



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

ŠKODA AUTO University



JEUL – Joint Enterprise and University Learning

JEUL Workshop, ŠKODA AUTO University, Mladá
Boleslav, Czech Republic, May 27 – May 31, 2019

Project name: Joint Enterprise University Learning

Project ref: 585820-EPP-1-2017-1-IT-EPPKA2-CBHE-JP

Workshop on Collaborative Enterprise: Student Team Projects as Educational Courses

Pavel Štrach



Pavel Štrach (doc. Ing., Ph.D., Ph.D.)

Current position:

MBA Program Director, Head of Department of Marketing and Management, ŠKODA AUTO University

Past positions:

Professor, University of Applied Sciences Upper Austria, Steyr, Austria

Permanent International Visiting Professor, IONA College, Hagan School of Business, New York

Senior Lecturer, University of Economics, Prague, Czech Republic

Researcher, University of Otago, Dunedin, New Zealand



Te Whare Wānanga o Ōtago

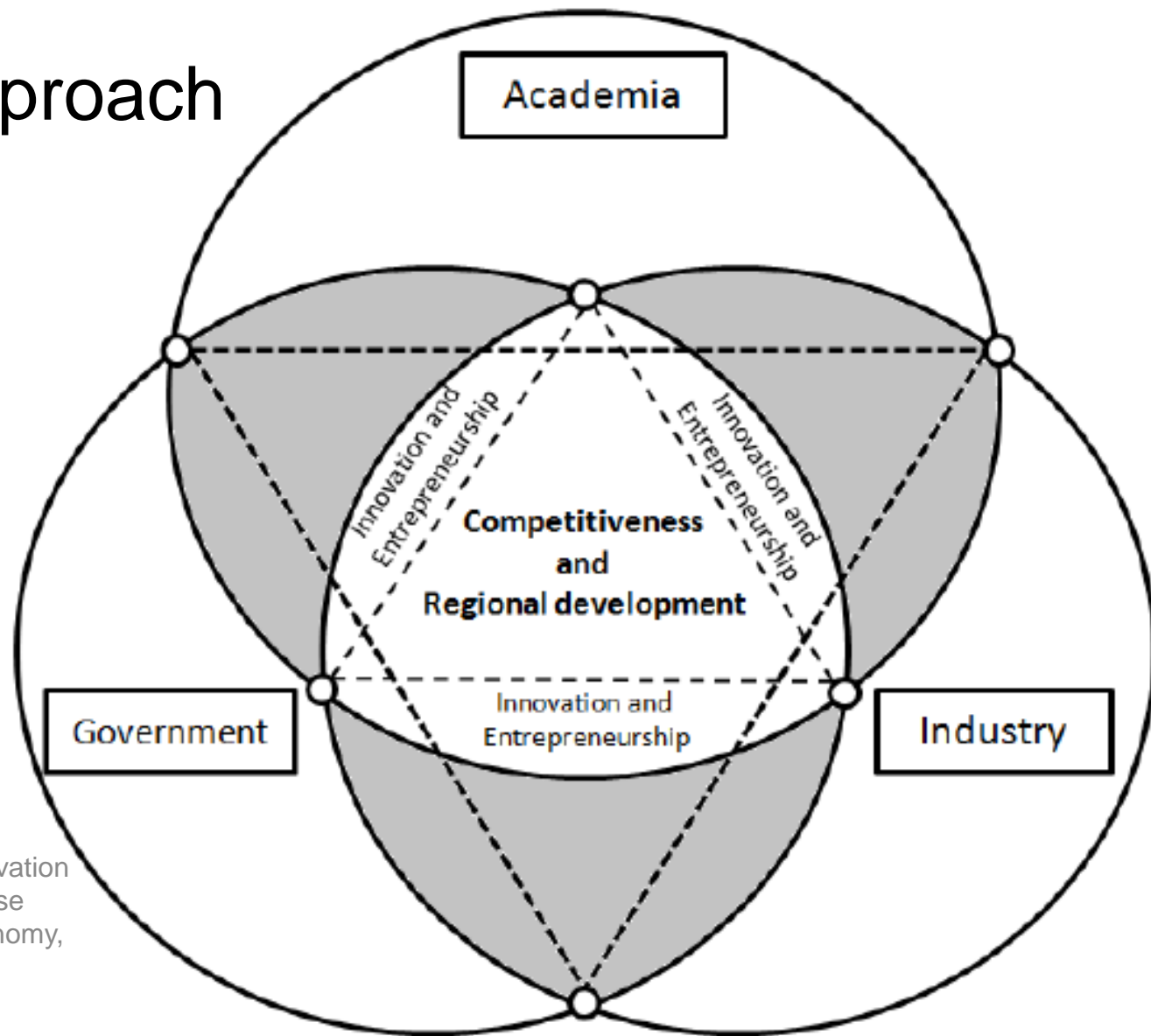


Agenda

- Triple Helix Approach
- Collaborative Enterprise, Collaborative Learning
- My Experience
- Course: Team Business Project
- Lessons Learned



Triple Helix Approach



FARINHA, Luís; FERREIRA, João;
GOUVEIA, Borges. Networks of innovation
and competitiveness: a triple helix case
study. *Journal of the Knowledge Economy*,
2016, 7.1: 259-275.

Collaborative Enterprise

- Building a cooperative community based on four pillars:
 1. Defining and building a **shared purpose**,
 2. Cultivating an **ethic of contribution**,
 3. Developing **processes** that **enable people to work together** in flexible but disciplined projects,
 4. Creating an infrastructure in which **collaboration is valued and rewarded**.

ADLER, P., HECKSCHER, C., PRUSAK, L. Building a collaborative enterprise.
Harvard Business Review, 2011, 89.7-8: 94-101.



Predicament: Collaborative University-Enterprise Linkages

- Building a cooperative community based on four pillars:
 - ✓ Defining and building a **shared purpose**,
 - ✓ Cultivating an **ethic of contribution**,
 - ✓ Developing **processes** that **enable people to work together** in flexible but disciplined projects,
 - ✓ Creating an infrastructure in which **collaboration is valued and rewarded**.

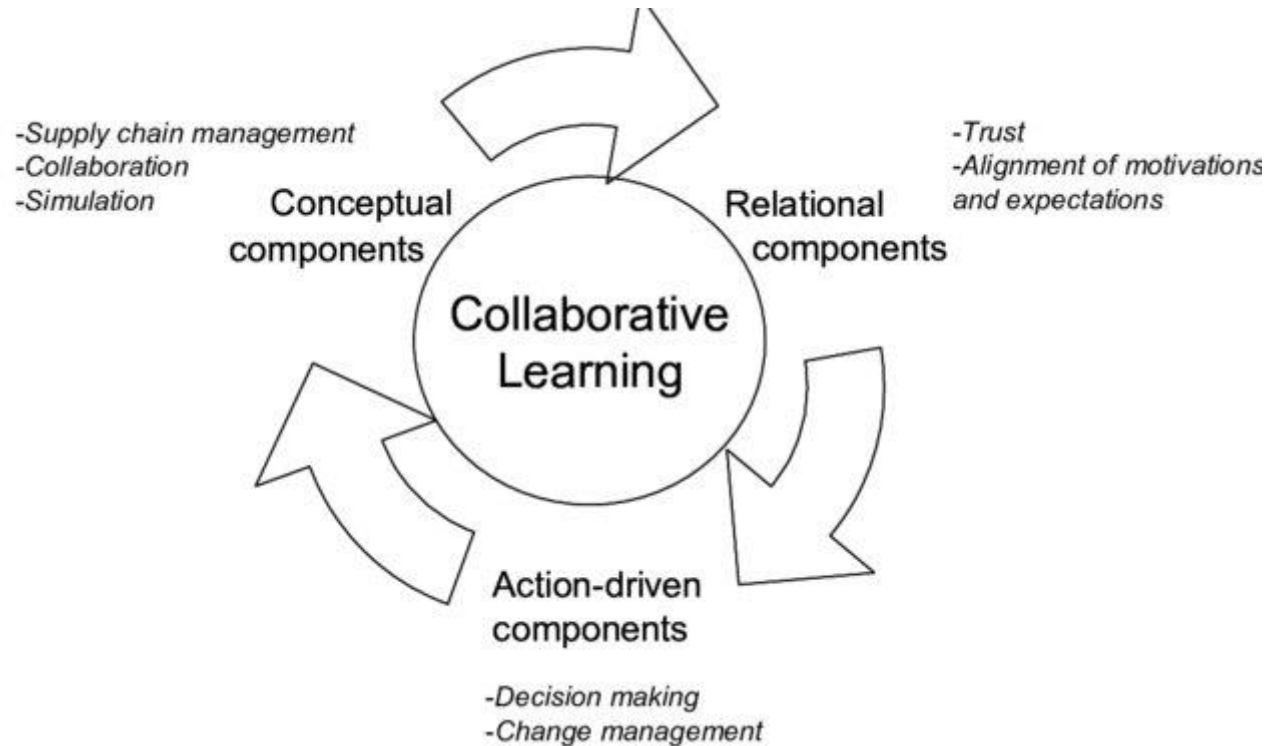
ADLER, P., HECKSCHER, C., PRUSAK, L. Building a collaborative enterprise.
Harvard Business Review, 2011, 89.7-8: 94-101.



Contributing to Desired Skillset on the Program Level (SLOs)

- As expressed commonly by enterprises:
 - Quick orientation in the job
 - Having practical experience after graduation
 - Solving business-relevant real-life problems
- As expressed in one of our SLOs (bachelor degree program):
 - The student is able to apply basic knowledge and findings from theoretical lessons in real practical situations in company environment.

Collaborative Learning (1/2)



KNOPPEN, Desiree, et al. Collaboration stimulation through supply chain simulation. International Journal of Procurement Management, 2009, 2.4: 403-414.

Collaborative Learning (2/2)

- Collaborative vs. cooperative learning
- Collaborative learning vs. group work
- Some buzzwords for collaborative learning:
 - Small group, mutual trust, mutual dependence, shared interest, everyone is active learner, prolonged interaction, open-ended complex tasks, shared outcome, co-creation, adaptive (fluid) process, willingness to make mistakes



My Motivation for a Change

- Receiving occasional calls from the enterprises
 - Asking for interns, student help OR new hires,
 - Asking for work (demanding usually quicker response times)
 - Seeking answers to problems beyond and above their direct competence (market analysis, employee and customer satisfaction)
 - Requesting consulting services
 - Research projects sometimes too long and too *academic*

My Concerns

- Will companies be willing to pay for such services?
- Will students be willing to work for free?
- Will I be a good partner to both sides? (Or will I end up between a rock and a hard place?)
- Will resources (money, time, student knowledge, instructor's knowledge) be sufficient to address the issues agreed upon with the company?

Team Business Project (1/2)

- Elective course, 3 ECTS, flexible schedule (on average 2-3 hours per week)
- Aim of the course:
 - To deal with real life business problems, therefore being able to apply relevant theoretical knowledge and research methods.
- LOs: After the completion of the course, students:
 - Will demonstrate ability to work in a team
 - Will deploy knowledge from various disciplines to solve business issues.
 - Will make specific suggestions to solve business issues.

Team Business Project (2/2)

- Class size:
 - 3-7 students based on the anticipated project volume
- Course assessment:
 - Formative
 - Active participation in all stages of the project
 - Summative
 - Interim presentation
 - Final presentation
 - Final report

Project Proposal

- What companies have to fill in:
 - Template one-page document
 - Project title, company name and overall info, sponsors/communication partners
 - Purpose of the project, why it matters to the company
 - Expected outcomes and deliverables
 - Brief introduction of the project
 - Inputs, outputs, milestones

Project Time Line

- Three meetings with company representatives:
 - Beginning of the semester – project/task introduction
 - Mid-semester – interim presentation
 - End-of-the-semester – final presentation
- Scheduled group meetings with the instructor
- Scheduled group meetings without the instructor
- Non-scheduled group meetings without the instructor

Kick-off Meeting

- Instructor
 - Set the scene, introduce everyone, establish expectations
- Company representatives
 - Introduce the company and the task
- Students
 - Ask questions to understand what they are supposed to do
 - Establish/nominate a communication liaison
 - Prepare a time line – start documenting the project

Final Meeting (1/2)

- Instructor
 - Set the scene, moderate the discussion
- Students
 - Introduce both the process and their final product (presentation, report)
- Company representatives
 - Ask questions
 - Comment on the outcome

Final Meeting (2/2)

- Final feedback loop
- Both students and company representatives provide each other with open feedback on the project
 - Standardized open questions above and beyond the regular student feedback (which is embedded in our learning management platform)

Project Example: Employee Satisfaction and Turnover (1/2)

- Company: ŠKODA AUTO, Purchasing
- Concern: High staff turnover (in comparison)
- Expected outcomes:
 - Employer/department image INSIDE – results from regular screening of employee satisfaction have been made available to the student team
 - Employer/department image OUTSIDE
 - Suggest measures to mitigate staff turnover
- Suggested inquiry (two steps):
 - survey among department employees (around 300) and their *internal customers*;
 - focus group with internal customers



Project Example: Employee Satisfaction and Turnover (2/2)

- Student tasks:
 - Develop a questionnaire
 - Conduct a survey
 - Analyze survey data
 - Develop a scenario for a focus group (based on survey analysis)
 - Identify focus group participants
 - Organize a focus group
 - Analyze focus group data
 - Make suggestions to mitigate staff turnover

Lessons from University-Enterprise Collaborative Learning

- Focus primarily on learning (LOs acquisition)
- Establish mutually beneficial goals
- Release resources
- Nothing comes for free
- Provide acknowledgement



Thank you for your participation and engagement!

Pavel Štrach, pavel.strach@savs.cz

