

**OST**  
Ostschweizer  
Fachhochschule

# Diversity & Cultural Fit

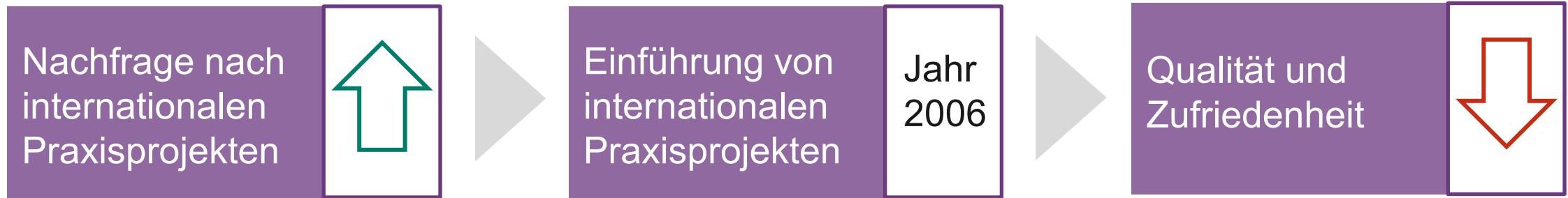
**Erfolgsfaktoren des Wissenstransfers durch  
internationale, studentische Beratungsprojekte**

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3. November 2021

Departement Wirtschaft / Wissenstransferstelle

# Ausgangslage



Fragestellung: anhand welcher Dimensionen können die Projektqualität und die Zufriedenheit der Projektbeteiligten in den internationalen Praxisprojekten verbessert werden?

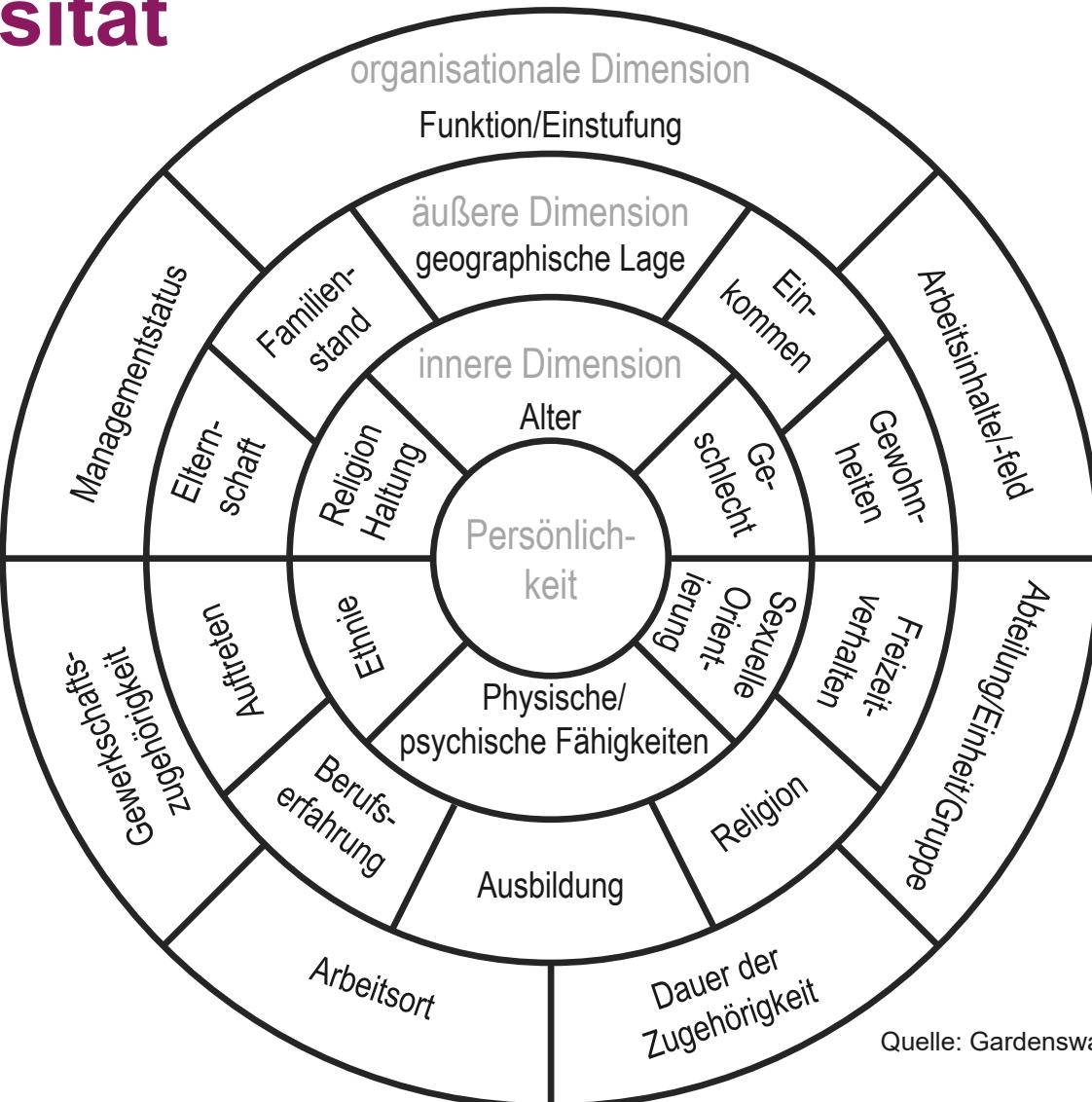
# Diversity & Kultur

## Grundlagen



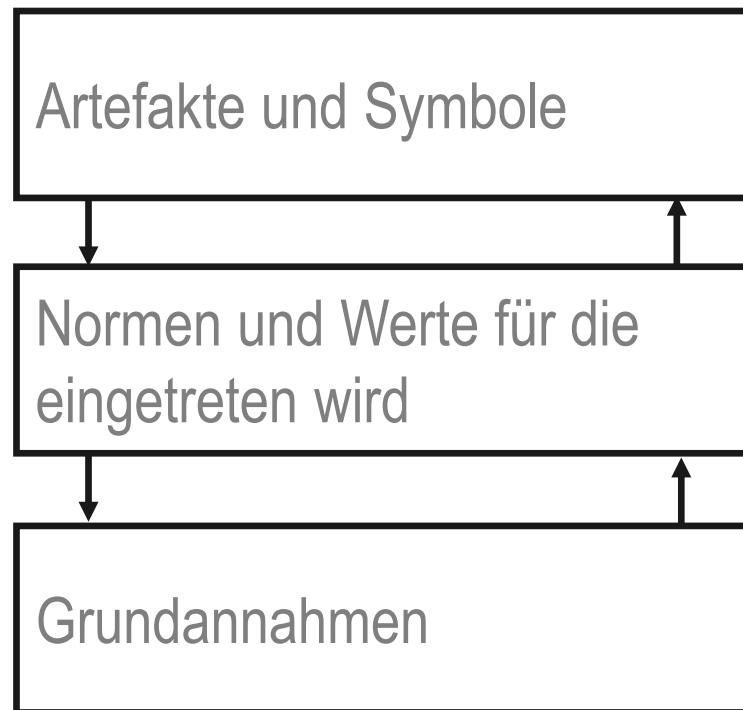
# Dimensionen von Diversität

- Diversity
    - Differenz
    - Vielfalt
  - Differenzierung
    - geographisch
    - kulturell
    - sozial
    - Kompetenzen
    - Alter
    - Geschlecht
    - ...



Quelle: Gardenswartz/Rowe 2008: 37

# Unternehmens- und Teamkultur



Sichtbare Organisationsstrukturen, Prozesse und Symbole (aber zum Teil schwer zu identifizieren)

Mission, Vision, Strategie und Ziele (formulierte, nach außen hin sichtbare Werte und Rechtfertigungen)

Unbewusste, selbstverständliche Überzeugungen, Wahrnehmungen, Gedanken und Gefühle (die Quelle von Wertorientierungen und Handlungen)

Quelle: Schein 1999: 31

# **Praxisorientierung – OST Departement Wirtschaft**

## **80:20 Modell und Praxisprojekte**



# 80:20 Modell

Praxisorientierte

## 80% Theorie

Klassenunterricht

- Theorie-Vermittlung und Case Studies
- im Klassenzimmer
- Vorgaben von Hochschule
- gelehrt von Dozierenden
- reservierte Zeit im Lehrplan
- Notenanteil

Echte

## 20% Praxis

Praxisprojekte

- bedürfnisorientierte Praxisanwendung
- im Markt als Team
- Vorgaben vom Markt
- gecoacht von Dozierenden
- reservierte Zeit im Lehrplan
- Notenanteil

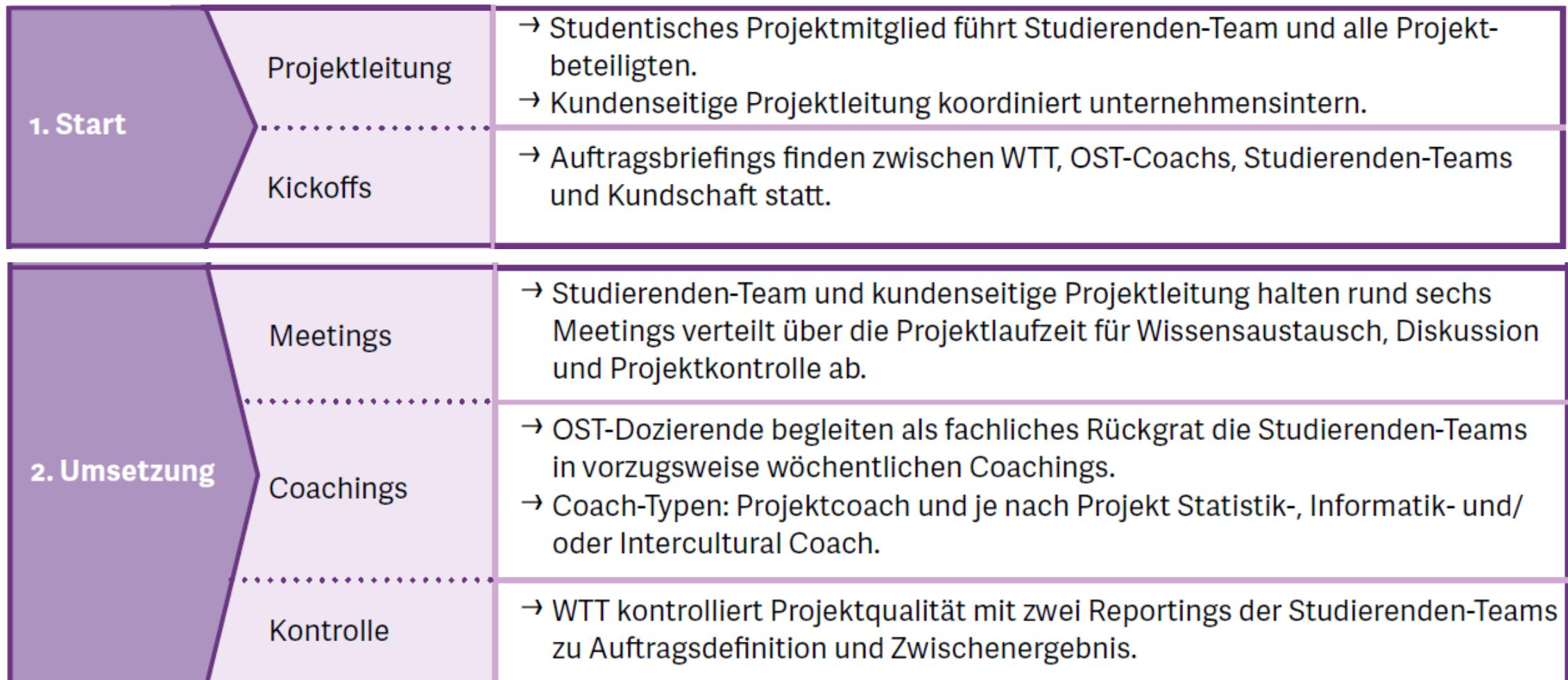
# Praxisprojekte

3 Typen von  
Praxisprojekten

- Unternehmensanalyse
- Marktforschung
- Managementkonzeption

- **Aufträge:** von Unternehmen/Organisationen nach realen Bedürfnissen
- **Entgelt:** CHF 800 bis CHF 25'000
- **Input:**
  - Team mit 4 bis 6 Studierenden
  - ca. 800 Std. innerhalb 4–5 Monaten
- **Output:** 50- resp. 90-seitiger Schlussbericht; Präsentation
- **Dozierende:** Fachcoaching mit 50–120 Stunden
- **Kundenseitige Projektleitungen:** ca. 6 Meetings für Wissensaustausch, Diskussion, Projektkontrolle
- **Fixe Startzeiten:** jedes Jahr zur gleichen Zeit im September und Januar

# Projektablauf – Phase 1

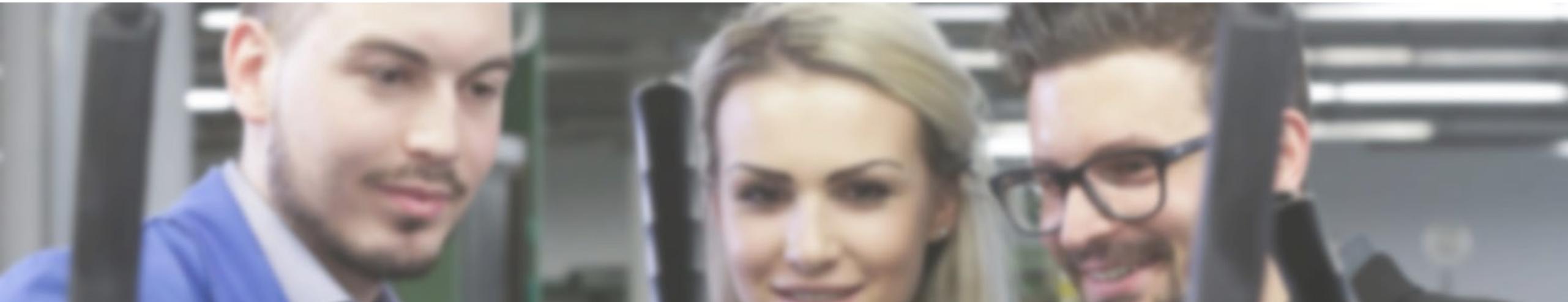


## Projektablauf – Phase 2

3. Abschluss	Schlussbericht	→ Studierenden-Teams übergeben Schlussbericht im Umfang von 50 bzw. 90 Seiten plus Anhang als Eigentum der Kundschaft. → Typische Inhaltsstruktur: Management Summary, Vorgehen, Analyse und/ oder Konzeption, Ableitungen und Empfehlungen.
	Präsentation	→ Studierenden-Team präsentiert Ergebnisse in der Regel vor Ort bei der Kundschaft und vor Publikum gemäss Kundenwunsch.
	PR-Report	→ Studierenden-Team erstellt öffentlichkeitsorientierte Projektzusammenfassung mit Statements von kundenseitiger Projektleitung und Projektcoach.
4. Evaluation	Notengebung	→ Kundenseitige Projektleitung steuert bis 25% zur strukturierten Benotung seitens Coachs bei.
	360°-Debriefing	→ Studierenden-Teammitglieder, Coachs und kundenseitige Projektleitung geben 360°-Feedback an WTT für Weiterentwicklung.
	Ehrung	→ Jury nominiert je drei Teams für WTT YOUNG LEADER AWARD in Marktforschung und Managementkonzeption.

# Internationale Praxisprojekte

## Grundlegendes

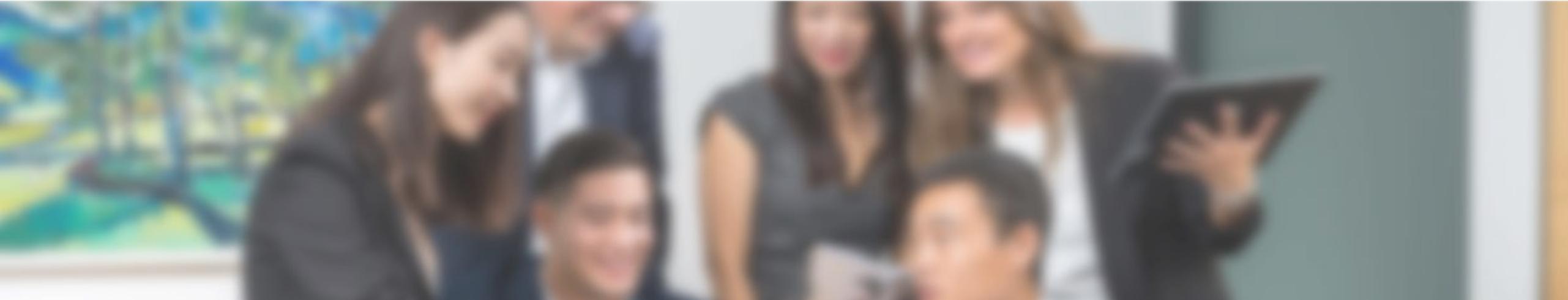


# Internationale Programme

Praxisprojekt-Angebot					
Programme	Teamgrösse	Termine	Arbeitseinsatz	Semester	Kosten für Unternehmen
<b>Internationale Märkte – Marktforschung und/oder Managementkonzeption</b>					
CPIM International	4-6 Studierende ca. 3 OST, 3 Exchange	Februar – Juni und September – Januar	ca. 800 Stunden 70 Stunden Coach	5./6. VZ	CHF 7'500 + Spesen ca. CHF 1'500
JUSP USA	6 Studierende 3 USA, 3 OST	Januar – April	ca. 1000 Stunden 120 Stunden Coach	6. VZ 8. BB	ca. CHF 20'000 inkl. Spesen gemäss Budget
JCSP China	6 Studierende 3 China, 3 OST	Februar – August	ca. 1000 Stunden 120 Stunden Coach	6. VZ 8. BB	CHF 25'000 inkl. Spesen gemäss Budget

# Consulting Projects Incomings

Diversität und Interkulturalität – Vorteile und Limitationen



# Consulting Projects Incomings

## Factsheet

FACT SHEET		
<b>Market Research International</b>		<b>Consulting project Incomings – CPIN</b>
<b>Student input</b>	Team with the number of students	4-6 exchange students (Exchange students, "Incomings")
	Amount of work per team/consulting project	approx. 800 hrs
	Students from semester	4th semester (of 6)
	Type of students	Full-time
<b>Lecturer input</b>	Plenary lesson for all	14 hrs
	Project Coach / team	60 hrs
	Statistics Coach / team	according requirement
	IT Coach / team	according requirement
	Language Coach / team	7 hrs
	Proofreader / team	8 hrs
<b>Output</b>	Formal final report incl. summary, all analyses/concepts and derived recommendations/solutions/results	approx. 50 pages
	Annex with all basic information	yes
	PR Report	yes
	Final presentation in front of the client	yes, at client
	Language	English
	Project start	February and September
<b>Fixed dates</b>	Project conclusion	June and January
	Duration	14 weeks
	<b>WTT-YoungLeaderAward</b>	Possible for a nomination
<b>Costs for the client</b>	Flat rate to WTT-FHS (not including VAT), payable to WTT-FHS	CHF 1,500
	Students expenses (approximately) payable to the students	approx. CHF 2,500 (on a time and material basis)

# Consulting Projects Incomings

## Market analysis and market entry strategy

Market analysis and market entry strategy for Lithuania, Poland, Greece and Thailand

«CPIN was a unique opportunity to test our ability to understand business, gain cross-cultural experience and not only improve knowledge, but also have a lot of fun and make friends for life.»

Project Team	Client	Initial position
Leva Rainyte, ISM University of economics and business, Lithuania Katarzyna Karolak, Cracow University of Economics, Poland Sakuna Chitnoi, Mae Fah Luang University, Thailand Filippos Alkalai, Athens University of Economics and Business, Greece Piyachot Chaiyachot, Mae Fah Luang University, Thailand	Schenker Storen AG, Schönenwerd Helmut Jehle, Chief Financial Officer <a href="http://www.storen.ch">www.storen.ch</a>	Since the company had limited knowledge about the target markets, the focus of the project was introducing them to these new markets as well as trying to find potential partners. Schenker Storen AG representatives stressed the importance of collecting valid information from the individuals involved in the regions of focus. It was decided that the work should be divided into primary and secondary research.
Company	Schenker Storen AG, a window-blind manufacturer, is a market leader in Switzerland. As the company's aim is to expand to foreign markets, four countries were considered to be investigated namely Greece, Lithuania, Poland and Thailand. For this cause, an international team matching these markets was formed.	
Goal and Tasks	The goals of the project were to analyse the markets, evaluate their potential and, if po-	
 FHS St.Gallen University of Applied Sciences	<a href="http://www.fhsg.ch">www.fhsg.ch</a> Member of the University of Applied Sciences of Eastern Switzerland	

Consulting Project Incomings

BSc in Business Administration International Management

Kommentar vom Fach

Mathias Kleiner

Throughout the project, the team developed a good spirit and managed to reach the ambitious goals. Expert interviews in various countries helped to get first hand information about a specific market. The team was able to provide valuable information to the customer and to make clear statements about market entry strategies.

Mathias Kleiner

information about the external environment later helped to craft a full SWOT view.

All statistical information that was gathered was always verified and enhanced with primary research results. The team conducted interviews with companies involved in each of the targeted markets as well as with experts like architects, business consultants, lecturers, etc. These interviews gave a clear and valid image of the situation.

**Market analysis**

An internal analysis was first completed to understand the company, its strengths and weaknesses and its expectations. Afterwards, the external analyses (MACRO and MESO) were performed. In the desk research, the team investigated the general situation in the four targeted countries by using the PESTEL analysis and evaluated the markets' attractiveness by using the 5 forces model. The results gave a first insight into the demand in each market. Additional

**Conclusion**

After gathering the information from both primary and secondary research, the team evaluated the potential of each market and crafted a unique entry strategy for each country. The strategy included detailed information about the factors affecting the company, how and when the latter could penetrate each market.

**Research**

**External**

1. PESTEL  
2. Demand in the markets

**Internal**

1. Company Analysis

**Results**

1. Competitors  
2. Potential partners  
3. Decision makers  
4. 5-Forces analysis

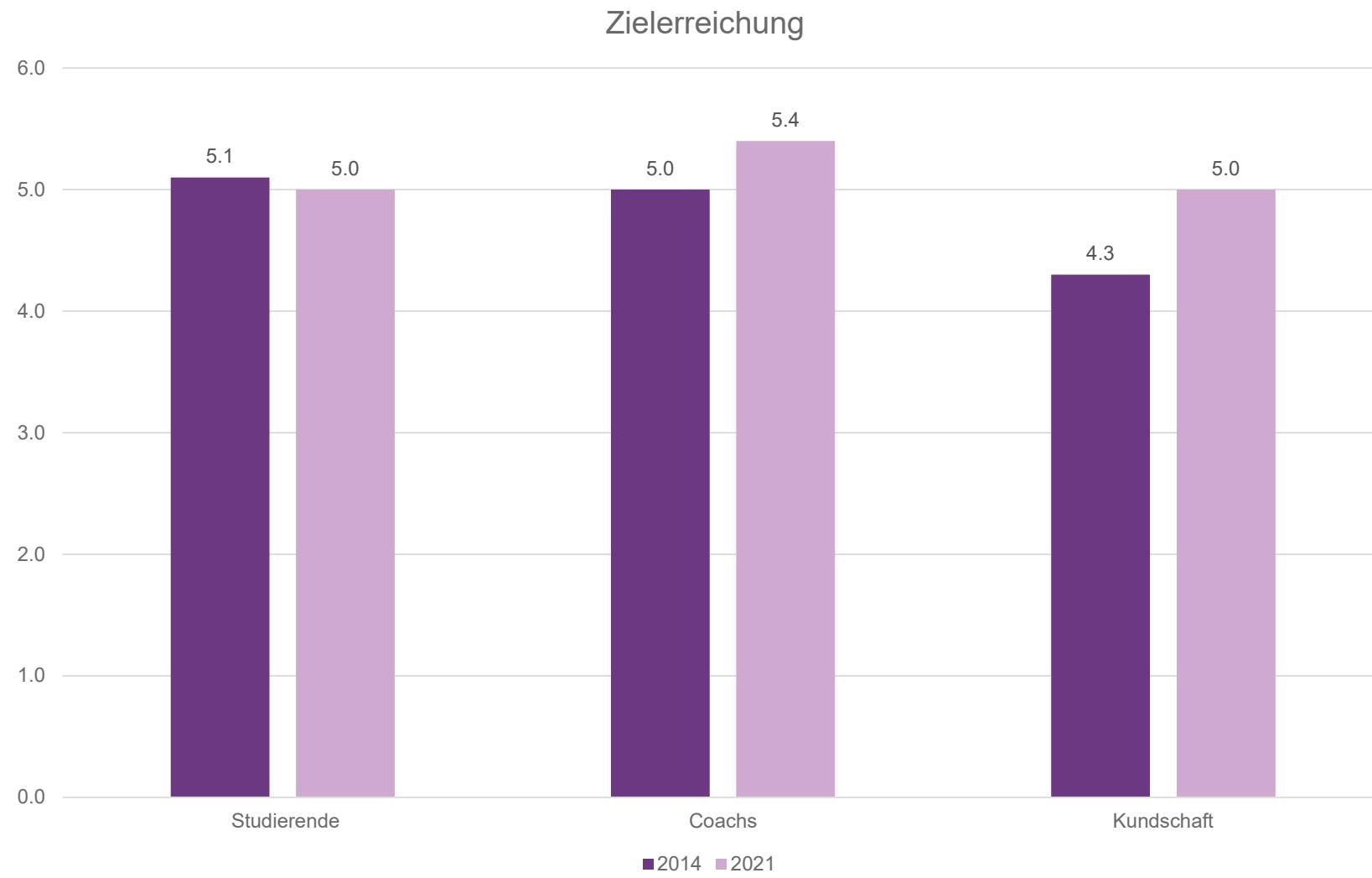
1. Culture of business  
Crafting entry strategy

Helmut Jehle

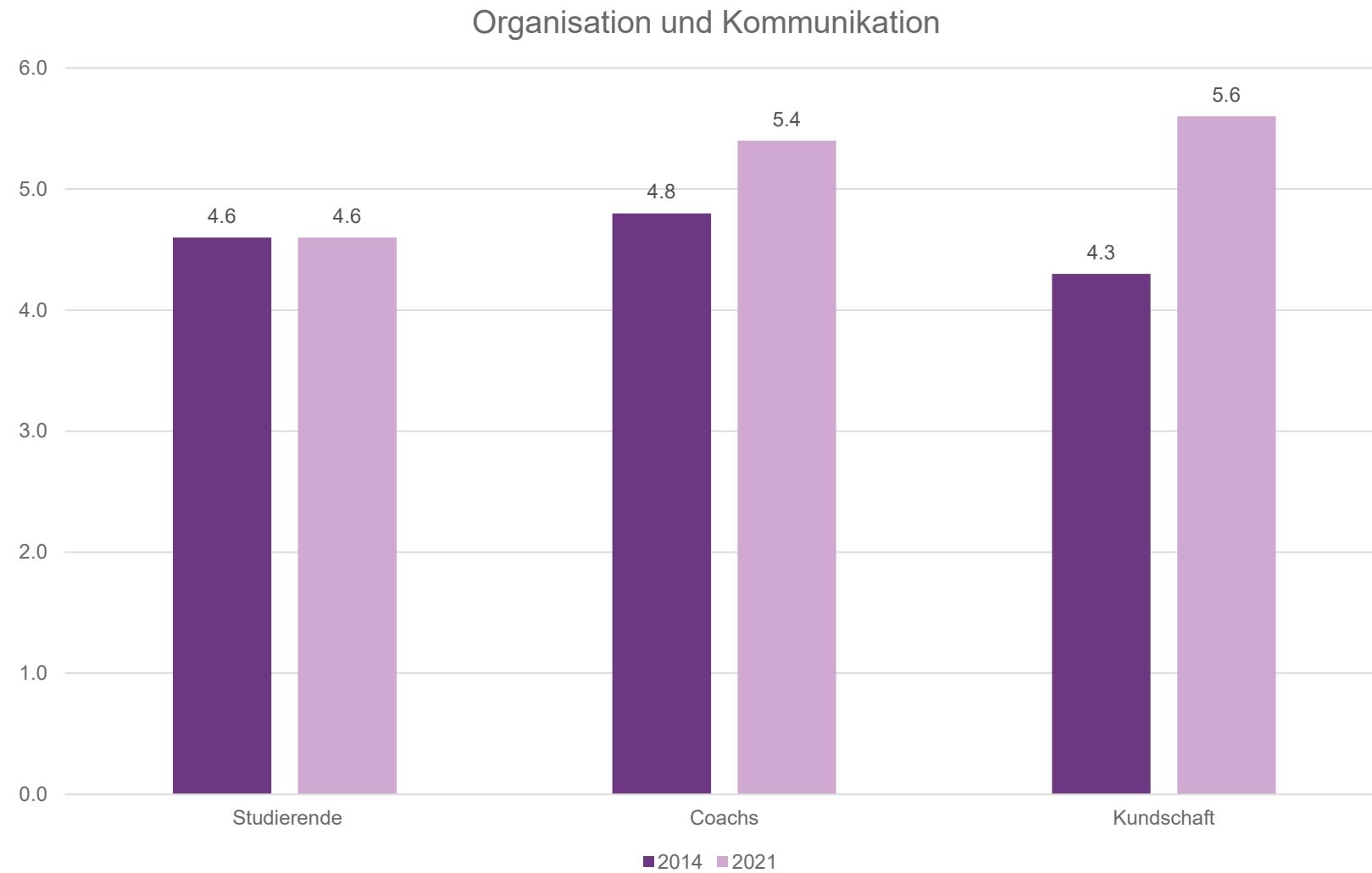
«It was very interesting to work with an international and sympathetic team. The project structure, the project process and the final statements were always clear and systematic. It is always interesting to get new input beside the daily business.»



# Zufriedenheit CPIN 2014 und CPIM 2021 1/3

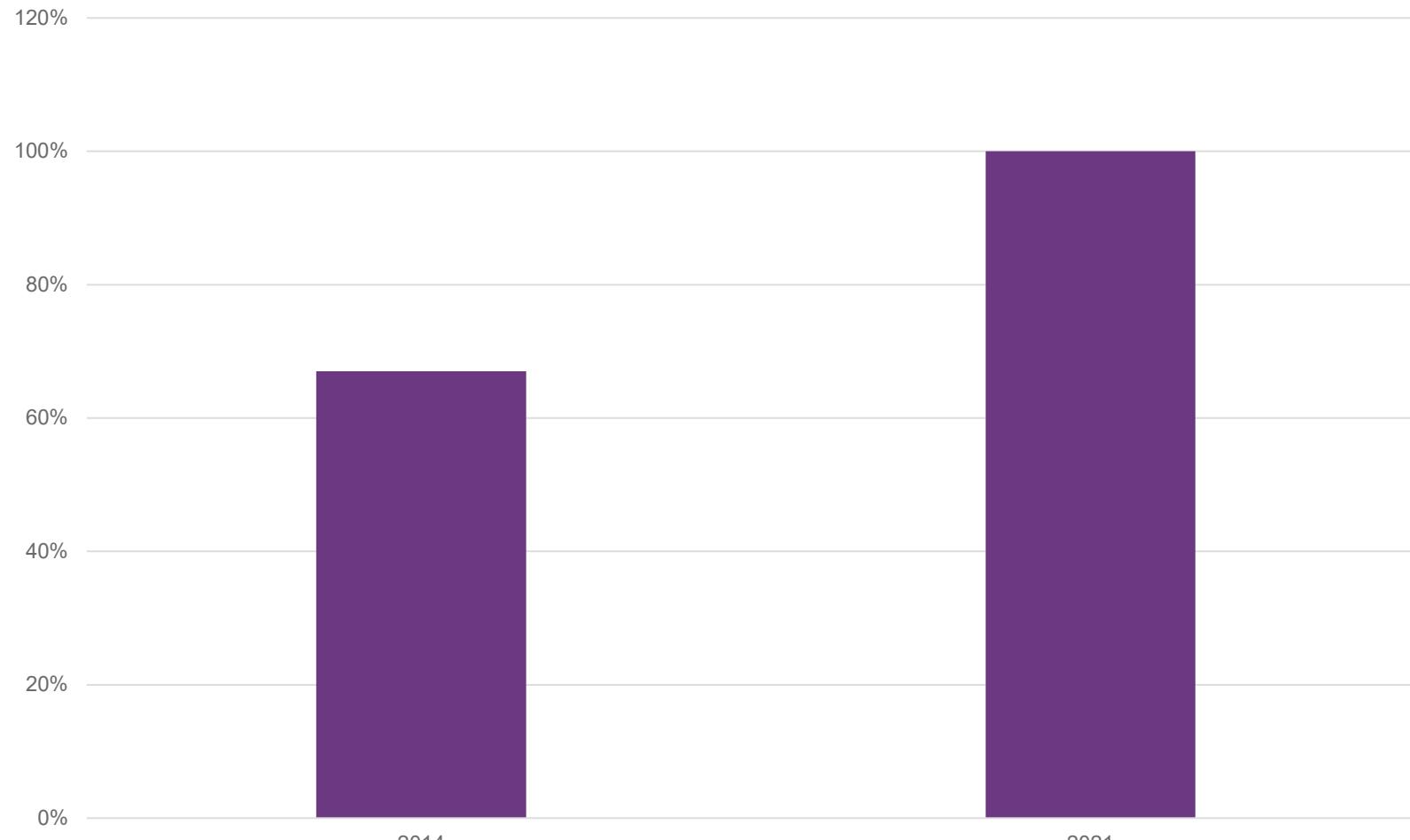


# Zufriedenheit CPIN 2014 und CPIM 2021 2/3



# Zufriedenheit CPIN 2014 und CPIM 2021 3/3

Weiterempfehlung Kundschaft



# Consulting Projects International Management

## Diversität und Interkulturalität – Erfolgsfaktoren



# Consulting Projects International Management

## Factsheet – Übersicht

Incoming	Outgoing
<ul style="list-style-type: none"><li>Introduction CPIM</li><li>Market Research &amp; Project Management (9)</li><li>Unipark (Coaching)</li><li>Analyzing &amp; Writing</li><li>Presentation Skills PRSK</li></ul> <p>Customized to the respective project and team</p> <p>Statistic lessons (4)</p> <p>Statistic Coaching</p> <p><b>MARK for CPIN (10 ECTS):</b></p> <ul style="list-style-type: none"><li>1/5 CPINb (=GRELb)</li><li>4/5 CPINc (=CPIM)</li></ul>	<p><b>CPINa</b> (3 ECTS)</p> <p><b>CPINb</b> =GRELb (2 ECTS)</p> <p><b>CPINc</b> =CPIM (5 ECTS)</p> <p>Total 10 ECTS</p> <p>Open to all incomings</p> <ul style="list-style-type: none"><li>Preparation assignment (I/G)</li><li>Intercultural kickoff training (G); including team-building (G)</li><li>Mid-project reflection and coaching (I/G)</li><li>End-project reflection (I)</li></ul> <p>Project Work</p> <p><b>GRELa</b> (1 ECTS 1/3)</p> <p><b>GRELb</b> (2 ECTS 2/3)</p> <p><b>CPIM</b> (5 ECTS)</p> <p>Total 8 ECTS</p> <ul style="list-style-type: none"><li>Global Economics</li><li>Globalization and culture</li><li>Cultural-specific knowledge</li><li>Practice-oriented, combining economics and cultures</li><li>Supporting the projects</li></ul> <p>Customized to the respective project and team</p> <ul style="list-style-type: none"><li>Statistic lessons (4)</li><li>Statistic Coaching</li></ul> <p><b>MARK for GREL (3 ECTS):</b></p> <ul style="list-style-type: none"><li>1/3 GRELa</li><li>2/3 GRELb</li></ul> <p><b>MARK for CPIM (5 ECTS):</b></p> <ul style="list-style-type: none"><li>1/1 CPIM</li></ul>

# Consulting Projects International Management

## Factsheet – Module

Formalities	Content	Project Work	Additional Support
<ul style="list-style-type: none"><li>• Meeting Preparation</li><li>• Agenda &amp; Minutes</li><li>• Project Plan</li><li>• Confidentiality</li><li>• OST-Standards</li><li>• OST-Tools</li><li>• Templates</li><li>• Reporting Deadlines</li></ul> <p><b>Project Documents</b></p> <ul style="list-style-type: none"><li>• Letter of Scope</li><li>• Poster Presentation</li><li>• Final Report</li><li>• PR-Report</li></ul>	<p><b>Market Research Process</b></p> <ul style="list-style-type: none"><li>• Secondary Research</li><li>• Research Design</li><li>• Research Styling</li><li>• Field Research</li><li>• Data Analysis</li><li>• Recommendations</li></ul>	<ul style="list-style-type: none"><li>• Project Plan</li><li>• Kickoff with Clients</li><li>• Analysis of current situation</li><li>• Letter of Scope</li><li>• Meetings with Client</li><li>• Market Research</li><li>• Conceptual Design</li><li>• Status Review</li><li>• Recommendations</li><li>• Final Report</li><li>• Final Presentation</li><li>• PR-Report</li></ul>	<ul style="list-style-type: none"><li>• Unipark Coaching</li><li>• Statistic XLSTAT Training &amp; Coaching</li></ul> <p><b>GRElb/CPINb Intercultural Training</b></p> <p><b>PRSK Presentation Skills (individual Arrangements)</b></p> <p><b>EFAI Academic Writing</b></p>
(1) Market Research Lessons & Self Study	(2) Part of CPIM	(3) Separate Modules	

# Consulting Projects International Management

## Repositioning the Milling Solution Training Center



**2020**

**FHS St.Gallen**  
Hochschule  
für Angewandte Wissenschaften

**Vision 2025 – (Re-)Positioning the Milling Solution Training Centre**

The project aimed to align the Milling Solutions Training Center (MSTC) with the African Milling School (AMS). New possibilities such as blended learning should be examined more closely and checked for their suitability to be introduced in the courses. The main goal was to develop a Vision 2025 to (Re-)Position MSTC so as to better serve customers.

**Proceeding**  
To become familiar with the milling industry, the project team gained a fundamental knowledge of it through secondary research. In order to establish an ideal positioning, the current positioning of AMS and MSTC were analysed. Therefore, 62 interviews, amongst which were employees, customers and experts, were conducted. Moreover, benchmarking analyses were carried out in order to find out how partners or competitors run their courses. Based on the findings from the analysis of the current positioning and interviews, the ideal positioning, with a modern training concept, was developed.

**Results**  
Resulting from the analysis, it is recommended that Bühler establish an umbrella company: Bühler Milling Solution Academy (BMSA). This would enable Bühler to efficiently manage the collaboration between all Bühler milling training centers. Furthermore, based on the findings, a Vision 2025 was created, and a new training concept was developed. The new training concept is based on a blended-learning approach and includes various teaching methods in order to offer added value to customers. The preparation, execution and follow-up phase, and new recommended technologies such as adaptive e-learning and live-online-training, will support customers in their learning process. In addition, a new promotional strategy and pricing system were created. The proposed discount system and customer loyalty program, called «Wheat Kernel», is designed to increase the number of new customers and the rate of returning customers who attend further courses at the BMSC.

[www.fhsg.ch/praxisprojekte](http://www.fhsg.ch/praxisprojekte)

**Bühler Milling Solutions Training Center, Uzwil**  
MSTC is committed to educating millers in order for them to use their milling machines in the most efficient way. Only well-trained staff will get the maximum out of their equipment. In 2018, four instructors trained approximately 500 customers on weekly courses. Courses take place at the training center, at customer's mills, or in seminar hotels.

**Client**  
Bühler AG, Uzwil  
Georg Schäfer, Head of WR Technology  
[www.buhlergroup.com](http://www.buhlergroup.com)

  
With the practical project for the Training Center in Uzwil, the next developmental steps for the upcoming five years were elaborated upon. The survey and evaluation of the current situation have clearly shown areas of potential for improving our services. Besides, the advantages and use of new teaching methods were highlighted. The proposals and conclusions of the project group have exceeded our expectations.

**Coach**  
FHS St.Gallen  
Dr. Ronald Ivanic

  
On the basis of well-founded analyses, the project team has succeeded in developing a target-oriented Vision 2025, including a promising repositioning of the MSTC/BMSA. The further developed training concept, as well as the marketing mix, seem to be suitable to ensure further success.

**Vision 2025 – (Re-)Positioning the Milling Solution Training Centre**

**Approach to analyse the MSTC and BMSA**  
Source: own illustration

```
graph TD; A[Secondary and Primary Research] --> B[Analyze Current Position Milling Solution Training Center (MSTC)]; C[Analyze Current Position African Milling School (AMS)]; B --> D[Identify Position of Bühler Milling Solution Academy (BMSA)]; E[Vision - Mission - Positioning]; F[Company]; G[Customer]; H[Competitors]; I[Product]; J[Place]; K[Price]; L[People]; M[Practice]
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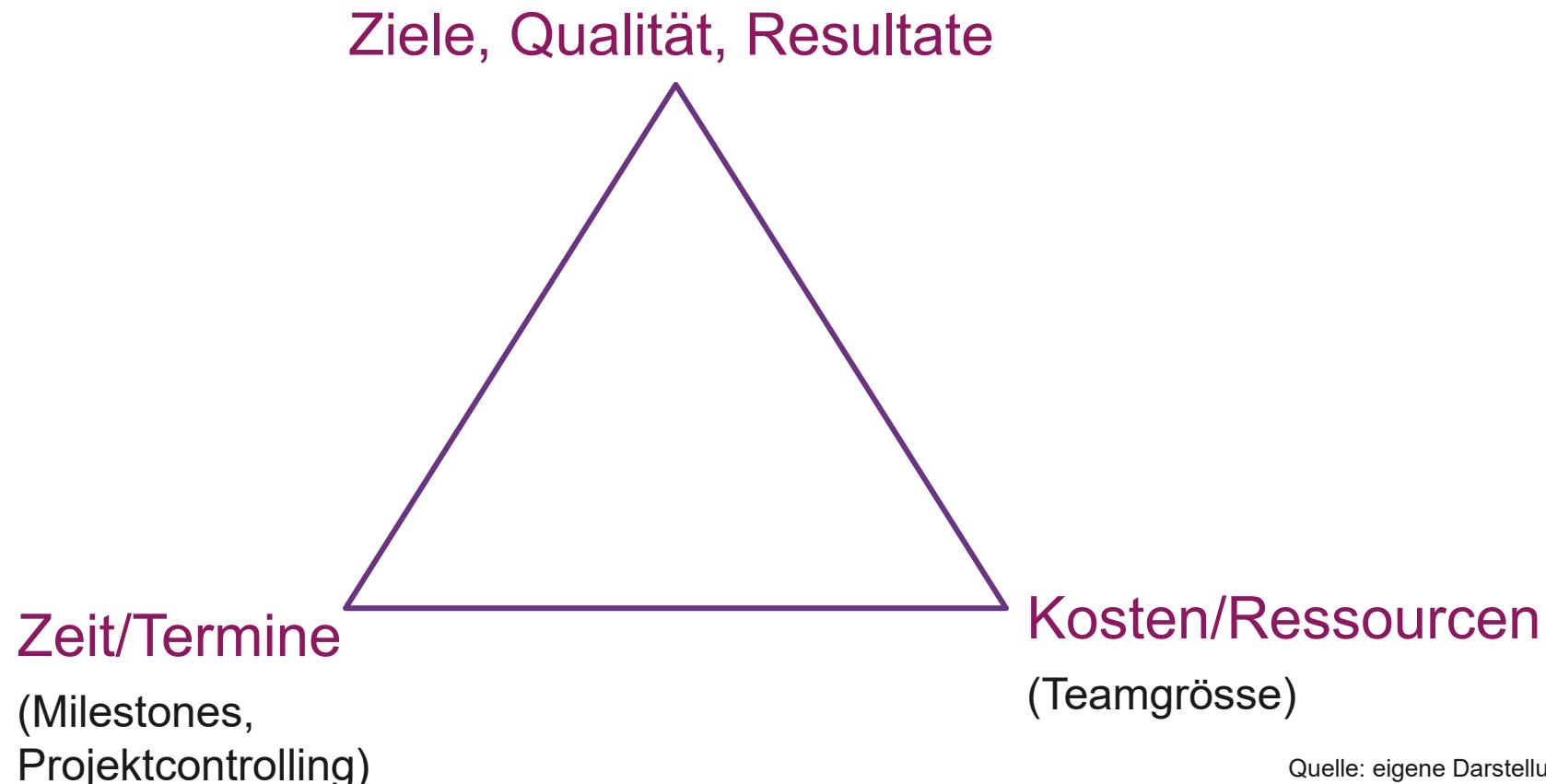
**BÜHLER**

## Erfolgsfaktoren



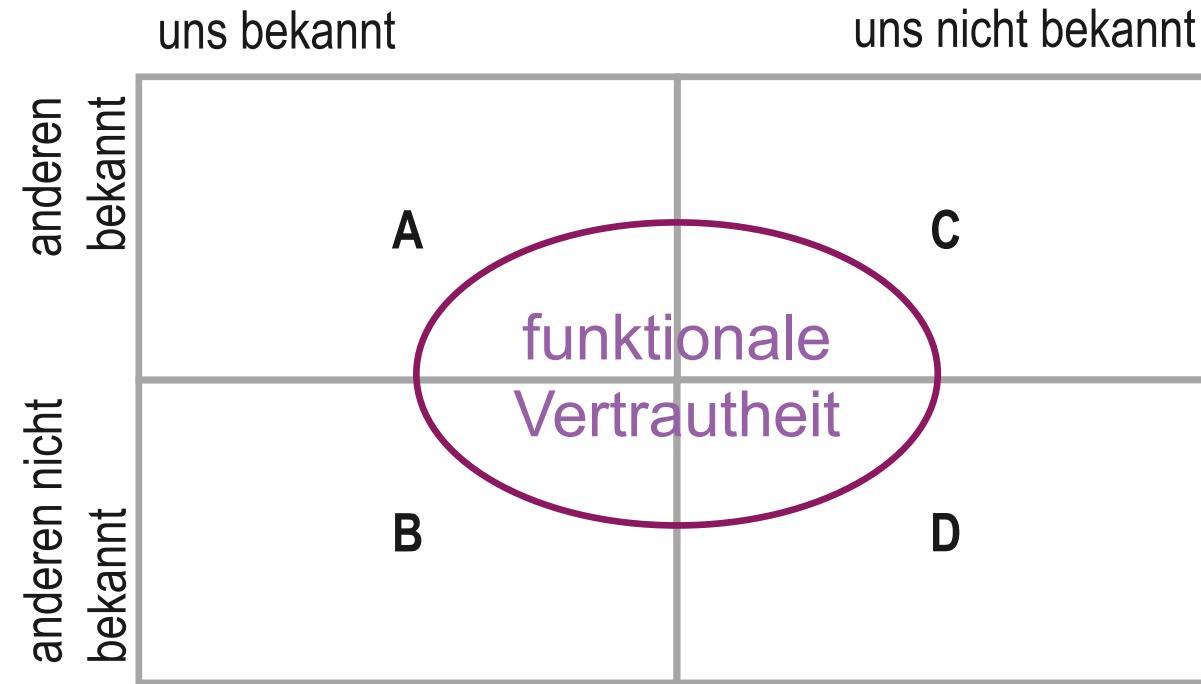
# Erfolgsfaktoren – Projektmanagement

## Magisches Dreieck im Projektmanagement



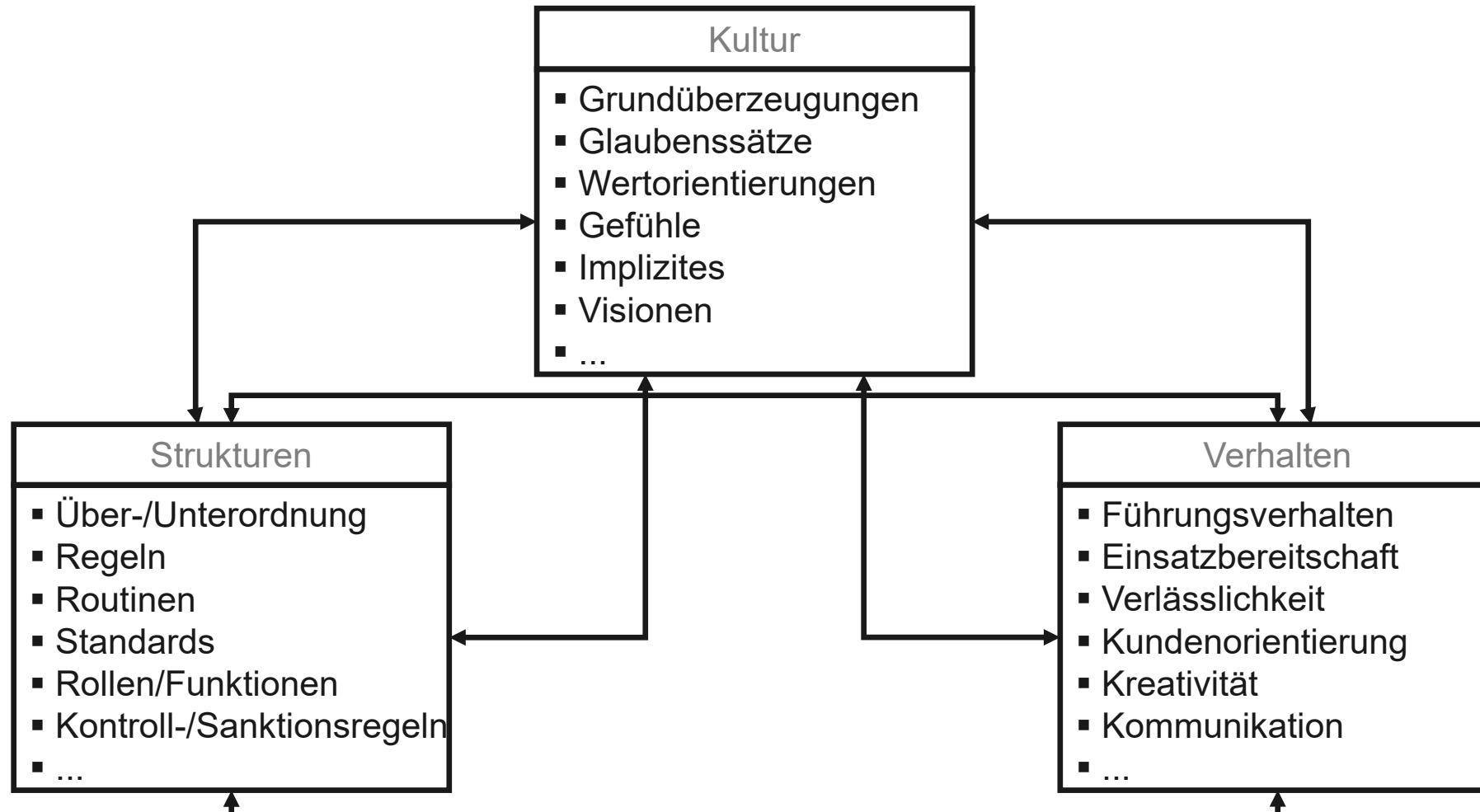
Quelle: eigene Darstellung, in Anlehnung an Litke (2007)

# Erfolgsfaktoren – funktionale Vertrautheit

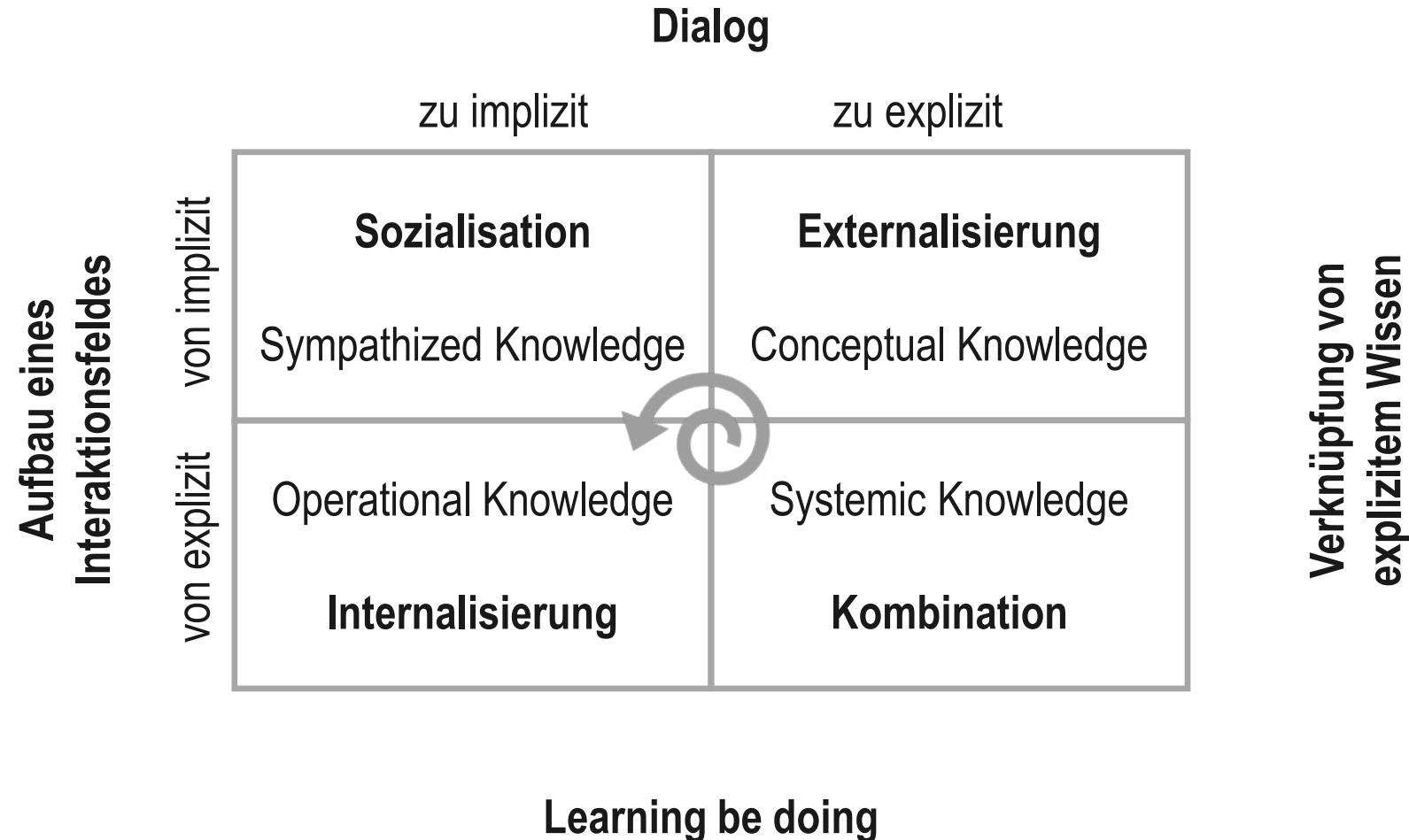


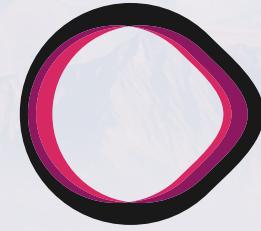
Quelle: Birkenbihl (1992) zit. nach Grillitsch (2002): 98

## Erfolgsfaktoren – Teamkultur



## Forschendes Lernen





**OST**  
Ostschweizer  
Fachhochschule

# Herzlichen Dank für die Aufmerksamkeit

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