

Collaboration on All Levels: COILs and Co-Teaching as Novel Approaches to Internationalization, Subject-Specific Teaching and Learning as well as Future Skills

July 24, 2024

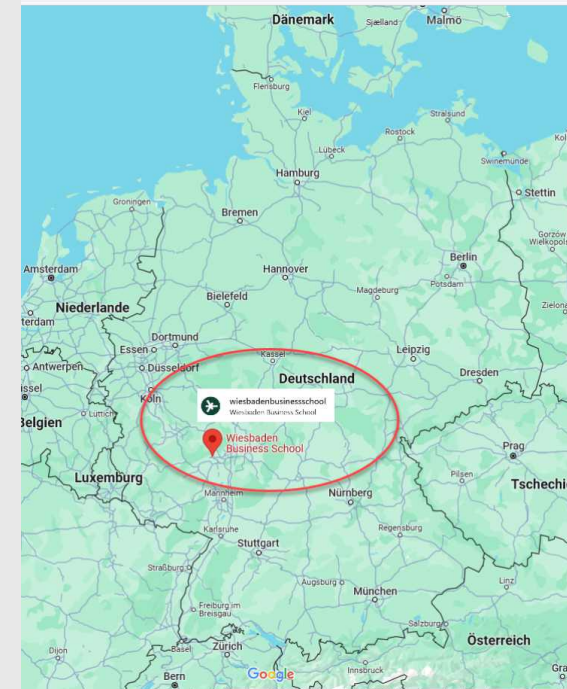
Agenda

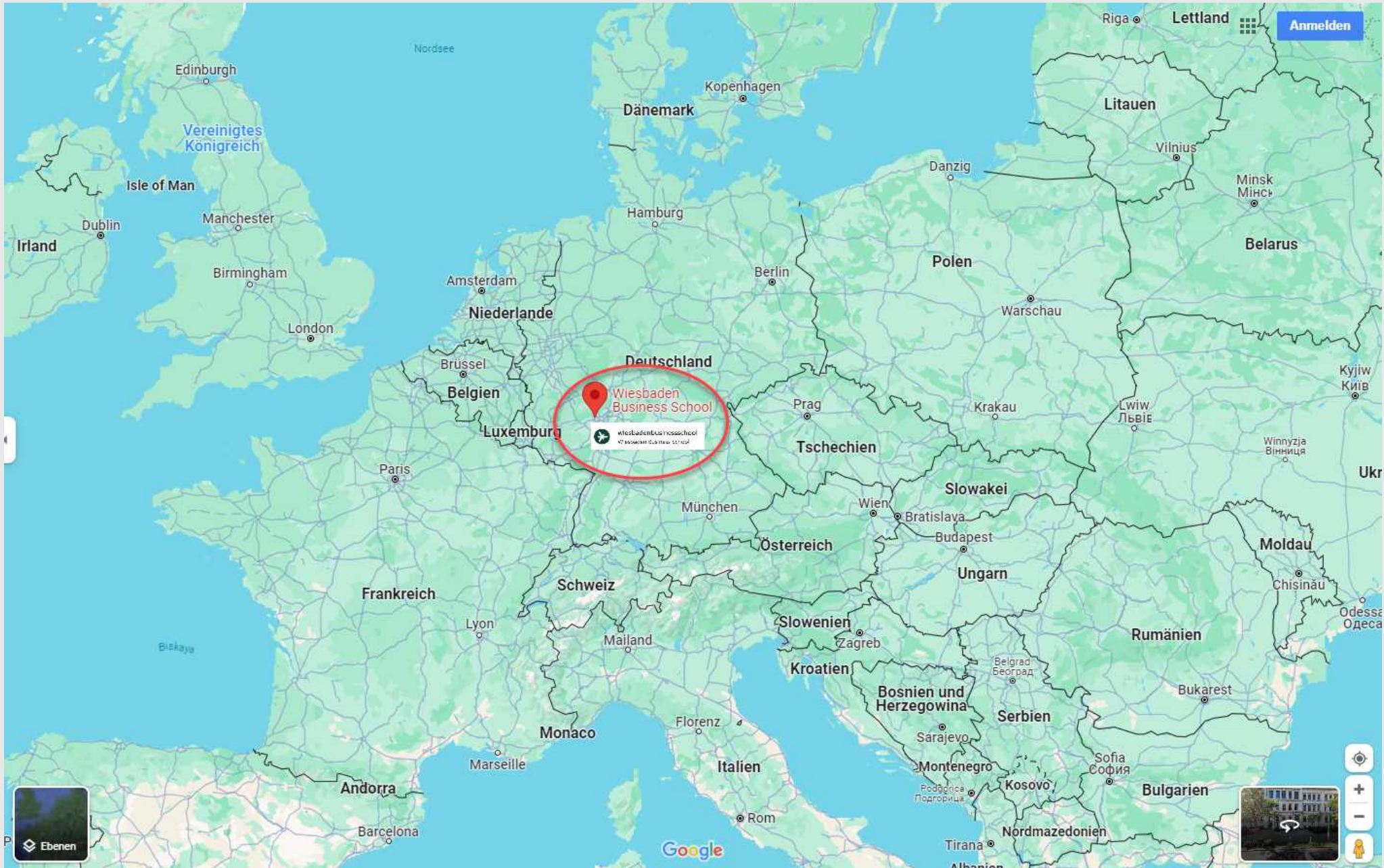
- Introduction to Wiesbaden Business School
- Why are COILs necessary at Wiesbaden Business School?
- Description of previous COILs
- Evaluation and Metrics
- How effective are COILs (survey)
- Co-Teaching
- Outlook

- Relevant Literature



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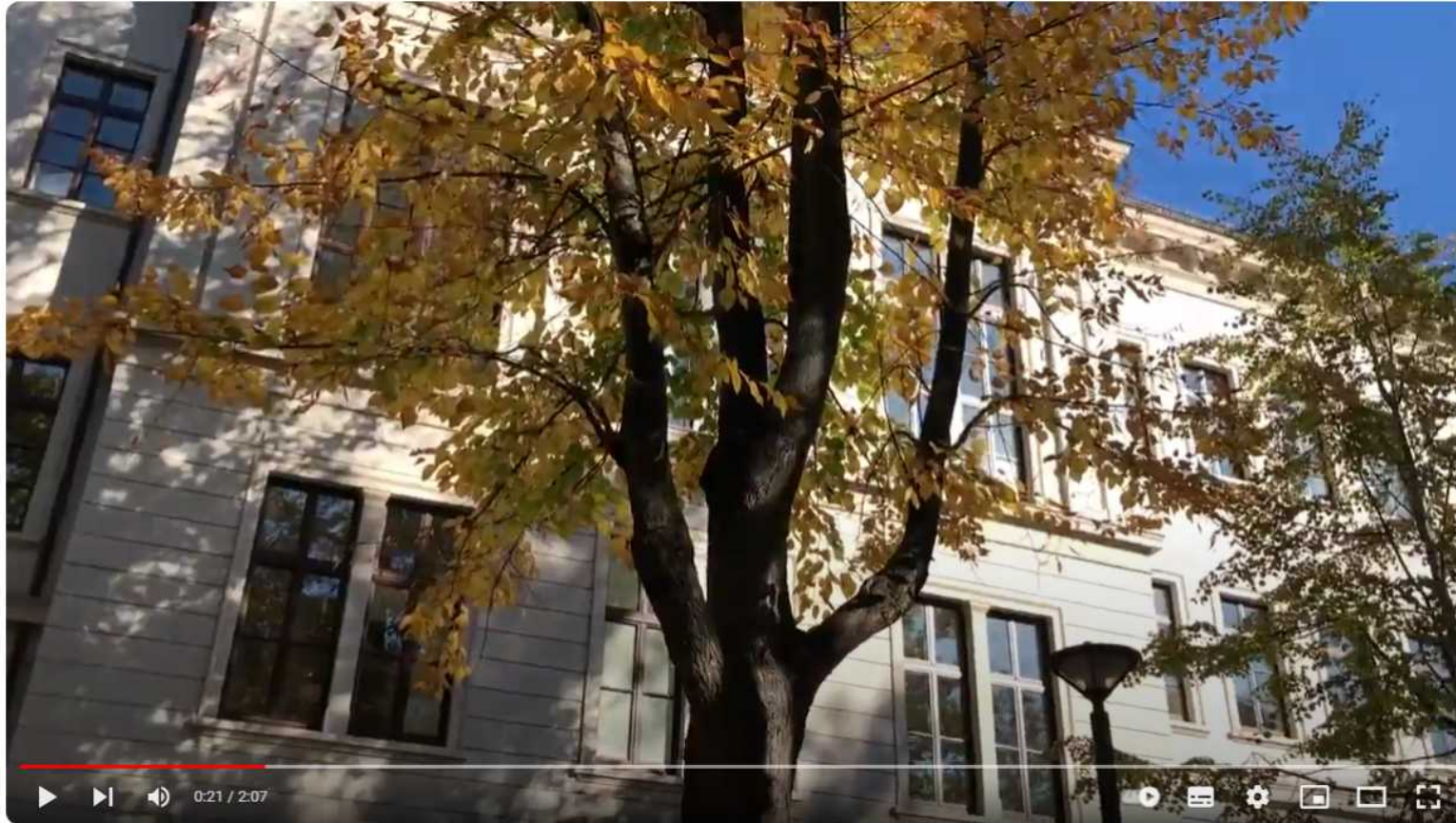






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Wiesbaden Business School

<https://www.youtube.com/watch?v=06YczAEgpXM>



WBS Image

2500 students
in bachelor's and master's
programs including

- International Management
- International Taxation
- Digital Business Management
- Health Care Economics
- Insurance and Banking

part of Hochschule RheinMain
(12500 students)



















Hochschule RheinMain



Hubertus Weyer, M.A.
 Lehrkraft für besondere Aufgaben
 Coordinator Business English and Communications
 Section
 Wiesbaden Business School/Hochschule
 RheinMain
 +49 6119495 3140
 Hubertus.Weyer@hs-rm.de

<https://www.linkedin.com/in/hubertusweyer/>

	Lehrkraft für besondere Aufgaben Business English Hochschule RheinMain - Vollzeit März 2023–Heute · 1 Jahr 5 Monate Wiesbaden, Hessen, Deutschland Wiesbaden Business School	
	Lehrbeauftragter: Business English Online (Online Studiengang Betriebswirtschaft berufsbegleitend) HAWK Hochschule für angewandte Wissenschaft und Kunst Hildesheim/Holzminde/Göttingen Aug. 2018–Heute · 6 Jahre	
	Lehrkraft für besondere Aufgaben für Englisch TU Bergakademie Freiberg März 2022–März 2023 · 1 Jahr 1 Monat Freiberg, Sachsen, Deutschland	
	Lehrkraft für besondere Aufgaben Englisch Otto-von-Guericke-University Magdeburg Apr. 2021–März 2022 · 1 Jahr Magdeburg, Sachsen-Anhalt, Deutschland	
	Lehrkraft für besondere Aufgaben für Englisch im Studiengang Fachkommunikation und Übersetzen Hochschule Magdeburg-Stendal (FH) - Vollzeit Apr. 2020–März 2021 · 1 Jahr Magdeburg, Sachsen-Anhalt	
	Werksführungen, Übersetzungen, Fremdsprachenweiterbildung (Vollzeit) Dillinger März 2018–Apr. 2020 · 2 Jahre 2 Monate Dillingen	
	Lehrbeauftragter Universität Hildesheim Okt. 2016–März 2016 · 1 Jahr 6 Monate Institut für Übersetzungswissenschaft und Fachkommunikation	
	Lehrkraft für besondere Aufgaben Ostfalia - University of Applied Sciences Aug. 2016–Feb. 2016 · 1 Jahr 7 Monate Wolfenbüttel/Wolfsburg Sprachenzentrum	



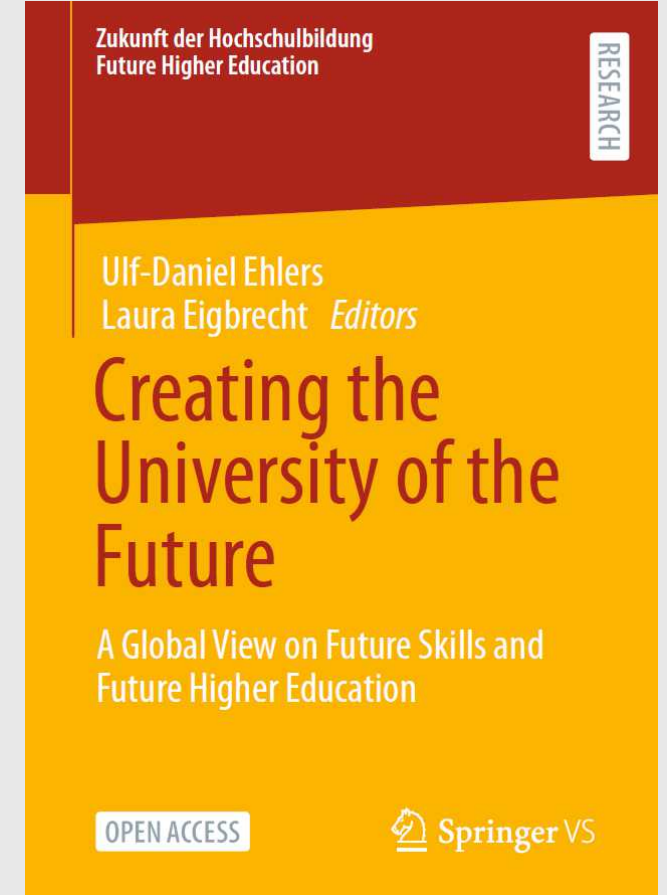
...“current concepts of higher education do not confront the pressing challenges of our societies with convincing concepts for the future....”

uncertain future (VUCA)

increased digitalisation / artificial intelligence

globalisation / renegotiation of the ratio between service and manufacturing industries / transition to renewable energies /

diversity is an increasingly important factor politically and economically



Mission: Find methods that combine Internationalisation, English, Communication and Business Studies! Integrate with other instructors and modules!

-> 6 teaching and learning models including Coils, Co-Teaching and Coaching

Why are COILs and other approaches including Co-Teaching necessary at Wiesbaden Business School?

Old Degree Programs (version 2016)

number of hours dedicated to English,
Communication or business topics

55 hours integrated into the degree
programs

Why are COILs and other approaches including Co-Teaching necessary at Wiesbaden Business School?

Old Degree Programs (version 2016)	Current degree programs (version 2023)
number of hours dedicated to English, Communication or business topics 55 hours integrated into the degree programs	number of hours dedicated to English, Communication or business topics 8 hours integrated into the degree programs



Module Intercultural Communication and Management, Summer Semester 2024

first semester students in the
bachelor's degree program

International Management

students typically come straight
from high school, they may have
some work experience, but not
too much

student's English skills are rated
with a placement test. By the
end of the 3rd semester they
need to achieve the C1 level.



Module Intercultural
Communication and
Management, Winter Semester
2023-2024

**quite a few students drop out
during the first semester**

Structure of the module Intercultural Communication and Management (Summer Semester 2024)

required
Meeting on Wednesday from 2:15 to 5:30 (required for all participants)
regular meeting to discuss theory and do partcical in class exercises
Room: NE 01
Oral Exam (not a presentation!) (40%, 10 minutes) and written final exam (60%)

Structure of the module Intercultural Communication and Management (Summer Semester 2024)

required	optional
Meeting on Wednesday from 2:15 to 5:30 (required for all participants)	Writing and Presentation Workshop on Thursday from 12:45-2:15 (optional, but recommended)
regular meeting to discuss theory and do partcical in class exercises	didicated writing and presentation workshop to enable students to become professional presenters with advanced writing skills
Room: NE 01	Room AE04
Oral Exam (not a presentation!) (40%, 10 minutes) and written final exam (60%)	

Structure of the module Intercultural Communication and Management (Summer Semester 2024)

required	optional	optional
<p>Meeting on Wednesday from 2:15 to 5:30 (required for all participants)</p>	<p>Writing and Presentation Workshop on Thursday from 12:45-2:15 (optional, but recommended)</p>	<p>COIL (outside class through padlet, zoom and instant messaging), (optional, but recommended)</p>
<p>regular meeting to discuss theory and do partical in class exercises</p> <p>Room: NE 01</p>	<p>dedicated writing and presentation workshop to enable students to become</p> <p>professional presenters with advanced writing skills</p> <p>Room AE04</p>	<p>practical application of your intercultural management expertise in an international team</p> <p>virtual, sychronous and asynchrnous</p>
<p>Oral Exam (not a presentation!) (40%, 10 minutes) and written final exam (60%)</p>		



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What objectives should students achieve by participating in a COIL at Wiesbaden Business School?



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- **hands-on experience of working in an international team** (overcoming communicative and intercultural challenges, tolerating ambiguity, conflict resolution, negotiating skills, self-leadership and motivation)



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- improving **digital literacy**
- **practical application of theoretical skills** in engineering, natural sciences, business studies, marketing, leadership, finance and accounting, behavioral economics and decision making processes



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- participating in a **final large-scale, international presentation**



What objectives should students achieve by participating in a COIL at Wiesbaden Business School?

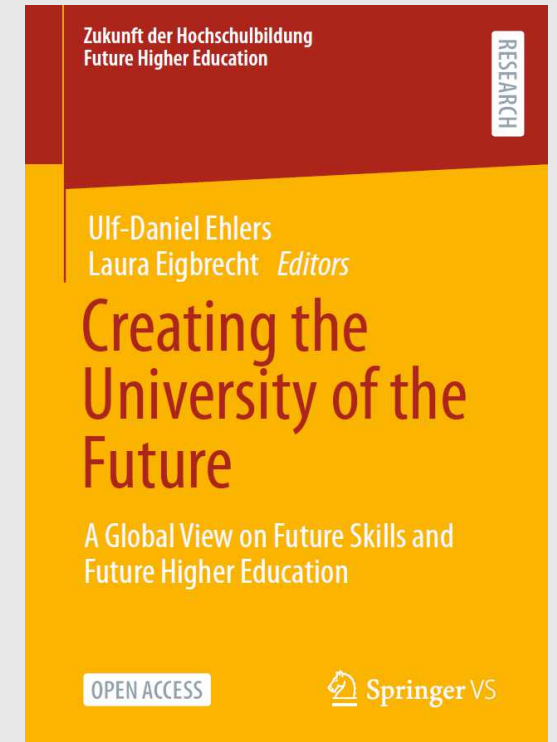
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- carrying out a **4 to 8 week project in English as a Lingua Franca**
- improving **digital literacy**
- **practical application of theoretical skills** in engineering, natural sciences, business studies, marketing, leadership, finance and accounting, behavioral economics and decision making processes
- increased **awareness of self-perception** and perception of others
- participating in a **final large-scale, international presentation**
- developing **reflective capabilities** rather than reproductive or discursive capabilities

developing Future Skills!!!

“individual-related - learning“

“individual object-related - development“

“individual organization-related - co-creation“



CERTIFICATE

This is to certify that:

John Smith

participated in an international project named **Collaborative Online International Learning (COIL)** organized by below listed universities, from April 2024 to June 2024.

By completing the project, participants significantly strengthened their proficiency in the following skill set:

- first-hand experience of **working together with project participants who have never met before** (project-based learning)
 - creating a **business plan** and a **business pitch**
- first-hand experience of **intercultural and communicative factors in an international collaboration** (tolerating ambiguity)
- first-hand experience of **leadership** including aspects as for instance **self-perception** and **conflict resolution** (self-reflective skills)
- first-hand experience of **conducting an entire project in English** as a lingua franca and presenting the project online
 - improving **literacy in digital collaboration** and digital content creation

The project instructors would like to formally recognize the achievements of **John Smith**.

Wiesbaden, Gliwice/Katowice, Freiberg, Łódź June 15, 2024

Anna Smajdor
Maria Nowicka

ASmajdor
Maria Nowicka

Silesian University of Technology



Dr. Dominik Skowroński

Skowroński

University of Łódź



Hubertus Weyer

Hubertus Weyer

Wiesbaden Business School



Darlene Ann Kilian
Dr. Mark Jacob

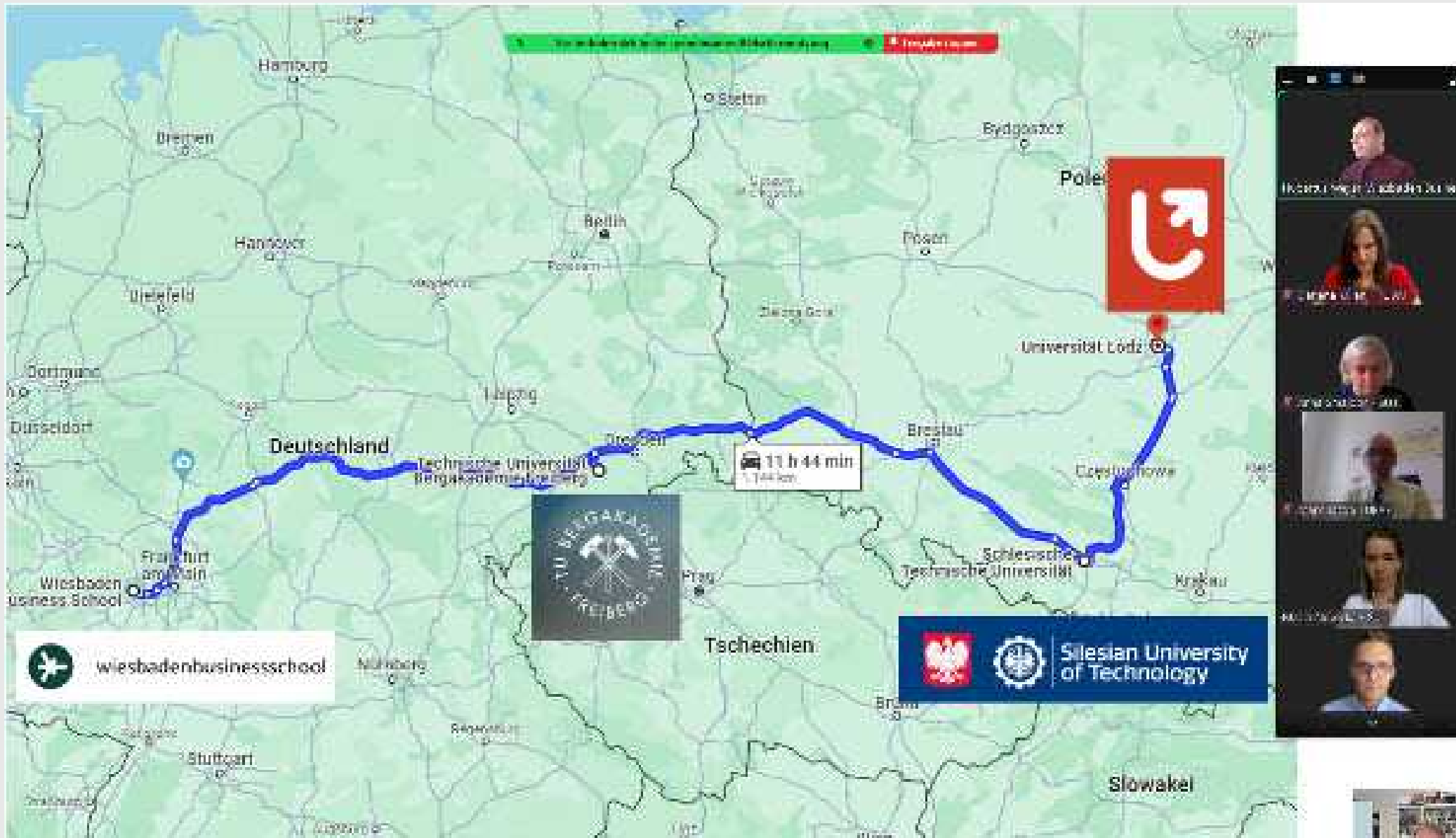
Darlene A. Kilian
M. Jacob

Technische Universität Bergakademie Freiberg



significant incentive for students to participate in the COIL

reflective oral exam!



2 COILs have been conducted so far.

In the winter semester 2024-2025, there will be 2 or 3 new COILs.



<https://padlet.com/hubertusweyer/intstructions-for-all-groups-coil-sut-wbs-uni-lodz-tubaf-sum-7rgbtjg7eklpildy>

Hubertus Weyer + 1 • 3d

Intstructions for all Groups (COIL SUT-WBS-Uni Lodz-TUBAF-Summer Semester 2024)

Task 3a

Task 3a - when to deliver the final presentation

Dear all,

The instructors would like to thank you very much for completing Task 2! We greatly appreciate the energy that you have invested.

Task 3 consists of 3 sections: a, b and c:

Instructions for Task 3a

Please participate in this vote as a group (ie group 1, 2, 3 etc). Please discuss when your group would like to deliver their presentation beforehand.

These are the possibilities:

Friday, June 14, 3 to 6 pm
Friday, June 21, 12 to 3 pm
Friday, June 21, 4 to 7 pm

<https://doodle.com/meeting/participate/id/dGQ2MG8a>

It is expected that not all group

Task 3b

Task 3b - Team Development

Electronic Tuckman

Instructions for Task 3b

The goal of Task 3b is to determine the current stage of your team's development. To measure this and draw conclusions, we will use the Tuckman test.

The form is available here:

https://www.dropbox.com/sc/fi/3qj4r0Bfk1k1x8kmfc6mk/Electronic_Tuckman.pdf?rkey=4ypbtw1q2005ihurrcbzirlqm&dl=0

Please follow these steps:

Task 3c

Task 3c - Preparing the Final Presentation

Dear participants, for this task you are to prepare a project presentation of 10 – 15 minutes (length?) to be held at a final online meeting in June (deadline?). Your presentations will consist of two main parts:

1. the products of your collaboration (business plan, logo etc.)
2. the process of your team (results of team development questionnaire and discussion of how your team worked)

Each member of your team should speak during the final presentation, unless of course that member is for a legitimate reason unable to attend. After each presentation there will be a question round in which instructors as well as members of other teams will have the opportunity to ask

Recommendations for Professional Online Presentations

Recommendations for Online Presentations

Recommendations for the Online Presentations SummerSemester 2024

The recommendations can be downloaded here:

<https://www.dropbox.com/sc/fi/qiir2r96aowxjwoxkwft/Recommendations-for-the-Online-Presentations-SummerSemester-2024.pdf?rkey=tqr9rmd5vexvs000rns3rhmq&dl=0>

Contact Information

Links to the Padlets of Groups 1 through 12

Composition of Groups 1 through 12 and padlet links to each group

Dear all,

you should have received an email that contains the specific padlet link to your group by now.

If you have any questions about which group you have been assigned to, please contact your instructor!

Many thanks and best wishes

Tasks 1 and 2

Task 2 – Business Idea, Company Name and Mission Statement, Company Logo

COIL PROJECT ROADMAP

Task 2 – Business Idea, Company Name and Mission Statement, Company Logo

Dear Students,

Thank you so much for forming groups, getting to know each other and appointing zoom and padlet masters in each group.

In task 2, the groups are supposed to do the following:

1. Discuss and develop a business idea, which you should describe in 2 or 3 paragraphs. You should try to integrate as many group members as possible into this discussion so that there is

Examples for Task 2

Example for Corporate Logo

Example for a Mission Statement in a final presentation

Example for a technical product description

Task 2 – Business Idea, Company Name and Mission Statement, Company Logo
Dear Students,

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In task 2, the groups are supposed to do the following:


1) Discuss and develop a business idea which you should describe in 2 or 3 paragraphs. You should try to integrate as many group members as possible into this discussion so that there is consensus about the business idea. Make sure that the business idea includes aspects from business studies as well as technology. In this way, the skill sets of the group members from Silesian University (technical skills), Wiesbaden Business School (business skills), Lodz University (business skills) and TU Freiberg (business and technical skills) can be used to the fullest.

The description (2-3 paragraphs) can be done by a sub-group of two or three group members.



Logo

Our logo was designed with the thoughts of the future. We wanted our symbol to reflected our wish to protect Earth. This led us to choose a four-petal flower. As we have faith in better tomorrow, we decided to select a colour blue which symbolize "Belief" and it usually portrays Hydrogen which is our main Energy source.



ReGen
mOTORS

Technical Aspects
- Product



Environmentally friendly and sustainable vehicle especially for urban spaces

Main Features:

- zero emission through use of hydro oxygen
- small, light, agile (drives sideways)
- very efficient and fast refuel
- regenerative braking system
- high proportion of recycled materials and near full recyclability

Other special Features:


- utilisation of HEPA filters
- environmental sensors

image created by Dafa E



Thank you!

Authors:

Daniel Ziółczyk - University of Lodz
Sofia Rybchynska - University of Lodz
Magdalena Choli - Silesian University of Technology
Kinga Bańska - Silesian University of Technology
Philipp Zerbe - Hochschule Wiesbaden
Lisa Nass - Hochschule Wiesbaden
Ernest Christian Hill - T.U. Bergakademie Freiberg
Lennon Maximilian Kulke - T.U. Bergakademie Freiberg



Hochschule RheinMain

TU BERGAKADEMIE
FREIBERG

UNIVERSITY
OF LODZ

Silesian
University
of Technology





Beren Erol • 1.
Chemical Engineering, Business Management
6 Tage • Bearbeitet •

I am delighted to announce that I have completed the Collaborative Online International Learning (COIL) Program.

It was a huge pleasure to contribute to the project while collaborating and working together with my colleagues from different universities. I believe that the skills and perspectives I gained from my colleagues, instructors, and from the entire project will leave a significant trace on my personal and professional growth.

Many thanks to all our instructors for their supports and mentorships during the program!

[Dominik Skowroński](#)

[Hubertus Weyer](#)

[Anna Smajdor](#)

[Mark Jacob](#)

[Maria Nowicka](#)

[Darlene Kilian](#)

CERTIFICATE

This is to certify that:

Beren Erol

participated in an international project named **Collaborative Online International Learning (COIL)** organized by below listed universities, from April 2024 to June 2024.

By completing the project, participants significantly strengthened their proficiency in the following skill set:

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- first-hand experience of **conducting an entire project in English** as a lingua franca and presenting the project online
 - improving **literacy in digital collaboration** and digital content creation

The project instructors would like to formally recognize the achievements of **Beren Erol**.

Wiesbaden, Gliwice/Katowice, Freiberg, Łódź July 16, 2024

Anna Smajdor
Maria Nowicka

Dr. Dominik Skowroński

Hubertus Weyer

Darlene Ann Kilian
Dr. Mark Jacob

7. What advice would you give to participants before the beginning of the next project?

22
Responses

Latest Responses

"I would recommend to investigate about the intercultural communication b...

"Before getting involved in the project make sure you can give it time and co...

"You have to talk about Problems that Happen in the group even if you're the...

9 respondents (41%) answered **group** for this question.

A word cloud visualization showing various terms related to the word "group". The words are arranged in a circular pattern around the central word "group project". The words are in different sizes and colors (teal and dark teal). The words include: "people's behaviour", "communication", "open to people", "group about the tasks", "time of the project", "group members", "important", "best", "extra work", "scared", "speak directly", "work with the people", "fun project", "people from another country", "active", "members of the group", "large group", and "nice projects".

people's behaviour
communication
open to people
group about the tasks
time of the project
group members
important
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fun project
people from another country
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members of the group
large group
nice projects

5. For a future collaborative project, would it be helpful if your instructors did practical communication exercises before the project so that you as participants are able to react to problems in your group work?

1 thumb - strongly disagree

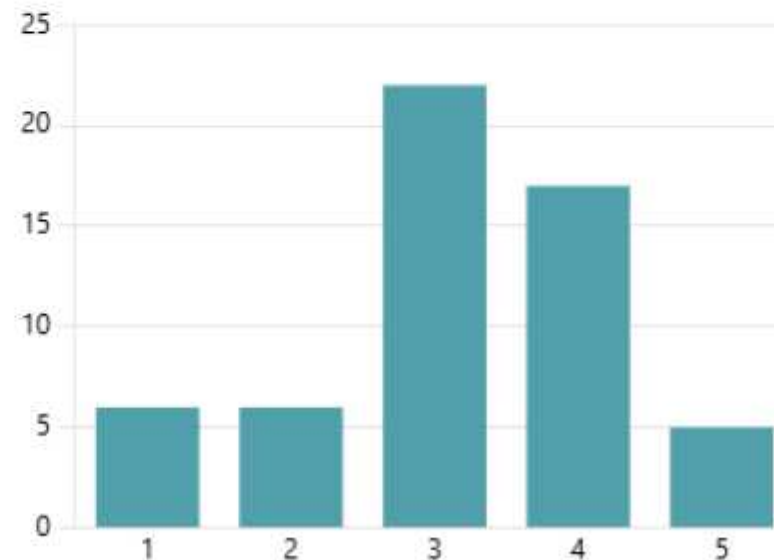
2 thumbs - disagree

3 thumbs - neutral or neither agree nor disagree

4 thumbs - agree

5 thumbs - strongly agree

3.16
Average Rating



How successful was the COIL in the winter semester 2023-2024?

Survey at the end of the 1st COIL (Winter Semester 2023-2024) (56 responses)

-> participants want to be prepared more thoroughly for overcoming communicative and intercultural problems

6. If participants are inactive in the group, should instructors intervene directly if requested?

1 thumb - strongly disagree

2 thumbs - disagree

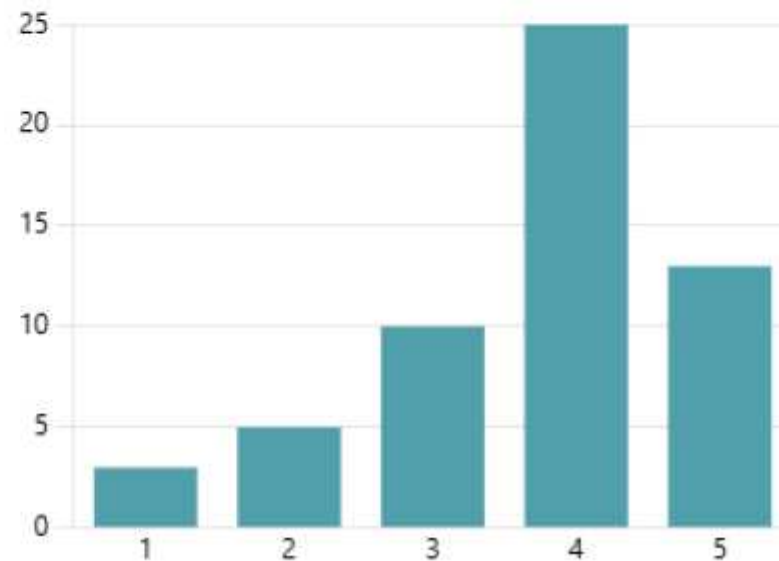
3 thumbs - neutral or neither agree nor disagree

4 thumbs - agree

5 thumbs - strongly agree

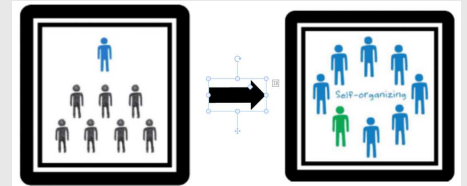
3.71

Average Rating



Participants have only partially bought into the idea of egalitarian leadership.

->strengthen this understanding in future COILs



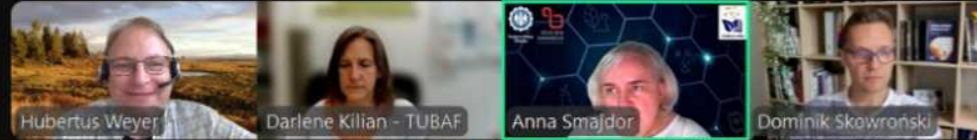
zoom Workplace

Meeting

Bildschirm von Anna Smajdor

Anmelden

Ansicht

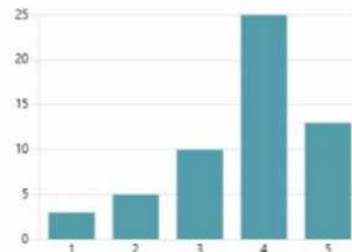


6. If participants are inactive in the group, should instructors intervene directly if requested?

- 1 thumb - strongly disagree
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More Details Insights

3.71
Average Rating

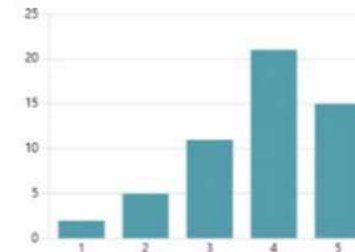


6. If participants are inactive in the group, should instructors intervene directly if requested?

- 1 thumb - strongly disagree
- 2 thumbs - disagree
- 3 thumbs - neutral or neither agree nor disagree
- 4 thumbs - agree
- 5 thumbs - strongly agree

More Details Insights

3.78
Average Rating



7. What advice would you give to participants before the beginning of the next project?

Audio Video Teilnehmer 4 Chat Reagieren Freigeben Host-Tools AI Companion Apps Untertitel anzeigen Mehr Beenden

27° Suche [Taskbar icons: File Explorer, PowerPoint, Voice Meter, S, T, Chrome, Zoom, WhatsApp, System tray: 14:45, 11.07.2024, Notifications]







New United Motor Manufacturing Inc., a joint venture between General Motors and Toyota, gave GM a chance to learn about the Toyota production system and to change the culture of a notoriously dysfunctional plant.

How to Change a Culture: Lessons From NUMMI

GM and Toyota launched their joint auto plant where GM's work force had been at its worst. Here's what happened next. And why.

BY JOHN SHOOK



THE LEADING QUESTION

How can managers change the culture of their organization?

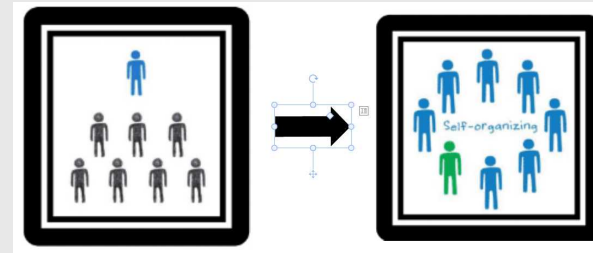
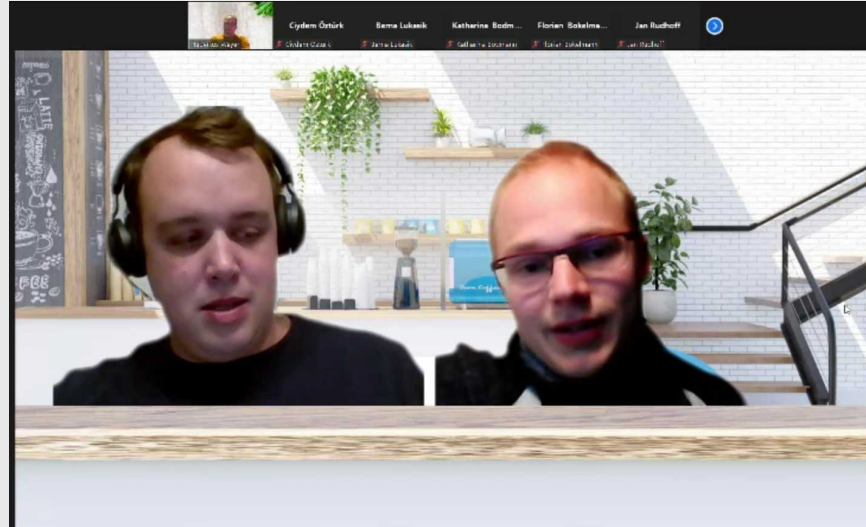
FINDINGS

▶ Start by changing what people do rather than how

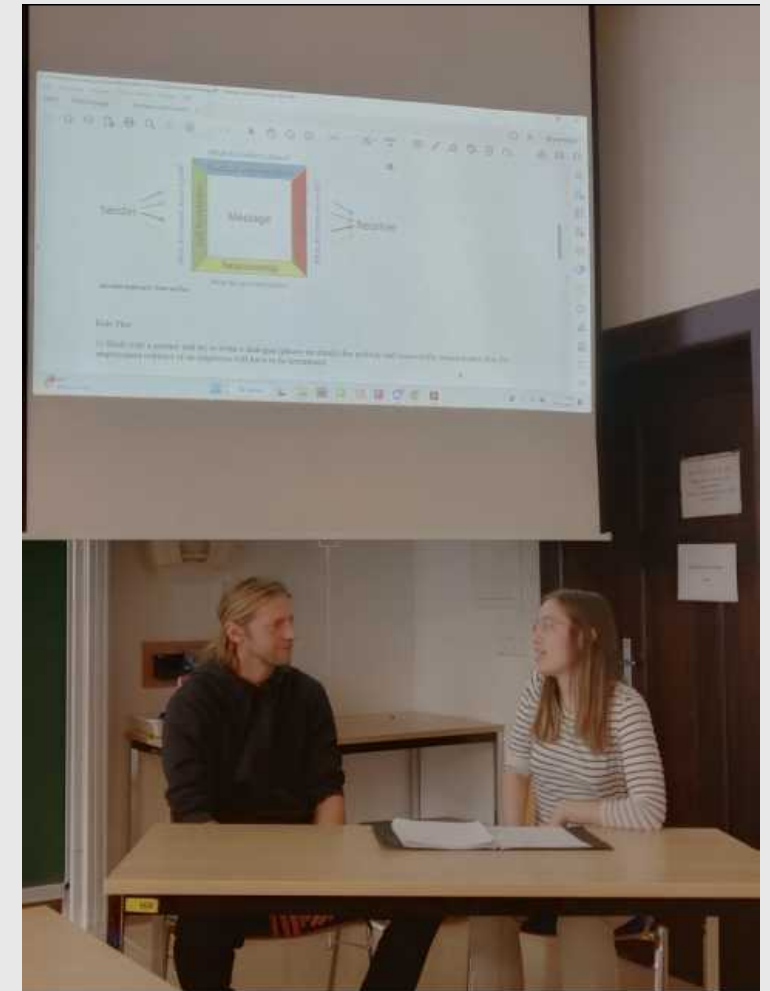
<https://www.lean.org/downloads/35.pdf>

Employee Performance Evaluation

authority-based

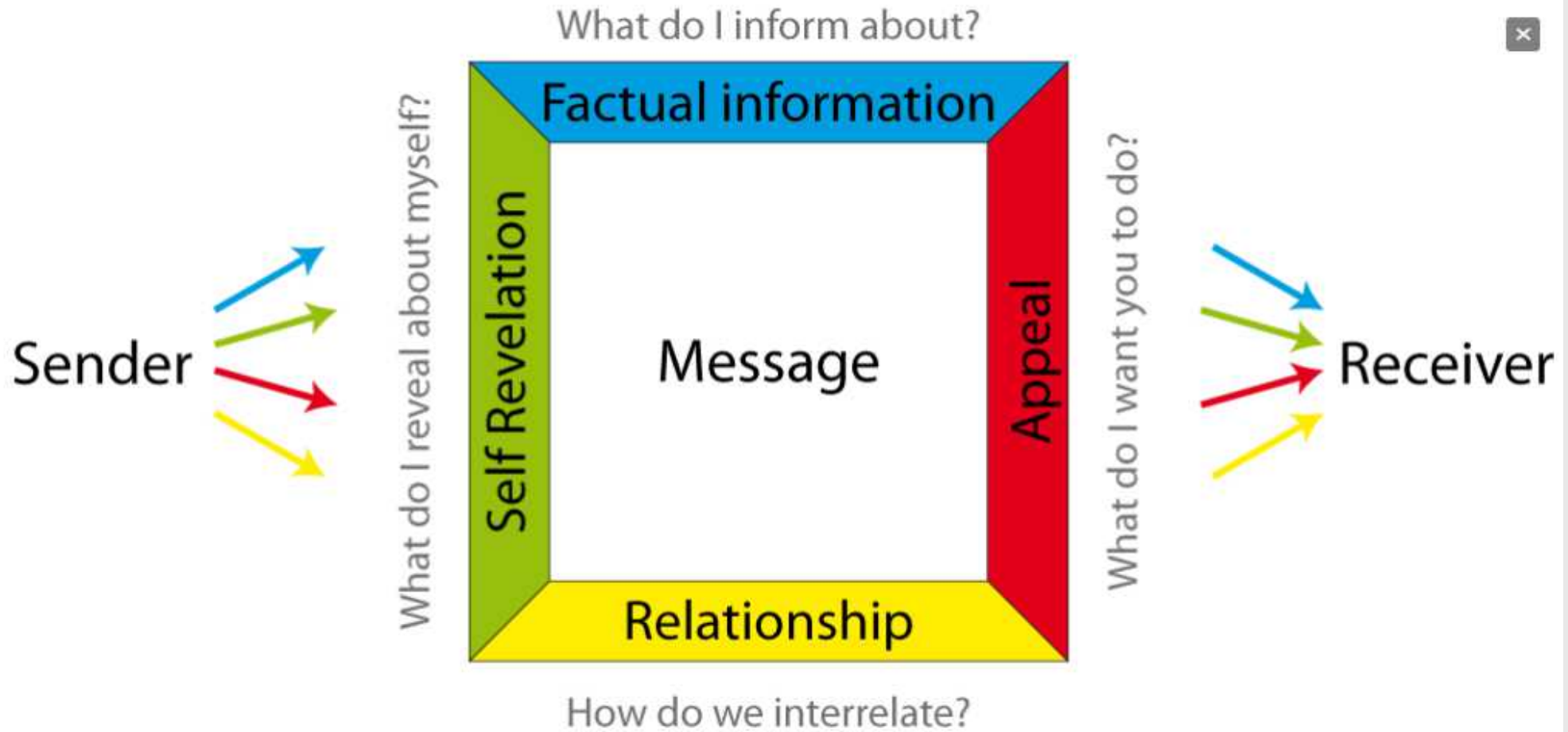


responsibility-based



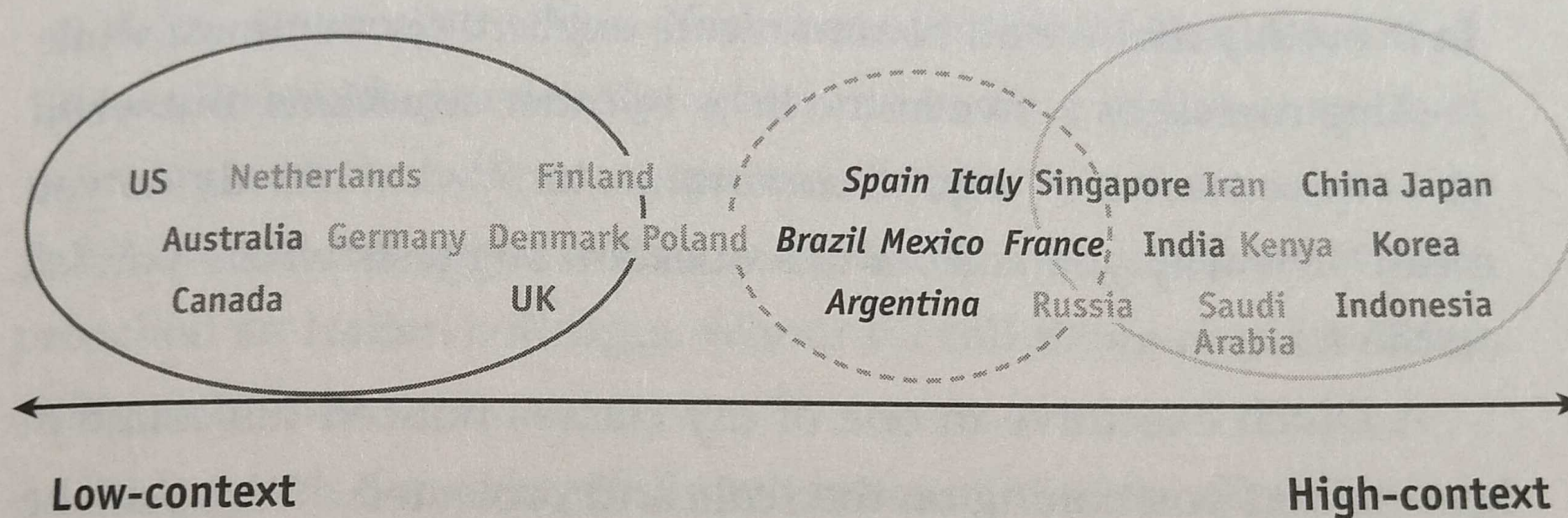
Winter Semester 2021-2022
HAWK-BWL berufsbegleitend (degree program:
Business Studies for Working Professionals)

Winter Semester 2021-22, TU
Freiberg

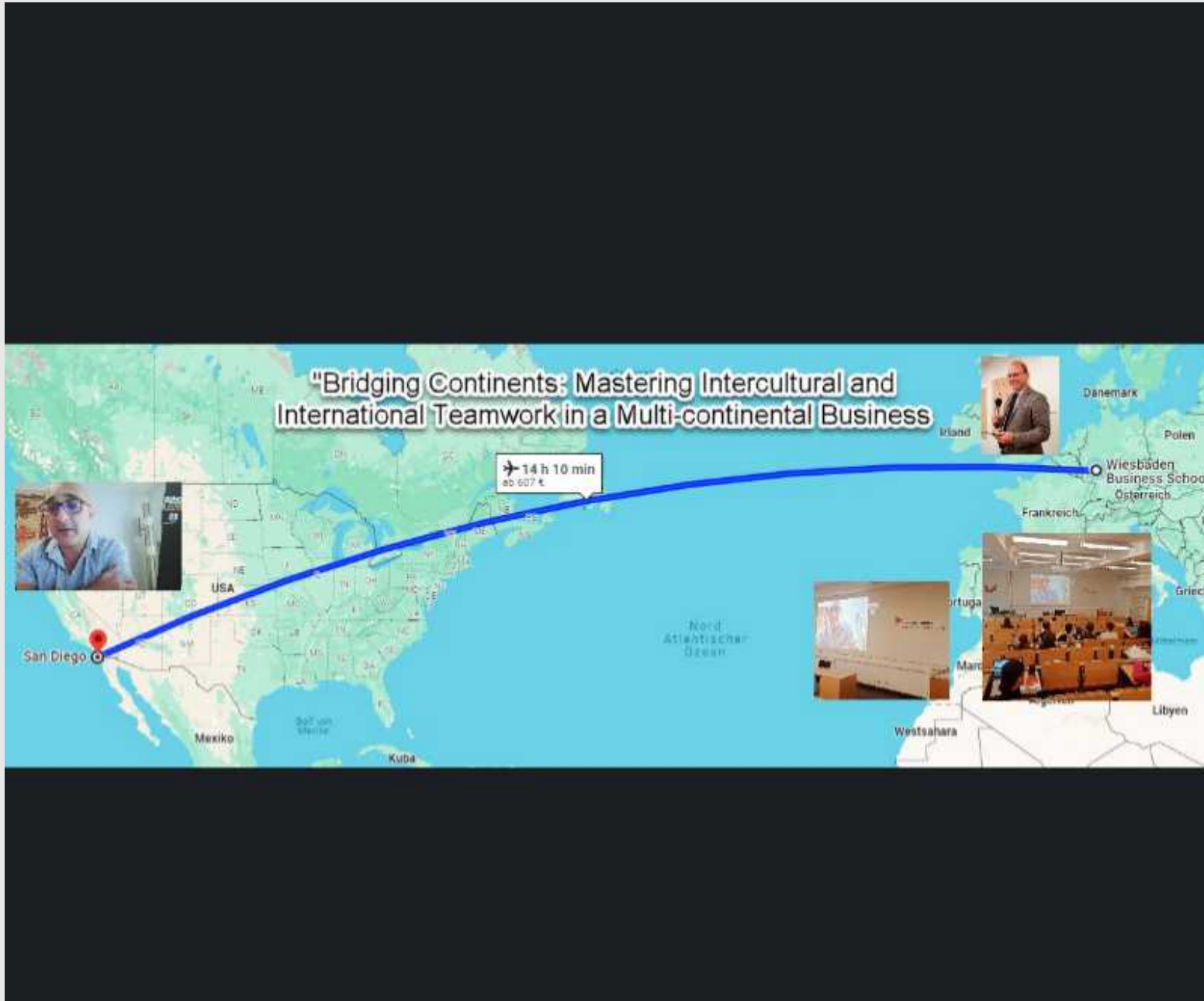


Vier-Seiten-Modell nach F. Schulz von Thun

FIGURE 1.2. COMMUNICATING



5 international guest lectures last semester (Croatia, France, Turkey, USA, Mexico)



Hubertus Weyer • Sie
Wiesbaden Business School
1 Monat • Bearbeitet •



Guest talk by GTM and Marketing Executive [Abdul Rastagar](#). The interactive lecture was well attended by both regular course participants as well as guests. By sharing personal experiences from his own career, Abdul helped students to truly understand intercultural communication and diversity in today's business world. We are very grateful for your talk, Abdul!

Based on the current planning situation, there will likely be more guest talks by colleagues from UPEC Paris and University of Guadalajara. Stay tuned! 😊

[#wiesbadenbusinessschool](#)



17

2 Kommentare · 2 direkt geteilte Beiträge



Gefällt mir



Kommentar



Teilen



Senden



847 Impressions

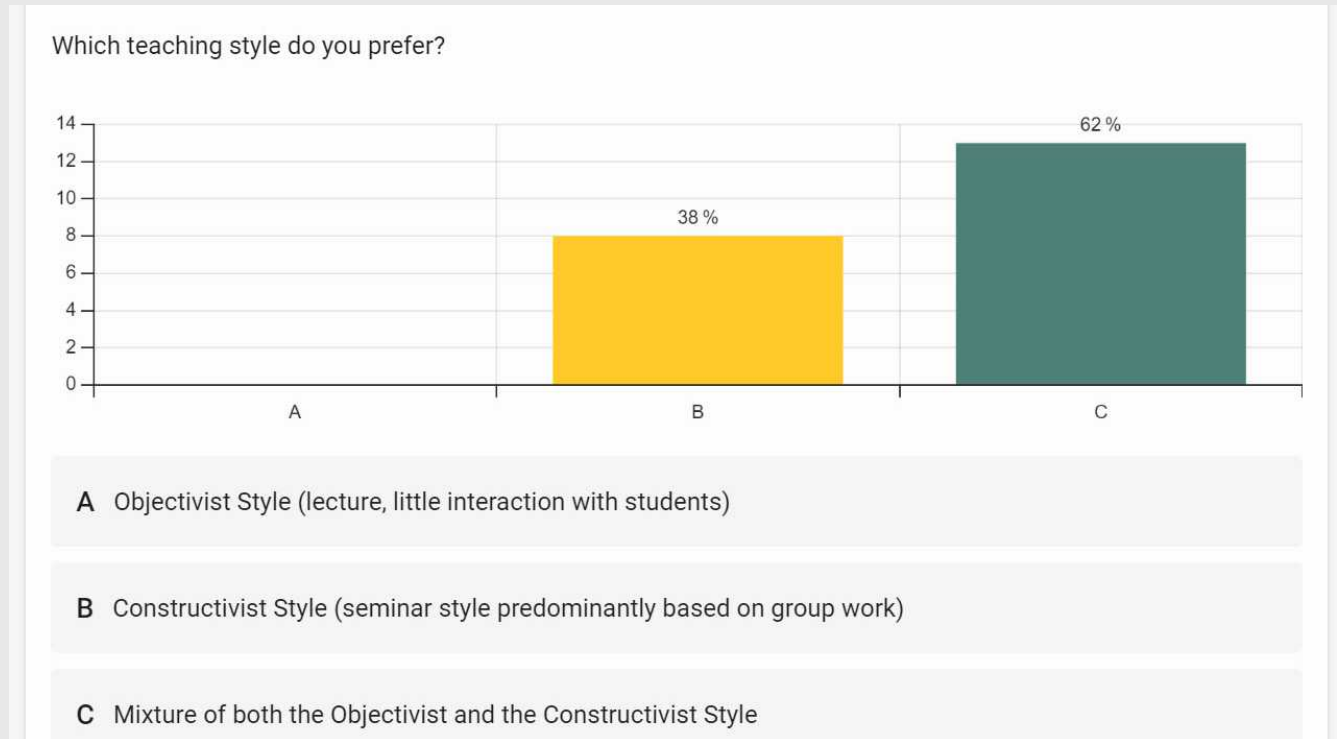
[Analysen anzeigen](#)



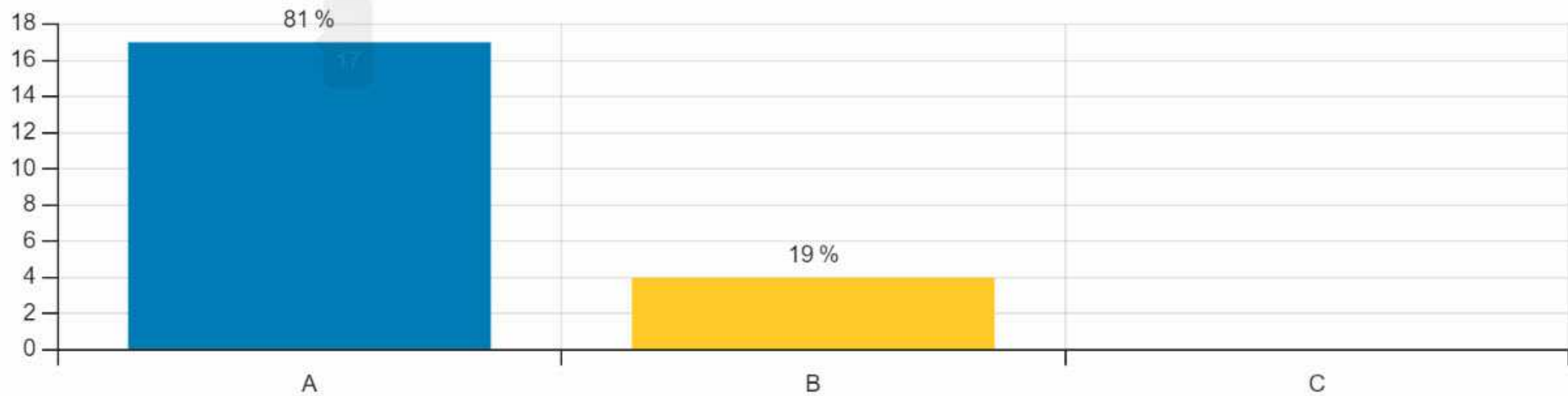
Kommentar hinzufügen ...



Survey among 22 conference participants at the *International Staff Training Week „Critical Pedagogy in Higher Education”* at Silesian University of Technology in Katowice/Gliwice in June 2024



How effective is an integrated COIL (cf. our presentation "a COIL enhanced module") in combining Objectivist and Constructivist teaching and learning?

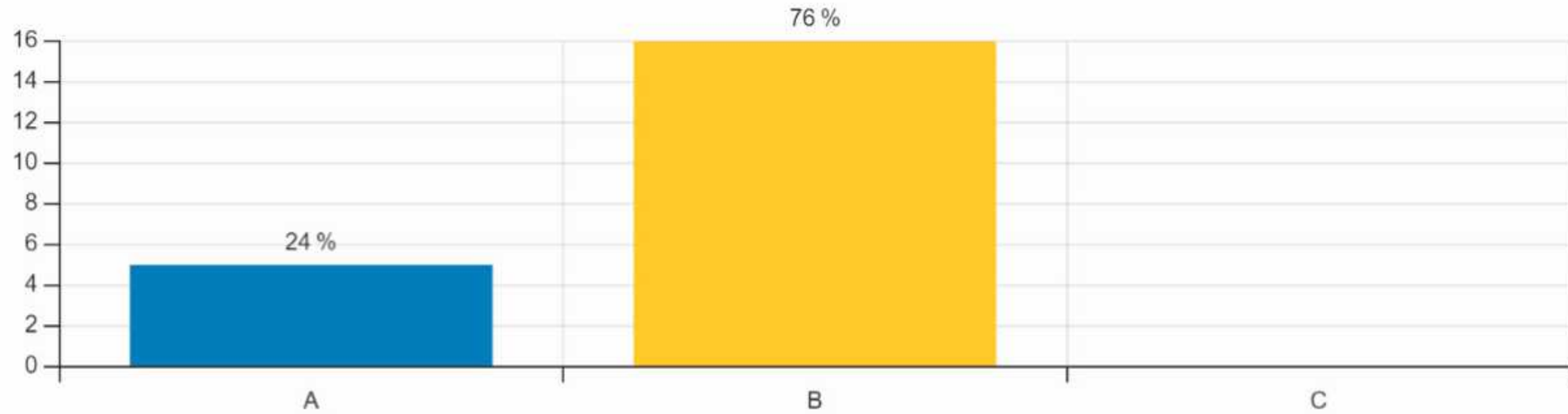


A Very Effective

B Somewhat Effective

C Rather Ineffective

What could be an adequate ratio between the Objectivist and the Constructivist teaching and learning style?

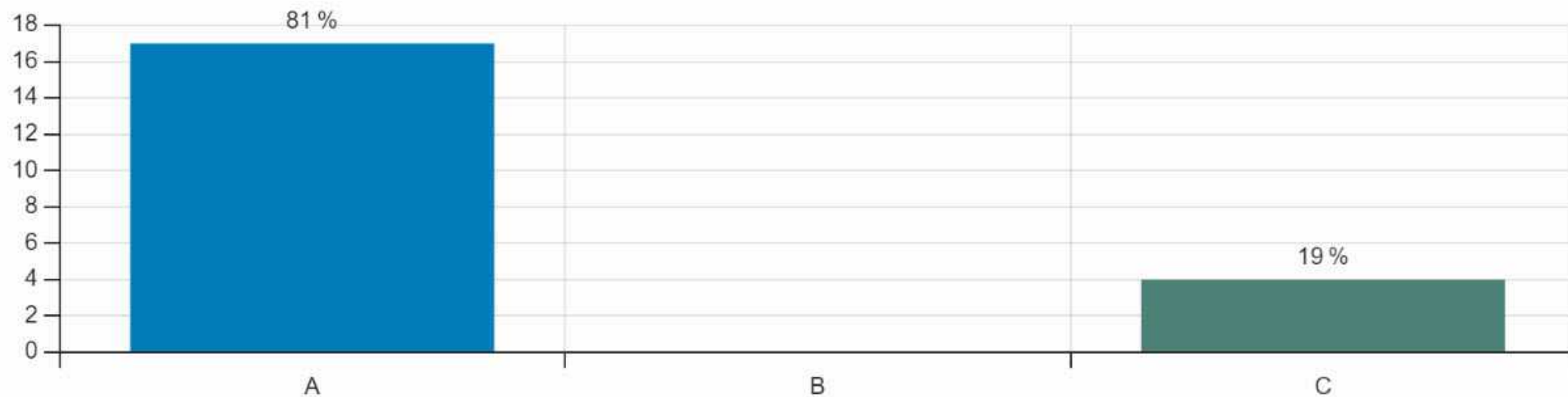


A 50/50 (objectivist/constructivist)

B 20/80 (objectivist/constructivist)

C 80/20 (objectivist/constructivist)

COILs are frequently used in classes that involve language learning. Do you believe that COILs could be extended into subject-related classes (ie logistics, accounting, algebra, inorganic chemistry etc.)?



A Yes

B No

C Possibly

Co-Teaching at Wiesbaden Business School

Objectives

- relevant alternative to offering stand-alone subject-specific classes / intergartion of subject-specific knowledge and Future Skills
- possibility to offer a class in English or in English and another language which can be very attractive to both local students and international students
- more activating classroom atmosphere by creating a dialogical situation between the two co-instructurs and the students
- added value for students and instructors

Requirements

- both instructors are present in the classroom
- both instructors are willing to collaborate and allow room for the other instructor
- both instructors pursue the possibilty to merge their respectivce topics and teaching styles with the other instructor
- political support from the university to implement co-teaching (internationalisation strategy)

Research Design (Prof. Dr. Gissel/Hubertus Weyer) (1st semester class at the master's level for *Health Care Economics*)

Statement by Prof. Dr. Gissel (Wiesbaden Business School)

Mit dem Kurs gehen folgende Herausforderungen einher: Die Studierenden aus zwei Programmen und mit unterschiedlichen Bachelor-Abschlüssen kommen mit unterschiedlichen Erfahrungsniveaus bzgl. englischsprachiger schriftlicher Arbeiten wie auch der mündlichen Auseinandersetzung in den Kurs. Weiterhin bin ich selbst kein Linguist und stehe bei jeder Veröffentlichung ebenfalls vor sprachlichen Hürden. Noch schwerer fällt es mir, die linguistischen Aspekte für die Studierenden greifbar zu machen.

Umso erfreuter war ich, dass uns im Sommersemester 2024 die Möglichkeit des Co-Teachings gegeben wurde und mit Hubertus Weyer ein Dozent mit an Bord war, der sowohl über die sprachlichen Kompetenzen auf Muttersprachler-Niveau als auch über die didaktischen Kompetenzen der Vermittlung sprachlicher Aspekte verfügt. Im Verlauf des Kurses zeigte sich, dass der Wert des Co-Teachings nicht im Nacheinander inhaltlicher und sprachlicher Aspekte bestand, sondern gerade erst durch das gleichzeitige Miteinander der beiden Dozenten entstand. Die gemeinsame Lehre erlaubte die unmittelbare Verbindung von fachlichen und sprachlichen Aspekten auf neue Art.

Besonders beeindruckt hat mich, dass dieses Format den Studierenden erlaubte, immersiv auf Englisch zu lernen und zu arbeiten. Folgt den Studierenden bislang dem Muster, ihr wissenschaftliches Vorgehen und Suchalgorithmen auf Deutsch zu denken und zu formulieren und erst in einem zweiten Schritt mechanisch auf Englisch zu übersetzen, so konnten sie in diesem Semester Dank des Co-Teachings ihre Gedanken unmittelbar in englischer Sprache formulieren und weiterdenken.

challenging class for students of 2 master's programs

heterogenous skill levels

one of the co-instructors feels somewhat uncertain speaking English

co-teaching is superior to sequential teaching

being in the classroom together constitutes significant added value

extremely positive impression at the end of the semester

Personal, Organsiation und Führung / Human Resources, Organisation, and Leadership
(1st semster class at the bachelor's level for *Insurance and Banking*) (Prof. Dr. Görgen/Hubertus Weyer)

student's comments from the semester evaluation (Wiesbaden Business School)

<p>Dadurch, dass wir diesmal 2 Professoren hatten, gab es mehr einen Austausch, da beide neue Sichtweisen näher gebracht haben und auch während der Vorlesung hilfreiche Informationen eingeworfen haben.</p>	<p>By having two instructors in the classroom, there was more interaction. Both instructors shared their views which was helpful.</p>
<p>Ich finde dass die Veranstaltung, welche von Zwei Dozenten gehalten wird eine gute und erfrischende Abwechslung im Gegensatz zum klassischen Vortrag. Die Studierenden werden mit einbezogen und beide Lehrenden wechseln sich ab und ergänzen sich. Das ist eine der wenigen Veranstaltungen, die wirklich Interessant sind.</p>	<p>Having two instructors is a refreashing idea especially when compared to the classic lecture format. Students were involved and the both instructors took turns. The is one of only a few really interesting classes.</p>
<p>Gute Mischung der beiden Dozenten, etwas mehr Inhalte von Herrn Hubertus wären sicherlich interessant gewesen</p>	<p>Good mixture of both instructors. More content by Hubertus Weyer might have been even more helpful.</p>

OUTLOOK

FOR THE

WINTER SEMESTER

→ 2 or 3 COILS
IN 2 MODULES

→ CRITICAL
COMMUNI-
CATION

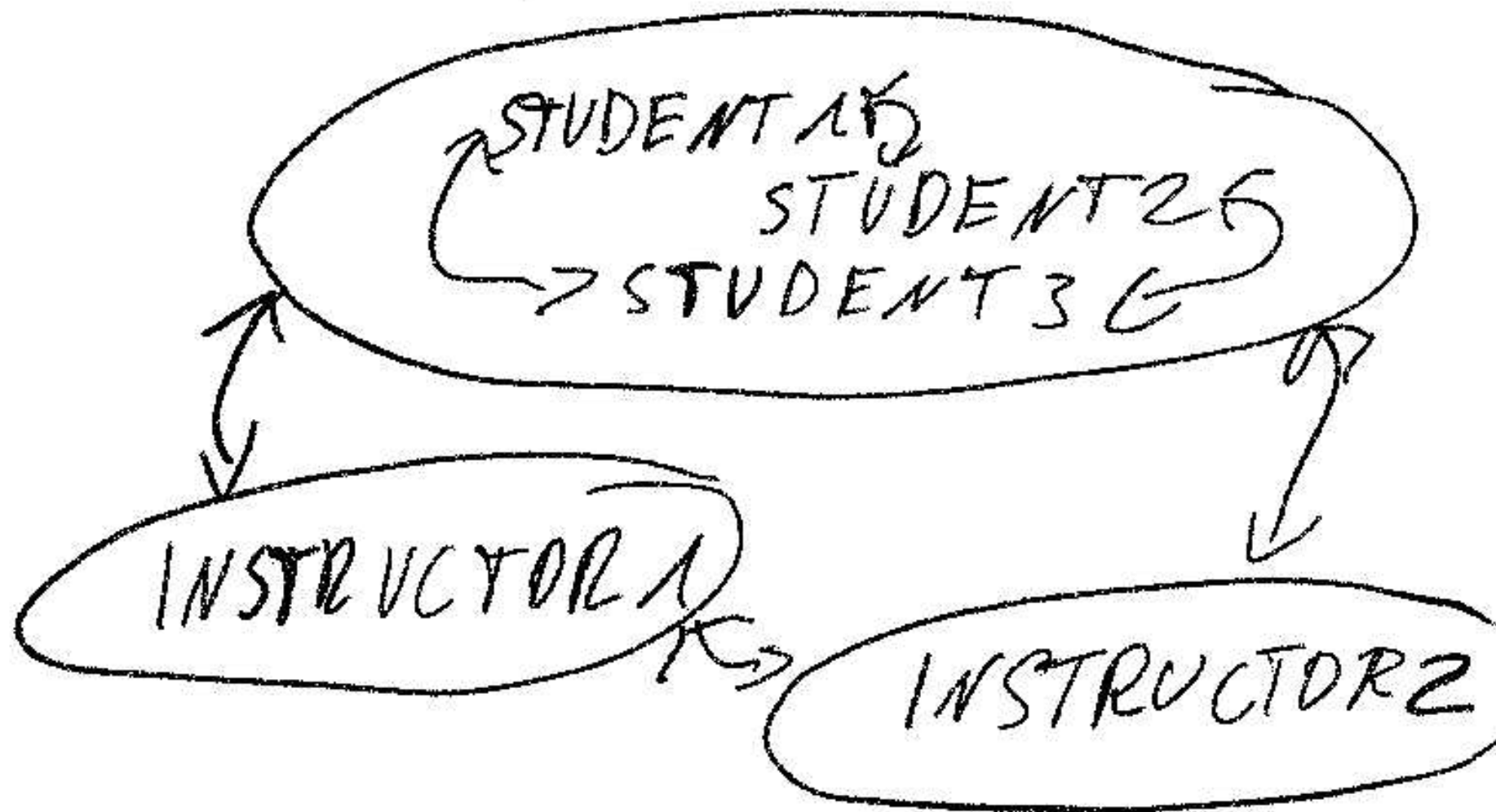
→ INTERCULTURAL
COMMUNI-
CATION



wiesbadenbusinessschool
Wiesbaden Business School

- 4 CO-TEACHINGS
- HR, ORGANIZATION AND LEADERSHIP
 - RESEARCH DESIGN (2x)
 - PROJECT MANAGEMENT

COLLABORATION ON ALL LEVELS

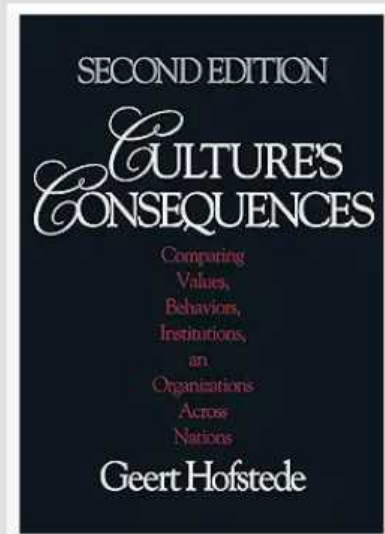
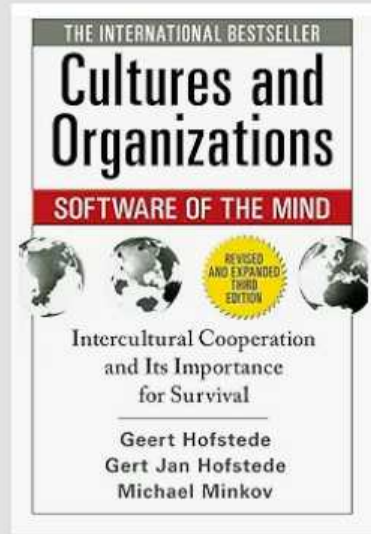
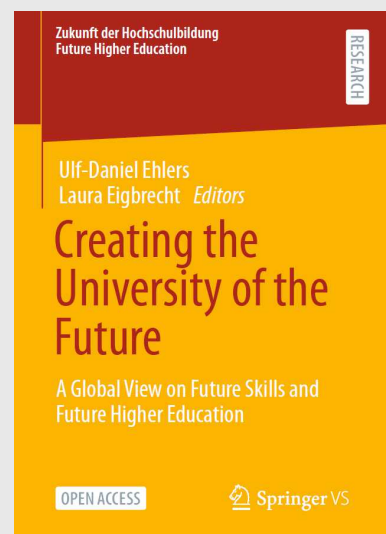
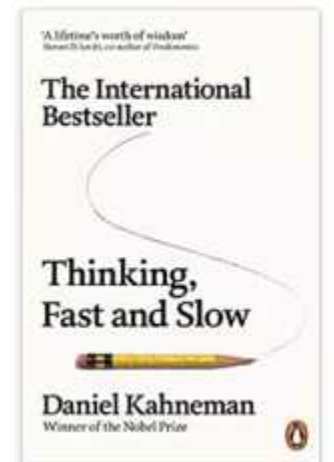
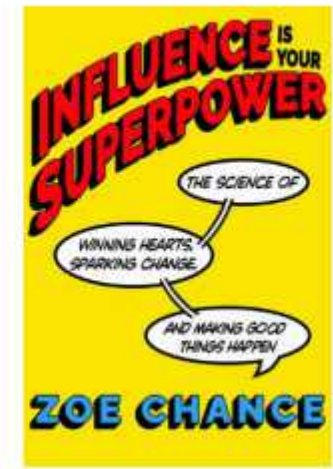
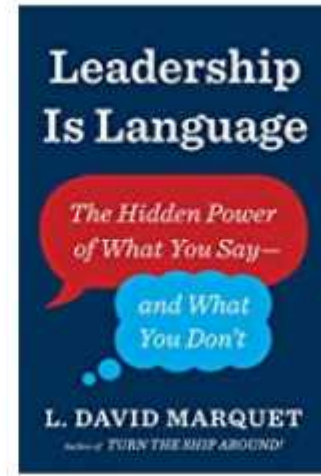
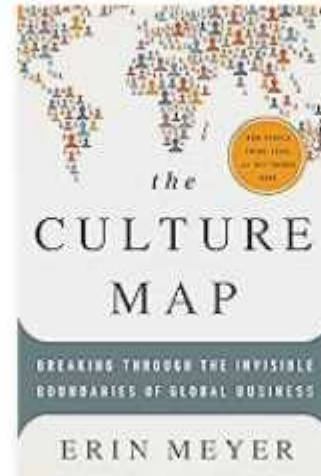
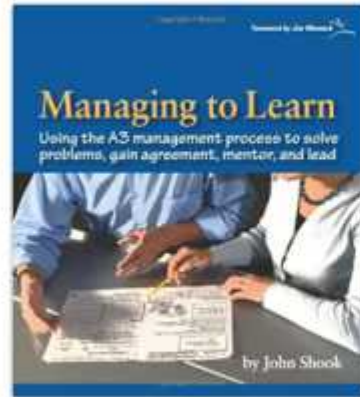


Relevant Literature



How to Change a Culture: Lessons From NUMMI

GM and Toyota launched their joint venture where GM's work force had hours at its own. Here's what happened next. And why.





THANK
you!

