JKU BUSINESS SCHOOL

Newsletter

Issue: June, 2020

Date: June 30, 2020

This Month's VIPs

Retirement

Prof. Heinz Prammer
Thanks for your years of hard work and dedication. Congratulations on your retirement.

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High Impact Research Call

Results

The Business School's announcement for the first Call for High Impact Research Proposals was published on March 18th. The program will provide seed money for further developing interdisciplinary high impact basic research in management relevant areas. Submissions were accepted in the categories "Seed Projects" and "Co-Funding Projects". 8 applications were recieved and have now been evaluated and ranked by an external committee of experts appointed by the Vice-Rector for Research, Gender and Diversity. Scientific quality of the proposal, and team quality, including academic independence of PIs, were the main selection criteria.

The following are the selected proposals:

- **DIPE: Closing the Gaps – Diversity in Programming Education.** Project Leader: Iris Groher
- **Destiny: Design Thinking for Cyber-Physical Production Systems.** Project Leader: Udo Kannengiesser
- **COVRES: Health Care Organizations’ Resilience in the Covid-19 Crisis: A Multi-Level Study Across Europe**. Project Leaders: Wolfgang Güttel & Bernd Lamprecht
- **OPTIM-AI: Hybridization of Optimization and Artificial Intelligence Techniques for Managerial Decision Making**. Project Leader: Markus Sinnl
- **ReSVaFF: Religious and Secular Values in Family Firms and Managerial Decisions**. Project Leaders: Birgit Feldbauer-Durstmüller & Helmut Pernsteiner

We are delighted to have received so many excellent projects for the Business School and wish all of the selected projects the best of success.

Further details can be seen here:

Research Projects

Institute: Business School

Author(s): Business School Office Team

The 8th Austrian Early Scholars Workshop in Management:

Scientific Excellence in Virtual Space

Hosted by the Institute of Organization Science, the eighth installment of the Austrian Early Scholars Workshop in Management was held successfully in May 2020. This mini conference offers young management scholars from all over the world an opportunity to present their work to a faculty of renowned international researchers and receive developmental feedback.

The Austrian Early Scholars Workshop in Management, a major excellence initiative of the JKU Management Research Group, is jointly organized with Vienna University of Economics and Business. Hosted by Prof. Robert M. Bauer (JKU) and Prof. Giuseppe Delmestri (WU), the 8th Austrian Early Scholars Workshop in Management once again assembled a distinguished faculty of leading management scholars—allowing Early Scholars from Europe, North America and South America to discuss their research with professors from renowned Austrian and international universities, including Oxford University, University of Edinburgh, University of Alberta and University of Victoria. JKU was represented by Prof. Elke Schüßler and Prof. Matthias Fink. Due to COVID-19 the workshop had to be moved into virtual space. Faculty members unanimously agreed to participate in virtual paper development roundtables via video conference and Early Scholars responded with immense interest in discussing their work.

Arguably, this is indicative of a huge void in current scientific dialogue, stemming from numerous corona-related cancellations of international conferences, and it demonstrates the need and willingness to jointly fill this void. "Despite the crisis, we were able to give young researchers an opportunity to present and further develop their work," Prof. Bauer says, "Unfortunately, we missed out on other aspects of the workshop, such as making friends and jointly creating new ideas on the fly. I am therefore all the more pleased that the Province of Upper Austria has allowed us to carry over the funding promised for this year into next year. In 2021, during the course of the 9th Austrian Early Scholars Workshop in Management, the new JKU Campus will once again become a place for creative and personal encounters."

Institute: Institute of Organization Science

Author(s): Elke Schüßler & Robert M. Bauer

Practical insights for Global Business students despite the Covid 19 crisis

Due to the current COVID-19 situation, courses in the Global Business Master's degree program were moved to virtual teaching. In these challenging times, it was even more important to maintain the practical focus of this unique Master's program. In order to give students practical insights into the Austrian entrepreneurial and governance system, Andreas Krawinkler managed to invite a number of interesting guest speakers to his classes. For example, students had the opportunity to learn more about social ecosystems during their term in Linz. Cathrin Lesslhumer, currently Senior Leadership & Development Consultant at MDI Training, highlighted the importance of innovative ecosystems for organizational change processes in her presentation. Furthermore, the director of Impact Hub Vienna, Barbara Inmann, reported on entrepreneurial ecosystems for social business start-ups. In addition, the author, lecturer and sculptor, Susanne Sesselmann, provided insights into governance practices in the mining industry.

Furthermore, Alice Uhl, currently Head of Young Caritas Vienna, explained to the students how to activate youth for grand societal challenges. To challenge the international students even further, the lecturers also organized a pitching contest with four judges from different areas. Among the participants were Peter Gollowitsch (Director Consulting & Concept at Netural GmbH), Marlene Welzl (Co-Founder at Wohnbuddy), Florian Hofreither (Founder & CEO at Donkey Crew) and Matthias Fink (Vice Head at the Institute for Innovation Management). After this interesting online term at JKU, the PAC Global Business students finalized their virtual Austrian term and will now continue their studies virtually at our partner university PUCP Graduate Business School in Lima.

PUCP Website

Institute: Institite of Innovation Management

Author(s): Global Business Team

Return to "Normal?!

Although the amount of work did not decrease while teaching online, home-office gave me the right headspace to reflect on my experience as a student (since 2009 at different universities) and as a senior lecturer, teaching ~12 hours a week at JKU (since 2018, Department of International Management). Below are my conclusions.

Currently, top leaders of the automobile industry are trying to engineer a self-driving, environmentally friendly vehicle. Tesla shifted the paradigm and designed a computer on wheels. But, what does this analogy have to do with our education system on a broad scale and our university? Our current patterns and solutions are keeping the vehicle in motion; hence, reassessing them is not necessary. Consequently, we might consider applying some fine-tuning and re-engineering because that worked for hundreds of years. Let´s rush back to "normal" (before lockdown)! Chances are good; we can avoid the laborious task of constructing a "computer on wheels". Snooze is comforting.

Slightly adjusting our tests and teaching methods to virtual settings already demands a lot of effort… Why go further and start fundamentally questioning why, what and how we teach and demand from our students… While some of us would complain about impersonal AI scanning through CVs and monitoring our private shopping behavior, we are also content with assessing an entire semester of learning with a 20-minute, multiple-choice, online test format. No one questions that, exams are proven assessments of the profound manifestation of students´ lexical knowledge. They work as advertised to demonstrate performance like looking at a picture of an automobile… Snooze is comforting.

DON'T YOU FORGET.
Buckle Up Your Seatbelt!

After all, we (will) have self-driving cars. They can take us on the same route, to the same destination we went for decades. While ticking boxes on the list of "Life Achievements", safely getting from point A to B is comforting; you can even sleep while "driving". Nevertheless, can you keep snoozing while teaching and learning?

I do not want to. In my opinion, students are our partners in creating their learning experience. We need to consider them that way. How would you approach someone with whom you want to create meaningful learning experience? Would you want them to half-heartedly attend simultaneous online classes and be overwhelmed by human-less, online assessments? Or would you want to make sure that they feel accommodated and respected? These are some of the important, fundamental, and dreaded questions to answer. Although, the vehicle was functioning on its "normal" way up until now, vital elements of our current education system and knowledge are in need of revision accompanied by shifting paradigms. Researches supported by the Business School (*"Pedagogical Excellence in the Digital Age" (Fink & Höller), "Problem Based/Oriented Learning / Experienced Based Learning" (Musil, Keller, & Güttel) and "eTutor++: An adaptive e-learning system with personalized exercising tailored to students´ individual learning curves" (Schütz)*) can hopefully steer us away from the "normal".

I would like to spark conversations, to find out what the new questions are, we need to ask in order to create truly inspiring and enriched-learning environments with our students. I am happy to hear from you if you have thoughts, opinions, and ideas or wish to collaborate!

Please find me on LinkedIn: Juhász Edit or drop a mail edit.juhasz@jku.at!

LinkedIn

Email Me

Hereby, I would like to thank Dr. A.R. Elangovan, "Elango" for the inspiring feedback rounds, Christopher A. Williams for his editing comments, and my friends and family for their encouragement on this journey!

Institute: Department of International Management

Author(s): Edit Juhász

New FT 50 publication at the Institute of Organization Science

The article "Microphones, not megaphones: Functional crowdworker voice regimes on digital work platforms" coauthored by Thomas Gegenhuber (Leuphana University Lüneburg), Markus Ellmer (University of Salzburg) and Elke Schüßler (JKU) has just been published in the leading management journal "Human Relations". The article examines voice options for crowdworkers on six German medium-sized platforms offering a range of standardized and creative tasks. The authors find that platforms do provide voice mechanisms, albeit in varying degrees and levels.

Most importantly, while all platforms enabled crowdworkers to communicate task-related issues to ensure crowdworker availability and quality output, only few consulted crowdworkers on platform-wide organization. Differences in the ways in which voice was implemented were driven by considerations about costs, control and a crowd's social structure, as well as by platforms' varying interest in fair work standards. Overall, the study provides a nuanced picture of how employee voice is technologically and organisationally enabled and constrained in non-standard, digital work contexts.

human relations
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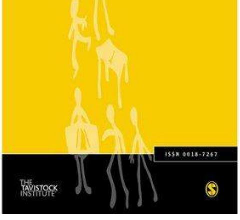

Preparing for the "Lange Nacht der Forschung" in autumn 2020 we have created a privacy use case for homes. It serves parents who do not want the bedroom to be accessible all the time by the kids, and vice versa. With different combinations of sensors and a hub to combine several IoT components, a variety of access features, e.g. password, fingerprint, and RFID scan can be implemented on a model representation of a room (see picture). The provided instructions allow a step-by-step introduction as well as an informed exploration of the prepared infrastructure. In this way, each participants should be able to develop and design IoT applications in an inspiring environment.

Due to the appealing nature of this study, the authors have been invited to present their work as keynote speakers at Ingolstadt. For more info click below.

More Information

Institute: Institute of Organization Science **Author(s):** Elke Schüßler

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Institute of Organization Science co-organizes virtual Organization Studies Summer Workshop

Every year in May, the Organization Studies Summer Workshop takes place on a Greek island. It is a forum for intimate discussions around a specified theme that is tied to a Special Issue in the journal Organization Studies. This years' theme is "Organizing Sustainably", and Elke Schüßler from the Institute of Organization Science acts as a co-organizer and co-editor of the Special Issue together with colleagues from Australia, Germany, the US, and the UK. After many discussions up front about how the workshop can be organized in a more sustainable manner, including selecting a venue with high sustainability credentials and supporting a local sustainability initiative through a carbon offsetting scheme, the Covid-19 crisis forced the organizers to cancel the in-person meeting entirely and to shift to a fully virtual format.

Out of the 140 papers that were accepted for presentation at the workshop (from an original pool of almost 200 submissions), 81 decided to attend the virtual conference. All authors were asked to record their presentations online so as to keep the synchronous time focused on discussion. With the great help of some volunteers and tech support by the Penn State University, three intensive days of virtual discussion and exchange comprising 27 paper sessions, two keynote speeches by Professors Charlene Zietsma (Penn State University) and Andy Crane (University of Bath), and several sessions for socializing and informal exchange were set up. While an experiment for all participants and convenors, the chosen path presents a possible way for organizing academic exchange more sustainably in the future.

For this purpose, the organizers have conducted a survey among the participants about their experiences at the virtual workshop and have made their “lessons learned” public in a blog post (link below). Anyone organizing a virtual workshop or conference can now benefit from this experience. The call for papers for the Special Issue (link below) is still open until November 30th.

A BIG THANK YOU TO ALL
Tristan Caballero
Cécile Godfroid
Susanna's iPhone
carolinpuhl
Leonie Eising
Christian
Elina Meliou
Natasha
Hanna
Patricia Prado
Tone Lindheim
Deike Schulz
Benjamin Huybr...
grveso
Anna Jaienenko
Patricia Prado
Renate Meyer

Lessons Learned

Call for Papers

More Information

Institute: Institute of Organization Science **Author(s):** Elke Schüßler

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Univ. Prof. Dr. Alexander Zauner - New member of Komrep

Prof. Zauner has become a member of the scientific advisory board of the most exclusive association of leading communicators in Austria.

Univ. Prof. Dr. Alexander Zauner has recently been appointed to the scientific advisory board of the Austrian Society for Communication & Reputation.

The aim of the “Gesellschaft für Kommunikation und Reputation” - Komrep for short, is to optimize and strengthen the reputation of leading companies in Austria. The members strive for communication excellence based on know-how from research and practice alike. Komrep is a community of communication experts, executives and thought leaders.

Together with Prof. Ansgar Zerfass and Prof. Sabine Einwiller, Alexander Zauner will support with strategic decisions and add a new perspective to the association. The managing director of komrep is Dr. Stefan Schiel.

Komrep

Institute: Institute of Retailing, Sales and Marketing / Marketing for Emerging Markets **Author(s):** Alexander Zauner

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Managing student communication online:

Challenges and lessons learnt from the Department of International Management

The change from in-class learning to online classes has forced us to quickly change how we teach students as well as the way we usually communicate inside and outside of class. The adaptation to online teaching and distance learning was at times challenging for our department as well, although we have been engaged in distance learning through online simulations for quite some time. We have compiled a few challenges and lessons learnt mainly regarding communication with students in and outside of class, as well as some open points for discussion for future classes.

We hope that our colleagues will benefit from some of our points as well. We also hope to see similar posts in future newsletters so that we can share our experiences across the business school.

Communicating with students in and outside of class

We have seen that while students adapt easily to the online learning setting, effective communication in and outside of class is harder to ensure. In our department we have followed two approaches - direct (face to face)

communication via Zoom and indirect communication via the Moodle forums. As most of our colleagues, we conducted our in-class sessions via Zoom. Below we outline a few hands-on suggestions to ensure effective communication while on Zoom.

- As it is challenging to stay focused and engaged while talking to the camera, we held 10-minute breaks after every 50 minutes of class time. Students were encouraged to stand up from the computer and refresh themselves in the break. That contributed to fruitful and engaging conversations both in the in the main, common zoom session and in the breakout rooms. In the breakout rooms, students were more inclined to activate their camera while working with each other. Based on their feedback, we know that especially for the exchange students these online sessions were the only face to face human connections they had to our campus as many of them had to leave shortly after the lockdown.
- In classes with group work, we have included ad-hoc group meetings via Zoom to clarify questions the students might have. These were not initially planned for the classes, but as our email workload had significantly increased due to student requests, we have adapted to Zoom-sessions for groups to answer their queries. These changes might seem obvious in hindsight, but it took us a few weeks to make use of the tools in an efficient way.

For one of our classes, we divided the sessions into Zoom sessions and into distance (self) learning sessions with active Moodle forums for each of the distance learning sessions. For these, the students initially received the relevant literature as well as a detailed slide deck. Then we had a session dedicated to the Moodle forum, where students could ask us questions on the forum in real time as well as comment themselves on the questions and remarks of their peers.

We have had very good experience with this format, for two main reasons:

- Students are able to ask questions in writing and see how their peers ask questions. This provides an alternative method of communication for those who might not be comfortable to talk in a Zoom session.
- Students are able to see what has been written in the forums for each session and can use the discussions for better understanding the topics. This stays online and is thus available throughout the semester.

The students have been very active in the forums. We have ensured participation by giving the students a small incentive in the form of active participation points for posting questions and addressing questions of others throughout the forum time. We post these points after each session on Moodle, so students can see how they are doing in comparison to their peers. For each forum, we finish after 90 minutes and send the students a quick follow-up forum message thanking them for their participation and reminding them of the next classes coming up.

In sum, our experience with the dedicated forums - meaning separate forums for each dedicated self-learning session - has been very good, as the students have been active throughout and have posted meaningful questions engaging with the learning material before each forum. We have thus ensured that the students have studied the material before our forum session and have a designated time for answering questions related to this material, thus avoiding answering many emails throughout the duration of the course.

Initially, we were dealing with a lot of student emails asking for clarification and other questions related to the courses, even after a live Zoom session. Therefore, we adapted our courses on the go and included more communication via Moodle forums. Outside of class time, we again try to utilise the forums as much as possible to avoid multiple emails addressing the same topic. Students are however less likely to ask a general question in the forum and rather send it via email. Hence, our work on making the forum more attractive is ongoing and remains one of the open points for future online classes outlined below.

The online teaching and learning environment: open points for future classes

ONLINE
LEARNING

The following concerns aim to address the fact that distance learning is a complex issue. Hence, we cannot just make some little adjustments to the existing practices we carried out. In this semester, we did not prepare the courses to be delivered via distance learning, but rather had to develop new approaches quickly and ad-hoc. If we continue with distance learning next semester, we have to be more conscious of different scenarios while planning such as issues arising and their solutions - e.g.: being a parent at home, having afternoon classes, yet still be able to teach/study.

Distance learning can easily become less personal, hence, students might feel the lack of connection to their own studies. Fading personal connection can lead to less commitment to the courses and decreased active participation. In the worst case scenario, students attend multiple classes at the same time, often recording either one of them. Furthermore, they might be checked into the online class but not be actively present. From our experiences outlined above, little adjustments can make students more active in class and contribute to an overall engaged teaching and learning environment.

As mentioned in the beginning of the post, we are looking forward to hearing from you and your experiences. We hope to build a toolkit, in which we describe our lessons learnt so that we can make our programs so agile that they can stand through tough times and continue to deliver engaging learning experiences to our students. This teaser post is hopefully the beginning of sharing our online (and offline) teaching and learning experiences!

Institute: Department of International Management

Author(s): Almina Bešić & Edit Juhasz

Message from the Dean Team

We hope everyone remains well and in good health.
We'd like to thank you once again for all of your cooperation during this roller coaster of events. We wish you a pleasant and fun-filled summer.

Best Regards,
Sophie, Wolfgang, & Ewald

NEWSLETTER MESSAGE

The Business School Newsletter will be published monthly during active term months. It will, therefore, be paused during July and August.

Share your News!

Got information you want to share? Please let us know what's happening at your institute (events, guest speakers, etc) and we will publish it in the Newsletter and on the BUS website.
Contact us via email:

BusinessSchool@jku.at

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Previous Issues