcome of the project, alongside the final project report and any additional information or file sharing your teams deems necessary.

Understanding Organisational Behaviour (Derby and TAMK)

Unit 2 - The Individual & Personality

Section 2 - The Individual & Personality

On completion of this unit, you will be able to:

- recognise nomothetic and idiographic approaches to personality
- identify how personality affects individuals within the organisation
- consider your own personality traits and how these affect your behaviour

- Unit 2 Introduction
- What is Personality?
- Personality Theory
- The Historical Origins of Trait Theory
- From type to trait
- Perception
- Causal Attribution
- Unit Summary
- Reading for End of Unit Activity
- Unit 2 Discussion Board

Unit 3 - Team & Group Behaviour

Unit 3 - Team & Group Behaviour

On completion of this unit, you will be able to:

- identify the characteristics of a team and how groups influence behaviour in organisations
- explore how the dynamics and diversity of teams can affect engagement and performance
- demonstrate how teamworking theories translate into practice an organisation

- Teams and Groups
- The characteristics of teams
- Group Dynamics
- Team roles
- Group cohesiveness
- Team Diversity
- Unit 3 Discussion Board
- References
- Recording Session 3

Unit 4 - Organisation & the wider context

Unit 4 - Organisation & the wider context

On completion of this unit, you will be able to:

- reflect on how organisational culture and values affect the way an organisation works
- use appropriate techniques to analyse the importance of the wider environment in which an organisation operates
- recognise the difference between intrinsic and extrinsic motivations and compare the different organisational approaches

- Trust in organisations, groups and teams
- Teams and Psychological Safety
- The psychological contract
- Leadership role in setting a climate of trust
- What is organisational culture?
- What shapes organisational culture?
- The cultural web
- Handy's typology of organisational culture
- Culture, values and human resource management (HRM)
- Unit Summary
- Unit 4 Discussion Board

Unit 5 - HRM, Leadership & Organisational Behaviour

On completion of this unit, you will be able to:

- discuss key HRM policies and practices that contribute positively to organisational behaviour
- explain the context of management and leadership in relation to organisational behaviour
- categorise the different perspectives on power dynamics within an organisation

- Role of managers and leaders in organisational behaviour (OB)
- The wider role of Human Resource Management (HRM)
- HRM and Organisational Effectiveness
- HRM Policies, Practises & Procedures
- HRM and Strategic Planning
- Power
- H5P Power in organisations
- Types of power
- Control
- Unit summary
- Unit 5 Discussion Board

Assessment!

Assessment methods and criteria:

Assessment Component	Details
Formative Assessment	Formative assessment will take place through the VLE discussion boards and online live teaching sessions. In these you will have the opportunity to discuss ideas with your peers and gain tutor feed-back.
CW1 – 60% [LO1, LO2]	Individual: Collaborative Activity This will be assessed via weekly contributions to a discussion activity
CW 2 – 40% [LO1, LO2]	Individual: Report An individual report which investigates organization behaviour within a case study

This is the full Assessment Brief for the module

CW1 Submission Point

Weekly Teaching Sessions

Link for Weekly Teaching Sessions

For your ease, the link for the weekly teaching sessions conducted via MS Teams is being provided here. You must have received this invite through your emails as well.

Week 1 Teaching Session (21 April 2023)

Week 3 Teaching Session (05 May 2023)

4. Lessons Learned and recommendations

The VERSATILE project was designed in October 2020 at the height of the Covid-19 pandemic when physical student mobility had almost completely ceased to be viable and no reliable predictions could be made as to how long that situation would endure. It was also conceived at a time when higher education institutions had been confronted with moving to online teaching very quickly and educators were thrown into the situation of having to develop online teaching skills very rapidly. It was against this background that we set out to develop the building blocks for an online semester abroad, these being a toolbox for online teaching methods, an administrative infrastructure to facilitate multilateral virtual exchange and a curriculum of team-taught courses in the social sciences.

It was not the sole intention of the project to develop an alternative to physical student mobility simply for the duration of the Covid-19 pandemic. So thinking beyond the pandemic, it was conceived that an online semester abroad could offer a longer-term possibility for students to gain intercultural experiences even if barriers prevent them from undertaking a physical mobility of several months in another country. Such barriers could be financial in nature, meaning that despite scholarships, students would find it difficult to finance their stay abroad, or that due to their financial situation, students were unable to give up part-time employment that they had secured to finance their studies to move abroad for a few months. Other barriers to longer-term physical mobility could be the complications of obtaining visas for international students, in particular for students with a refugee background, or barriers related to disabilities. So, the project was also designed to make a contribution to internationalisation-at-home initiatives longer term.

The purpose of the VERSATILE project was not only to create these building blocks in theory but also put them into practice in the form of an online semester abroad offered by four higher education institutions in four different countries to their students. This was offered in Summer Semester 2023, between March and May. By this time, with the success of vaccinations and other Covid-19 measures, physical student mobility has already returned to near-normality. After having spent many months with purely or mainly online learning, the desire of students (and educators) to return to face-to-face teaching and to be able to engage in a semester abroad that involved physical mobility was great. The appetite for a fully online semester abroad with no in-presence teaching and without being able to experience living in a different country first-hand has dwindled. Therefore, the number of students who took part in the VERSATILE online semester as an alternative to a regular semester abroad was small. The majority of students taking part chose to do one or two courses and to have these accredited to their home university study program. The first lesson learned is therefore to consider streamlining the breadth of the course offer and to evaluate whether offering a full semester of courses in the form of eight courses totaling 40 ECTS **is sustainable long term**. A smaller course offer that gives students international exposure and enables them to develop other soft-skills through interaction with educators and students from different international settings can be sufficient as internationalisation-at-home measures. These can either be appetisers to motivate students from less internationalized study programs to undertake longer physical mobility at a later stage in their programs, or to enable students facing the aforementioned barriers to still gain international experience. A further lesson learned in this respect is that universities may need to be more **proactive in identifying students** for whom an online semester abroad would be beneficial and marketing the possibility to them. In particular, students who are already juggling their studies with part-time employment are possibly less visible at university because of the pressures on their time and therefore less able to attend information events or other networking opportunities where such possibilities are advertised.

Having a combination of students taking a full semester abroad with others taking individual courses threw up some challenges in terms of commitment of students to complete the courses to the end and their motivation to contribute to classes and in group work assignments. Although student commitment and motivation varies considerably in regular classes within one university setting, one of the key aims of creating a multilateral virtual exchange is so that students from different partners can work with each other and learn from each other. Taking time to **carefully align student target groups** across the institutions involved in a multilateral virtual exchange is therefore important to ensure that enrollment numbers in the courses are sufficient and that students commit to finishing the courses and are motivated to participate. It is impossible to completely match program designs across institutions, particularly when they are embedded in different national educational systems. But as close an alignment as possible and careful identification of similar or equivalent windows in study programs in which multilateral virtual exchange can fit, is an important factor in ensuring that students with similar commitment levels can work together and learn from each other. As the participating students taking the VERSATILE online semester in Summer 2023 were diverse in the sense that some were doing a full semester abroad, while others were doing individual courses as core courses or add-ons, while taking other regular in-presence courses at their home university, this heterogeneity was challenging in terms of its effect on student commitment. Such alignment needs to be coupled with clear communication across all involved institutions about the commitment involved when students sign up for these courses. Here again, as close an **alignment of course recognition** as possible across the institutions, within the limits set by national and institutional regulations, is recommended for this purpose.

When designing courses for multilateral virtual exchange, sufficient time needs to be set aside in schedules to clearly communicate course format, teaching style, expectations and assessment methods. All educators involved in the VERSATILE online semester took care to communicate these clearly in initial meetings designed for this purpose. But still, all educators involved provided the same feedback that those students from other universities than their own taking part in their courses lacked the same 'institutional knowledge' about how things work. Therefore, very careful attention needs to be make **such institutional knowledge explicit** and communicate it very clearly to students. In practical terms, students involved in the VERSATILE project reported that they were able to translate for fellow students from different universities where there was any uncertainty in order to fill these knowledge gaps.

The window in which the VERSATILE online semester could be delivered was short due to the different academic calendars of the universities involved. Due to the availability of educators, some of the courses were very condensed time-wise. This, coupled with the fact that most assignments had similar delivery deadlines created a lot of pressure on students who were doing several courses within the offer. Therefore, **careful use of the time frame** in which courses can be delivered to its full and coordination of deadlines is recommended.

For a multilateral virtual exchange project of this size, i.e. offering a full semester of courses across two disciplines and across four institutions, a key decision to make at the outset is **how the project is coordinated**. The VERSATILE project set out to create three key building blocks – online tools, administrative infrastructure and curriculum – each which required different expertise. We chose a lean coordination model in which a steering committee coordinated the overall project and working groups worked on the different building blocks and work packages. Centralisation of a project where all elements are discussed in one main committee brings with it the advantage that all participants are aware of the different components. It brings with it the disadvantages of discussion groups being very large, discussions very time-consuming and creating redundancies when people are involved in

meetings that are completely out of their area of expertise. Decentralisation of a project brings with it the advantages that different parts of the project can be worked on simultaneously in different working groups and more effective use of time of project members. It does however create the challenge of making sure that the linkages between the different work packages are sufficient, so that decisions made in one area are communicated to the other work packages where they are relevant. It also needs careful monitoring to ensure that all elements are sufficiently dealt with and responsibilities are clear.

Feedback from students taking part in the VERSATILE online semester has indicated to us that they were able to develop key skills through the project. As well as advancing their academic knowledge in their study field, by working with students from different national environments and being exposed to different teaching and learning styles, they were able to improve their intercultural skills and were challenged to adapt to new learning environments quickly. In particular, they were able to develop soft-skills such as working in diverse teams, presentation and time management skills and working under pressure. Moreover, they developed people skills, becoming more tolerant and finding their voice and role in group situations. For those students taking part in the project who did a full semester, the skills and knowledge that they developed provided a viable alternative to a physical semester abroad that fitted their circumstances and exposed them to not just one host institution but three. For those students taking individual courses within the project, it gave them a taster of internationalisation that went beyond the exposure that they were already used to in their home universities. Even if they were used to interacting with students from different countries at their home university, the teaching methods used tend to reflect the way of doing things in that country. Being exposed to different ways of teaching and learning through interaction with educators and students socialized in different national higher education environments, challenged their previous assumptions and ways of working. Although the participating students benefitted from the completely online experience and were able to develop key skills, some form of short physical mobility would be something that they would value. Therefore, the blended mobility possibilities offered by Erasmus+ provide an ideal vehicle for enabling students to gain more international exposure without having to relocate for several months for a physical mobility if they face barriers in doing so.

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