Syllabus of the Interdisciplinary International Summer School Course: Building Sustainable and Diverse Team

Module: Diversity and Team Sustainability through the Lens of Sports and Computing

Forms and number of hours of tuition:

Hours of lectures	*Hours of practical work*	*Hours of consultations*	*Hours of individual work*
2	*11*	*2*	*4*

Short Course Description	This engaging module examines how concepts from sports and computing can be leveraged to build diverse and sustainable teams. Through interdisciplinary cases and interactive discussions, participants will explore different aspects of a team, analyze some basic characteristics and principles of a good team. The module is designed to equip learners with practical tools for identifying key pillars for team success and perceive principles of building a diverse and sustainable team.
Teaching methods	Lectures, workshop, discussion
Module programme	1. Introductory Theoretical Overview 2. Team and members 3. Skills, experience and knowledge 4. Organization, planning and sustainability 5. Reflection
Assessment methods	Project work presentation, discussion
Learning outcomes	***Knowledge: knows and understands*** 1. key pillars of teamwork, such as roles, goals, dynamics, and structure 2. basic team characteristics and qualities of an effective team 3. principles of building an effective and diverse teams ***Skills: is able to*** 1. use practical tools to identify a key pillars for a team success 2. apply principles of building a diverse and sustainable team ***Social competence: is ready to*** 1. build a diverse team, and cooperate with representatives of other cultures 2. sustainably participate in a team using acquired skills and create a diverse team
Student workload	Participation in classes, working on projects, participation in student-teacher sessions related to the project.
Basic references	1. Zhang, L., & Zhang, L. (2024). Management Strategies of Professional Sports Teams: Lessons from Corporate Leadership Experience. Transactions on Economics, Business and Management Research, 5, 144-148. https://doi.org/10.62051/wvh34k62 2. Salcinovic B, Drew M, Dijkstra P, Waddington G, Serpell BG. Factors Influencing Team Performance: What Can Support Teams in High-Performance Sport Learn from Other Industries? A

	Systematic Scoping Review. Sports Med Open. 2022 Feb 22;8(1):25. doi: 10.1186/s40798-021-00406-7.
	3. Arony, N. N., Devathasan, K., Li, Z. S., & Damian, D. (2024). Software Engineering Through Community-Engaged Learning and an Inclusive Network. In Equity, Diversity, and Inclusion in Software Engineering: Best Practices and Insights (pp. 449-465). Berkeley, CA: Apress.
	4. Cizmaș, E., Feder, E. S., Maticiuc, M. D., & Vlad-Anghel, S. (2020). Team management, diversity, and performance as key influencing factors of organizational sustainable performance. *Sustainability*, *12*(18), 7414
Supplementary references	1. Heldal, R., Nguyen, N. T., Moreira, A., Lago, P., Duboc, L., Betz, S., & Venters, C. C. (2024). Sustainability competencies and skills in software engineering: An industry perspective. *Journal of Systems and Software*, *211*, 111978
	2. Kwon, S. H. (2024). Analyzing the impact of team-building interventions on team cohesion in sports teams: A meta-analysis study. *Frontiers in Psychology, 15*, 1353944. https://doi.org/10.3389/fpsyg.2024.1353944

Module: Diversity and Sustainability in Scientific Teams: Bridging Research and Project			
Forms and number of hours of tuition:			
Hours of lectures	*Hours of practical work*	*Hours of consultations*	*Hours of individual work*
2	*11*	*2*	*4*
Short Course Description	This module introduces key principles of collaborative team dynamics, emphasizing the importance of expert feedback, rules of team play, and diversity balance. Learners will gain a clear understanding of team roles and responsibilities while developing practical skills to identify obligations, navigate challenges, and contribute actively to inclusive, solution-oriented teamwork.		
Teaching methods	Lecture, workshop, discussion		
Module programme	1. Introductory Theoretical Overview		
	2. Experience, experts and guidance		
	3. Leadership, structure and team work		
	4. Balancing and diversity		
	5. Workshop and reflection		
Assessment methods	Project work presentation, discussion		
Learning outcomes	***Knowledge: knows and understands***		
	1. Expert feedback mechanisms and its characteristics		
	2. Rules of team play and their supportive role in coordination and minimize misunderstandings		
	3. Principles of balancing a diverse team		
	Skills: is able to		
	1. identify obligations and responsibilities in a team using structured tools and methods		

Module: Diversity and Sustainability in Scientific Teams: Bridging Research and Project	
	2. actively engage in resolving team challenges to address and overcome obstacles
	3. apply principles of building a diverse and sustainable team
	Social competence: is ready to
	1. be an active member of a team in a supportive and respectful manner to strengthen team culture
	2. find balance in a diverse team to build synergy and enhance team problem-solving
Student workload	Participation in workshop, participation in student-teacher sessions related to the topic.
Basic references	1. Kwon, S. H. (2024). Analyzing the impact of team-building interventions on team cohesion in sports teams: A meta-analysis study. *Frontiers in Psychology, 15,* 1353944. https://doi.org/10.3389/fpsyg.2024.1353944
	2. Salcinovic B, Drew M, Dijkstra P, Waddington G, Serpell BG. Factors Influencing Team Performance: What Can Support Teams in High-Performance Sport Learn from Other Industries? *A Systematic Scoping Review. Sports Med Open.* 2022 Feb 22;8(1):25. doi: 10.1186/s40798-021-00406-7.
	3. Deng, J. M., Ahmed, S. E., Awoonor-Williams, E., Banerjee, P., Barecka, M. H., Bickerton, L. E., & Yusuf, M. (2024). Prioritizing mentorship as scientific leaders. *ACS Central Science*, *10*(2), 209-213.
Supplementary references	1. He, V. F., von Krogh, G., & Sirén, C. (2022). Expertise diversity, informal leadership hierarchy, and team knowledge creation: A study of pharmaceutical research collaborations. *Organization Studies*, *43*(6), 907-930.
	2. Zhang, L., & Zhang, L. (2024). Management Strategies of Professional Sports Teams: Lessons from Corporate Leadership Experience. *Transactions on Economics, Business and Management Research*, *5*, 144-148. https://doi.org/10.62051/wvh34k62

Module: Overcoming cross-cultural barriers in the workplace			
Forms and number of hours of tuition:			
Hours of lectures	*Hours of practical work*	*Hours of consultations*	*Hours of individual work*
2	*11*	*2*	*4*

Short Course Description	The module is designed to help students understand and navigate through cultural differences in today's diverse business environments.
Teaching methods	Lectures, workshops, team work on a case study
Module programme	1. Understanding cultural dimensions
	2. Cross-cultural barriers
	3. Conflict resolution in diverse teams
	4. Practical work – group project and reflection
Assessment methods	Reports of practical work
	Knowledge: knows and understands

Module: Overcoming cross-cultural barriers in the workplace	
Learning outcomes	1. key cultural dimensions and recognizes common cultural pitfalls
	2. culturally appropriate conflict resolution methods and the importance of empathy, flexibility, and adaptive communication in multicultural contexts
	Skills: is able to
	1. develop strategies for fostering mutual understanding
	2. create and role-play a tailored plan for resolving a cross-cultural team conflict in a business environment
	Social competence: is ready to
	1. build a diverse team, and cooperate with representatives of other cultures
	2. build trustworthy relationships, addressing conflicting interest and promoting effective team collaboration
Student workload	Participation in classes, working on projects, participation in student-teacher sessions related to the project.
Basic references	1. Mike Peng, Klaus Meyer (2023) International Business, 4th Edition, Cengage.
	2. Warnock Davies (2016), The International Business Environment, Taylor and Francis Group, New York
	3. Gratton, L., & Erickson, T. J. (2007). Eight ways to build collaborative teams. *Harvard Business Review*, 85(11), 100–109.
	4. Stine, J. (2016, June 24). *A checklist for building high-performing teams*. Harvard Division of Continuing Education.
Supplementary references	1. Katsioloudes, M., & Hadjidakis, S. (2007). *International business: A global perspective* (1st ed.). Routledge.
	2. Parboteeah, K. P., Cullen, J. B., & Kim, S. (2023). *International business: Perspectives from developed and emerging markets* (3rd ed.). Routledge.
	3. Molloy, J. (2021, September 29). *Teams are changing: Are team leaders and members keeping up?* Harvard Business Publishing.

Module: Together for Tomorrow: Building Diverse Teams for a Sustainable Green Campus			
Forms and number of hours of tuition:			
Hours of lectures	*Hours of practical work*	*Hours of consultations*	*Hours of individual work*
2	*11*	*2*	*4*
Short Course Description	The module is designed to promote diverse teamwork for sustainable campus initiatives and to co-create practical, regenerative solutions using design thinking and permaculture principles.		
Teaching methods	Lectures, face-to-face workshop (design of a case study).		
Module programme	1. Explaining goals and agenda, basic information about Permaculture principle/ethics in the context of sustainable organizations.		
	2. The examples of sustainable solutions at the universities.		
	3. The concept of Design Thinking methodology		
	4. Practical exercises – working according to Desing Thinking methodology: (1) Empathize – Understand Users & Context,		

	(2) Define – Identify Core Challenges, (3) Ideate – Generate Inclusive Solutions, (4) Prototype – Design Team-Building Models & Campaigns, (5)Gather Feedback & Refine
	5. Discussion with students to find out the results of activities and final conclusion
Assessment methods	Reports , knowledge quiz,
Learning outcomes	***Knowledge: knows and understands***
	1. principles of building inclusive, diverse teams for sustainability-focused collaboration
	2. how permaculture ethics (Care for People, Care for the Earth, Fair Share) and principles apply to team processes and local action
	Skills: is able to
	1. collaborates effectively in diverse groups to co-create locally relevant sustainability initiatives
	2. applies permaculture principles to design small-scale, regenerative, team-based projects
	3. facilitates inclusive teamwork by integrating feedback, diverse perspectives, and shared responsibility
	Social competence: is ready to
	1. build a diverse team, and cooperate with representatives of other cultures
	2. work constructively in multicultural and interdisciplinary environments
	3. reflect on own role in team dynamics and contributes to continuous improvement of group collaboration
Student workload	Participation in classes, working on projects, participation in student-teacher sessions related to the project
Basic references	1. Holmgren, D. (2002). Permaculture: Principles and Pathways Beyond Sustainability
	2. Mollison, B. C. (1991). Introduction to permaculture. Slay, Reny Mia., Jeeves, Andrew. Tyalgum, Australia: Tagari Publications. ISBN 0-908228-05-8. OCLC 24484204
	3. Shuler, T. R. (2018). Permaculture Applications for Business Management. The American University of Paris (France).
Supplementary references	1. Akhtar, F., Lodhi, S. A., Khan, S. S., & Sarwar, F. (2016). Incorporating permaculture and strategic management for sustainable ecological resource management. Journal of environmental management, 179, 31-37.
	2. Hofstede, G. (2010). Cultures and Organizations: Software of the Mind
	3. Case studies from intercultural and ecological organizations