



HOCHSCHULE DER WIRTSCHAFT
FÜR MANAGEMENT
UNIVERSITY OF APPLIED
MANAGEMENT STUDIES

Angewandte Managementforschung mit vielen Facetten

Forschungsbericht 2020-2025 der
Hochschule der Wirtschaft für Management

Inhalt

1.	Präambel / Preamble	3
2.	Forschungskonzept	4
3.	Forschungskolloquien	5
	3.1 Journalartikel (alle peer reviewed).....	6
	3.2 Buchbeiträge (alle peer reviewed)	6
	3.3 Konferenzveröffentlichungen (alle peer reviewed):.....	7
4.	Forschungsbericht der HdWM im Zeitraum 2020 – 2025	8
	4.1 Nationale Projekte	9
	4.1.1 Projekt 1	9
	4.1.2 Projekt 2	11
	4.2 European Projects.....	12
	4.2.1 EU 1: DevOps competences for Smart Cities	12
	4.2.2 EU 2: Development of TVET Pedagogical Competencies and Qualification in Palestinian Universities / TVETCQ.....	18
	4.2.3 EU 3: Flipped Practical Courses VIA Triple Learning Environments:.....	20
	4.2.4 EU 4: Food Routes.....	23
	4.2.5 EU 5: REACT	32
	4.4.6 EU 6: Care4Elders – EU4Health Action Grant.....	34
5.	Neu eingereichte und zur Bewertung anstehende Projekte	37
	5.1 February 2025: Capacity Building in the field of Higher Education. Building HE Hubs in Asia.	37
	5.2. February 2025: Call Changing urban spaces and mindsets to accelerate the transition to climate neutrality (HORIZON-MISS-2024-CIT-01)	38
	5.3 November 2024: ERDF: Capacity Building. AgrinnoHub: Accelerating Cross-Regional Collaboration For Precision Agri-Tech Development and Sustainable Agro-Ecosystems. Proposal ID 101225512	41
	5.4 February 2025: Submitted WomENTrep: capacity building project	42
	5.5 Feb 2025: submitted TransformEd SSA	43
	5.6 March 2025: Submitted BridgeSkillsEU	44
	5.7 March 2025: Submitted Bold Future capacity building project.	44
	5.8 March 2025: Submitted Tech4Equality Africa capacity building project.....	45
6.	Abgelehnte Projektanträge	46

7.	Publikationen in alphabetischer Reihenfolge.....	47
8.	Konferenzen.....	59
9.	Conference Papers.....	61
10.	Konferenzorganisation	66
11.	Mitgliedschaften in Fachgesellschaften.....	66

1. Präambel / Preamble

Die Forschungsaktivitäten sind vielfältig, bunt und anwendungsnah, an denen Mitglieder des Kollegiums, Studierende und die Hochschule als institutioneller Akteur beteiligt sind. Der vorliegende Bericht gibt einen Überblick über nationale und internationale Drittmittelprojekte, Konferenzen, Beiträge zu internationalen wissenschaftlichen Diskursen, Veröffentlichungen und andere wichtige Projekte der vergangenen Jahre.

Der Bericht spiegelt die internationale Ausrichtung der HdWM wider. Diese ist für das Selbstverständnis der Hochschule als Stätte angewandter Managementforschung konstitutiv. Studierendenschaft und Kollegium sind international divers; die Weltoffenheit der Hochschule zeigt sich unter anderem darin, dass der Forschungsbericht auf Deutsch und Englisch verfasst ist.

The research activities are diverse, colorful and application-oriented, involving members of the faculty, students and the university as an institutional player. This report provides an overview of national and international third-party funded projects, conferences, contributions to international scientific discourses, publications and other important projects of the past years.

The report reflects the international orientation of the HdWM. This is constitutive of the university's self-image as a center of applied management research. The student body and faculty are internationally diverse; the university's openness to the world is reflected, among other things, in the fact that the research report is written in German and English.

2. Forschungskonzept

Die HdWM gibt ihren Studierenden das Nutzenversprechen, sie mit den Kompetenzen für eine anspruchsvolle Berufstätigkeit in Unternehmen auszustatten. Gleichwohl gehören Forschungsaktivitäten zum akademischen Kern der Hochschule. Gemäß den Empfehlungen des Wissenschaftsrates (vgl. Drs. 2264-12) umfasst dies:

- Forschungsleistungen, die für den jeweiligen akademischen Anspruch konstitutiv sind,
- wissenschaftliche Meinungsvielfalt,
- intellektueller und wissenschaftlicher Austausch sowohl innerhalb des Lehrkörpers der Hochschule als auch zwischen deren Lehrenden und Lernenden.

Forschungsaktivitäten an der HdWM müssen stets einen spürbaren Mehrwert für den Lehr- und Studienbetrieb generieren. Forschungsaktivitäten stellen nach dieser Auffassung keinen vom Studienbetrieb abtrennbaren Bereich dar. Alle Aktivitäten zählen auf das den Studierenden gegebene Nutzenversprechen ein. Dies kann auf unterschiedliche Weisen geschehen:

1. Kompetenzzuwachs für die Lehrenden durch die Durchführung oder die Beteiligung an anwendungsnahen Forschungsprojekten, der sich in interessanten Praxisbeispielen in der Lehre niederschlägt.
2. Kompetenzgewinn für Studierende, die sich an anspruchsvollen Projekten der angewandten Managementforschung beteiligen können und vertiefte Einblicke in ihr späteres Berufsfeld erwerben sowie ihre Ergebnisse auf Konferenzen präsentieren.
3. Nationale und internationale Vernetzung mit anderen Hochschulen mit allen daraus für Studierende resultierenden Möglichkeiten von Auslandssemestern, Studienreisen, Feldstudien etc.
4. Reputationsgewinn für die Hochschule, der auf den Wert der erworbenen Abschlüsse einzahlt.
5. Reputationsgewinn für einzelne Lehrende, der die positive Beziehungsgestaltung zu den Studierenden und innerhalb der Professorenschaft fördert.
6. Beitrag zur finanziellen Stabilisierung der Hochschule und Einwerbung zusätzlicher Ressourcen für die konzeptionelle und fachliche Weiterentwicklung und den Ausbau der Studiengänge.

Das Forschungskonzept der HdWM rückt Management-Forschung mit einem Fokus auf kleine und mittlere Unternehmen in den Mittelpunkt. Es schließt an etablierte Definitionen an. Angewandte Forschung an der HdWM

- untersucht Vorgänge im Zusammenhang mit der Gestaltung, Lenkung und Entwicklung zweckorientierter sozialer Systeme;
- ist empirisch ausgerichtet;
- bedient sich aus Forschungsergebnissen und Erfahrungen der Betriebswirtschaftslehre sowie der Sozial- und Verhaltenswissenschaften;
- bemüht sich um einen hohen Anwendungsbezug, d.h. um die Umsetzung ihrer Erkenntnisse in die Unternehmenspraxis.

Die Forschungsaktivitäten der HdWM folgen zwei Linien. Zum einen sind das Drittmittelprojekte, die auf der Basis der individuellen wissenschaftlichen Expertise der jeweiligen antragstellenden Professorinnen und Professoren beruhen. Zum anderen sind Forschungsprojekte gemäß dem grundlegenden Auftrag einer unternehmensnahen Hochschule nah an den Bedürfnissen der Partnerunternehmen angesiedelt und in den Studienbetrieb integriert.

Insbesondere in den Abschlussarbeiten werden unternehmensspezifische Anliegen methodisch fundiert bearbeitet. In der Mehrzahl der Fälle kommen Methoden der empirischen Sozialforschung zum Einsatz, quantitative Analysen, Befragungen und qualitative Experteninterviews. Forschungsfragen, Hypothesenbildung und methodisches Design werden in den Bachelor- und Masterkolloquien besprochen. Im Ergebnis entstehen Untersuchungen, deren Ergebnisse in den beteiligten Unternehmen nachwirken, die zum Teil schwer in den wissenschaftlichen Diskurs einzuspeisen sind, da die Arbeiten häufig Sperrvermerke tragen.

Die HdWM beachtet die gesetzlichen Vorgaben für die Berufung von Professoren an Hochschulen für angewandte Wissenschaften. Wunschkandidatinnen und -kandidaten verbinden hohe fachliche Expertise mit didaktischer Kompetenz sowie Führungserfahrung in Unternehmen und Organisationen. In den ab 2020 laufenden Berufungsverfahren wird dem prospektiven Beitrag zu Forschungsaktivitäten erhöhte Bedeutung beigemessen.

3. Forschungskolloquien

Als zusätzliche künftige Forschungs- und Karrieremotivation werden Studierende angehalten, gemeinsam mit den Betreuern besonders gute Abschlussarbeiten im Bachelor und Master bzw. Auszüge daraus, zu veröffentlichen. Darüber hinaus

werden die Studenten ermutigt, ihre Forschungsergebnisse auf internationalen Konferenzen zu präsentieren, und es besteht die Möglichkeit, sie zu veröffentlichen. Veröffentlichungen von Studierenden im Betrachtungszeitraum – erstgenannte Autoren- sind im Folgenden aufgeführt:

3.1 Journalartikel (alle peer reviewed)

- Belle, V. 2024. Exploring the feasibility of Vertical Farming Business Models in Cameroon: Addressing food security and sustained agriculture. Progress in Industrial Ecology. Submitted and in peer review process.
- Hussain, A. and Feucht, H. 2022. Smart cities: Engagement and Participation. International Journal of Management Cases. In Guest Edition by Hans Rüdiger Kaufmann: Competences for Smart Cities. Vol. 24, Iss. 4, pp. 58- 77
- Jadhav, N.R. and Sanchez Bengoa, D. 2022. The role of Information and communication technology (ICT) in German Higher Education: Teacher's and student's perspective. International Journal of Management Cases. In Guest Edition by Hans Rüdiger Kaufmann: Competences for Smart Cities. Vol. 24, Iss. 4, pp. 78- 97
- Rein, S. 2024. Ethical aspects of autonomous driving – allocation of ethical theories, rules and principles in the decision-making process. Progress in Industrial Ecology. Submitted. In peer review process.
- Schäffner, L. 2022. The Role of Smart Cities for the Circular Economy. International Journal of Management Cases. In Guest Edition by Hans Rüdiger Kaufmann: Competences for Smart Cities. Vol. 24, Iss. 4, pp. 39- 57. <https://www.circleinternational.co.uk/wp-content/uploads/2022/11/ci-ijmc-issue-24-4-urrent-past.pdf>
- Sehlmeier, L. 2024. The role of employee behavior in the digital transformation process: measures for risk reduction in companies. Progress in Industrial Ecology. Submitted and in peer review process.
- Shukla, S. 2022. Social Entrepreneurship and Crowdfunding Model: From Social Entrepreneurship Perspective. International Journal of Management Cases. In Guest Edition by Hans Rüdiger Kaufmann: Competences for Smart Cities. Vol. 24, Iss. 4, pp. 98 - 116

3.2 Buchbeiträge (alle peer reviewed)

- Huyn, T., Kaufmann, H.R., Sandbrink, C. 2024. Sustainability in the Fashion Industry: the role of AI, Blockchain and IoT in carbon footprint reduction and challenges and motivations towards the transition. In: Kaufmann, H.R., Panni, F.M. and Vrontis, D. 2024. The Palgrave Handbook of Consumerism Issues in the Apparel Industry. Palgrave. MacMillan. USA

- Walvadkar, J. and Kaufmann, H.R. 2021. Digital Transformation of Learning & Development. In: Business Under Crisis: Contextual Transformations” of the book series “Palgrave Studies in Cross-Disciplinary Business Research, in Association with EuroMed Academy of Business”. Palgrave. USA

3.3 Konferenzveröffentlichungen (alle peer reviewed):

- Boham, E., S. and Kaufmann, H.R. April 2024. A Comparative Analysis on the Impact of Culture, Norms and Attitudes on the Adoption of Eco-Friendly Transportation in Mannheim and Tokyo. 29th International Conference on Urban Planning, Regional Development, Information Society. 15.-17.04.24. John Deere Conference Center, Mannheim.
- Dhir, M. and Kaufmann, H.R. 2023. Connecting Autonomous Vehicles with Smart Cities (reviewed paper); University of Applied Management Studies; Mannheim, DE; Real Corp Conference September 2023. Ljubiana.
- Dhir, N., Kaufmann, H.R. and Genc, S. 2023. Optimizing the Infrastructure of Electric Vehicles and Developing Business Models for Sustainability (reviewed paper) University of Applied Sciences; Mannheim, DE Savas Genc; University of Applied Management Studies; Mannheim, DE; Real Corp Conference September 2023. Ljubiana.
- Freyt, L. and Hans Rüdiger Kaufmann. 2022. ‘I loved you yesterday’- Factors prompting a decrease in brand love. Paper accepted for the 18th Circle International Conference in April 2022 in Malta.
- Kandhelwal, M. and Kaufmann, H.R. 2022. Long- term PR Planning in Startups via Social Media. Paper accepted for the 18th Circle International Conference in April 2022 in Malta.
- McDonald, M., Charoenraja, W. and Kaufmann, H.R. 2024. The role of female entrepreneurs in achieving sustainable development goals in developing countries: Case studies Nigeria and Thailand. 17th Annual Conference of the EuroMed Academy of Business (EMAB) “Global Business Transformation in a Turbulent Era”. September 11th – 13th 2024, Pisa, Italy.
- Mustafa, N. and Kaufmann, H.R. 2023. Cognitive Dissonance Behavior Regarding Sustainable Beliefs when Millennials Intend to Purchase Luxury Fashion Products. 19th Circle International Conference. London.
- Omidlou, N. and Kaufmann, H.R. The Role of Smart Cities on Smart Healthcare Management. University of Applied Management Studies; Mannheim, DE; Real Corp Conference September 2023. Ljubiana.
- Salman, R. and Kaufmann, H.R. 2023. How do Salespeople achieve effective engagement with customers on social media. 19th Circle International Conference. London.
- Samarasinghe, N. and Kaufmann, H.R. Saas as a service: developing Pricing packages. Paper accepted for the 18th Circle International Conference in April 2022 in Malta

- Sehlmeier, L. and Kaufmann, H.R. April 2024. Employee Behavior as a Possible Corporate System Vulnerability when Implementing Digitalization in Smart Cities. 29th International Conference on Urban Planning, Regional Development, Information Society. 15.-17.04.24. John Deere Conference Center, Mannheim.
- Shukla, S. and Kaufmann, H.R. 2022. Social entrepreneurship and Crowdfunding Model: From Social Entrepreneur Perspective 18th Circle International Conference in April 2022 in Malta.
- Vikih, E.V. and Hans Rüdiger Kaufmann, April 2024. [Evaluating the Potential of Vertical Farming Business Models for Sustainable Agriculture and Food Security.](#) 29th International Conference on Urban Planning, Regional Development, Information Society. 15.-17.04.24. John Deere Conference Center, Mannheim.

4. Forschungsbericht der HdWM im Zeitraum 2020 – 2025

Es gibt viele Gründe, warum sich die HdWM in der Forschung engagiert und sich an europäischen Forschungsprojekten beteiligt.

1. Für die Entwicklung von Wissen: Forschungsprojekte tragen zur Erweiterung des internen Wissensbestands im Management und in verwandten Bereichen bei. Durch unsere Forschungsaktivitäten generieren wir neue Erkenntnisse, Theorien und Praktiken, die sowohl der Wissenschaft als auch der Industrie zugutekommen.
2. Dank unserer Verbindung zur Industrie können wir uns in der Forschung mit aktuellen Herausforderungen des Managements befassen, z. B. mit der Verbesserung der Effizienz, der Verbesserung der Entscheidungsfindung oder der Anpassung an den technologischen Wandel, wodurch die Relevanz und die Auswirkungen der akademischen Arbeit gewährleistet werden. Dies gibt uns die Möglichkeit, die Kluft zwischen akademischen Theorien und praktischen Anwendungen zu überbrücken. Es bietet evidenzbasierte Lösungen für Geschäftsprobleme, so dass unsere Studenten, Dozenten und Fachleute von unseren Forschungsergebnissen profitieren können.
3. Auf der Grundlage der oben genannten Ergebnisse können wir unseren Unterricht und die Lehrplanentwicklung verbessern. Da die Forschung die Entwicklung neuester Erkenntnisse und Einsichten fördert, werden diese in den Lehrplan aufgenommen. Dies erhöht die Qualität der Ausbildung und hält die Studierenden auf dem Laufenden über die neuesten Trends, Instrumente und Methoden im Bereich des Managements.
4. Sie entwickelt und steigert den Ruf und das Ansehen unserer Universität. Nationale und internationale Forschungsprojekte heben den Status der

Einrichtung und ziehen hochkarätige Dozenten und Studierende an, erweitern internationale Netzwerke und bieten externe Finanzierungsmöglichkeiten.

5. Das EU-Projekt, an dem die HdWM beteiligt ist, trägt auch zur Politikentwicklung bei: Zusammen mit den internationalen Partnern und der gut durchgeführten Forschung hat das Projekt dazu beigetragen, die Politik auf lokaler, nationaler und internationaler Ebene zu beeinflussen, was ein zusätzliches gesellschaftliches Gut darstellt.

Es folgt eine Auflistung der nationalen und internationalen Projekte im Betrachtungszeitraum mit den dafür verantwortlichen Professoren.

4.1 Nationale Projekte

4.1.1 Projekt 1

Kontakt: Prof. Dr. Andreas Zimmer

Titel: Förderung einer Kultur der Prävention: die Rolle der Unternehmensleitung

Eine empirische Studie zu den Einflussfaktoren des Management-Commitment zu Sicherheit und Gesundheit bei der Arbeit

Drittmittelförderer: Deutsche Gesetzliche Unfallversicherung (DGUV)

Laufzeit: 04/2020 - 03/2023

Gesamtbudget: 328.663,72.- €

HdWM-Budget: 328.663,72 €

Thema: Rolle der Unternehmensleitung bei der Umsetzung des Arbeits- und Gesundheitsschutzes und mögliche Stellschrauben identifizieren, Ansprache von Unternehmer/innen für die Thematik verbessern

Ziele:

Unternehmer/innen spielen eine zentrale Rolle für die Sicherheit und Gesundheit der Arbeit (SGA) in Klein- und Kleinstunternehmen. Diese Zielgruppe wurde aber in der betrieblichen Präventionsarbeit bisher eher unterschätzt. Das vorliegende Forschungsprojekt fokussierte (1) auf die SGA-Aktivitäten der Unternehmer/innen und (2) ihre potenziellen Einflussfaktoren. Aus den Erkenntnissen sollten (3) für diese Zielgruppe geeignete Interventionsmaßnahmen abgeleitet, in einer Pilotstudie erprobt und (4) wissenschaftlich evaluiert werden.

Aktivitäten/Methoden:

(1) Auf der Grundlage einer Literaturanalyse wurden N=34 Personen unterschiedlicher Ebenen in ausgewählten Kleinunternehmen zu ihren SGA-Aktivitäten interviewt. Die Interviews wurden vollständig transkribiert und inhaltsanalytisch ausgewertet.

(2) Darauf aufbauend, wurden die potenziellen Einflussfaktoren der SGA-Aktivitäten in Interviews mit Geschäftsführer/-innen weiterer N=27 Kleinunternehmen untersucht. Als Grundlage für das deduktiv inhaltsanalytische Vorgehen diente das „Theoretical Domains Framework“ (TDF; Atkins et al., 2017). Die Einflussfaktoren wurden zusätzlich anhand der „Grounded Theory“-Methodologie (GTM; Strauss & Corbin, 1996) ausgewertet und anschließend quantifiziert. Die potenziellen Wirkungen auf die Sicherheit und Gesundheit der Beschäftigten wurden in einer Mitarbeiterbefragung in den gleichen Unternehmen untersucht.

(3) Aus der Literatur und den vorliegenden Studienergebnissen wurden Interventionsmaßnahmen für Kleinunternehmer/-innen abgeleitet. Darüber hinaus wurde ein Workshop mit Präventionsexpert/-innen der vier am Projekt beteiligten Berufsgenossenschaften (BG Bau, BG ETEM, BGHW, BGW) durchgeführt. Zur Förderung der SGA-Aktivitäten der Kleinunternehmer/-innen wurde ein Leitfaden für ein individuelles Beratungskonzept entwickelt und exemplarisch mit zwei Kleinunternehmer/-innen über einen Zeitraum von sechs Monaten erprobt. Zusätzlich wurde ein alternatives Ansprache Konzept für diese Zielgruppe entwickelt und in zwei Veranstaltungen der Industrie- und Handels- sowie der Handwerkskammer umgesetzt.

(4) Der Erfolg des Beratungskonzeptes wurde anhand mehrerer Selbst- und Fremdeinschätzungen evaluiert. Zur Erfolgskontrolle des Ansprache Konzeptes wurde eine Veranstaltungsevaluation durchgeführt.

Ergebnisse:

Das Management-Kommittent (MC) mit seinen unterschiedlichen Komponenten erwies sich als ein geeignetes Konzept zur Beschreibung der SGA-Aktivitäten. Insbesondere die Thematisierung von SGA und die Bereitstellung entsprechender Strukturen und Ressourcen erwies sich als maßgebend für SGA-Aktivitäten in Kleinunternehmen. Insgesamt wurden 13 Einflussfaktoren auf das MC von Kleinunternehmer/-innen identifiziert. In weiteren Analysen zeigte sich, dass das MC auf fünf Komponenten reduziert werden konnte (Fürsorgepflicht, Verantwortungsgefühl, Bedeutsamkeit von SGA, Ganzheitlichkeit des SGA-Verständnisses, SGA als zentrale Unternehmensaufgabe). Dieses wies signifikant positive Beziehungen zum Verhalten der Geschäftsführenden wie auch der Wahrnehmung durch die Beschäftigten auf. Durch individuelle Beratung konnte das MC der Geschäftsführenden aus der eigenen wie auch der Mitarbeitersicht

substanziell gesteigert werden. Die indirekte Ansprache über aktuelle „Reizthemen“ in einem neutralen Setting erwies sich als erfolgversprechender Weg, Kleinunternehmer/innen vom Nutzen des Arbeits- und Gesundheitsschutzes zu überzeugen.

4.1.2 Projekt 2

Kontakt:	Prof. Dr. Andreas Zimmer
Titel:	Unternehmenskultur sicher und gesund gestalten – Vom Wissen zum Tun
Drittmittelförderer:	Initiative Gesunde Arbeit (iga), ein Zusammenschluss gesetzlicher Unfall- und Krankenversicherungen
Laufzeit:	10/2023 - 03/2024
HdWM Budget:	23.670 €
Thema:	Unternehmenskultur sicher und gesund gestalten – Vom Wissen zum Tun“ (iga-Projekt)

Fragestellung und Zielsetzung:

Wie können Sicherheit und Gesundheit zu selbstverständlichen Bestandteilen im kleinen Unternehmen werden? Diese Frage beschäftigt Forschung und Praxis schon seit langer Zeit. Einig sind sich Forschende und Praktizierende darin, dass die Verantwortungsübernahme von Unternehmern und Unternehmerinnen eine Schlüsselrolle spielt. Die Geschäftsleitung ist für sicherheits- und gesundheitsstrategische Aufgaben verantwortlich, aber häufig selbst stark durch die Vielfalt der Arbeitsaufgaben in Anspruch genommen. Ziel des Projekts der Initiative Gesunde Arbeit (iga) war es, ein praxiserprobtes Vorgehen zur Gestaltung der Unternehmenskultur in Sachen Sicherheit und Gesundheit zur Verfügung zu stellen. Er richtet sich an Unternehmensleitungen sowie Expertinnen und Experten im Bereich Sicherheit und Gesundheit bei der Arbeit, die selbst in Klein(st)unternehmen tätig sind oder diese beraten.

Ergebnisse:

Basierend auf der empirischen Fachliteratur wurde ein Kulturveränderungsansatz für Kleinunternehmen entwickelt und exemplarisch erprobt: Um sich ein breites Bild vom Ist-Stand bezüglich Sicherheit und Gesundheit zu machen, sollte vorab eine Analyse des Handlungsbedarfs durchgeführt werden. Bei der Analyse der Ist-Situation sollten auch Kultur-Aspekte wie z.B. Führung, Kommunikation oder Beteiligung angesprochen werden. Im weiteren Prozess werden aus den Ergebnissen der Ist-Analyse

Maßnahmen gemeinsam mit den Beschäftigten abgeleitet. Danach muss überprüft werden, ob die Maßnahmen wie vereinbart umgesetzt werden. Zur Überprüfung des Maßnahmenenerfolgs sollte die Beobachtung bzw. die Mitarbeiterbefragung wiederholt werden. Damit die vereinbarten Maßnahmen greifen können, empfiehlt sich ein Zeitabstand von mindestens einem halben, aber auch nicht mehr als einem Jahr. Wie dieses Konzept umgesetzt werden kann, wurde beispielhaft an einer Spedition mit knapp 50 Beschäftigten im Raum Heilbronn vorgestellt. Nach einer Befragung und zwei Workshops zur Maßnahmenableitung wurden von den Teilnehmenden positive Erfahrungen berichtet. Unter anderem wurden durch die selbständige Bearbeitung der Themen wertvolle Kompetenzen erworben bzw. weiterentwickelt, u.a. die Erstellung von Präsentationen, die Moderation von Arbeitsgruppen oder das faire Diskutieren in der Gruppe. Für den Erfolg des Projekts stellte es sich als ausschlaggebend heraus, ob sich die Geschäftsführung mit den Sicherheits- und Gesundheitszielen identifiziert, dies offiziell bekundet und sich persönlich für die Umsetzung der vereinbarten Maßnahmen einsetzt.

4.2 European Projects

4.2.1 EU 1: DevOps competences for Smart Cities

Contact person: Prof. Dr. Hans Rüdiger Kaufmann

Project Acronym: DevOps

Project: NR.590141-EPP-1-2017-1-BE-EPPKA3-PI-FORWARD

Budget for HdWM: 149.000 €

Agreement Number: 2018-3137/001 – 001

Starting date: 01 January 2019

Ending date: 31 December 2021 **Duration:** 36 months

Project website: [Devops.uth.gr](https://devops.uth.gr)

Project summary

Smart-DevOps project addresses the gap between today's and future's skills demands of municipal workforce by emphasizing on the exploitation of emerging employment paradigms such as DevOps. DevOps is a contemporary set of principles emerged from the collision of two trends, namely the agile infrastructure and the

continuous development/operation of services. DevOps emphasizes on the continuous integration and collaboration between project development (Dev) and operation teams (Ops) with the aim to achieve higher quality with faster turnarounds. The project will address the shortage of digital and transferrable skills of public sector employees working in smart cities and will support them in their professional development.

Smart-DevOps project will identify competencies and corresponding job role profiles by resulting into DevOps modular VET curricula based on adult learning outcomes and lifelong training principles. A repository of MOOCs and other digital OERs will be developed to support public workers to acquire a broad set of digital and transversal competences. In addition, the project will design and implement a training course, supported by both e-learning (online platform) and face-to-face training. The project also aims to compose long-term sustainable communities of practice that will ensure the further exploitation of the project results beyond the project end. Furthermore, the project will adopt EQF, ECVET and EQAVET to improve recognition of the identified qualifications. A mapping task of job role profiles to ESCO-ISCO08 and eCF will be done and to be evaluated by NQFs of the project partners' countries. The project results are expected to benefit smart cities and municipalities which aim to adopt the DevOps culture, principles and practices by introducing DevOps professional profiles. Thus, the project is expected to contribute in raising the quality of e-services offered by smart cities to citizens and enabling them to become truly IT sustainable

Abstract

A fledgling and still scattered knowledge stream on multi-disciplinary Smart city phenomena is developing. For the development of smart cities intellectual minds and a synthesis of quite diverse competences are required to shape cities to becoming smart with the overall objective to ever more improve the quality of life of its citizens in the most efficient and sustainable way. Both the master minds and operators behind this development need to embark on an intensive change process, unlearn ingrained behavioral patterns and internalize an innovative competence set. This research is aiming to address the shortage of both, digital and transferrable skills that are needed for the various smart cities' sectors differentiated by more strategic roles of Smart City Planner and Chief Digital Officer as well as the more operational IT Officer. This study addresses the gap of competences by providing preliminary quantitative and qualitative research findings of the still ongoing DevOps project.

The ever-increasing popularity and speed of the Smart City movement is reflected by the results of a Bosch initiated study revealing that the Smart City (SC) market grows at a yearly rate of 19% amounting to an investment volume of 800 bio-US\$ (Boehne,

2018). A further recent study by Berger (2019) with SC decision makers and experts in 50 mid-sized cities asked, for example, about the key success factors of SC projects. A well- defined strategy and guidance achieved with 58% the highest frequency level, followed by efficient private and public sector co-operation (56%), enough availability of financial resources (49%), education and communication (38%) and advanced infrastructural basis (36%). Contradictory to the primacy of strategy and guidance, only 20% of the asked city representatives had a strategy pointing to a still existing research gap.

The aim of this research is to differentiate perspectives and competencies between SC planners, chief digital officer and IT officers (ICT Project Managers, Coders, engineers, web designers, system managers, engineers, etc.). To successfully cope with this intensive change and digital transformation process and prepare for an effective and efficient future Smart City development, the administrators must thoroughly understand the complexity of smart city areas, new digital technologies facilitating the SC development and map newly required technical and transversal capabilities with newly emerging job profiles. Aiming to support strategic and operational SC administrators, the DevOps project, supported by ERASMUS + Sector Skills Alliances, addresses the gap between today's and future's skills demands of municipal workforce by emphasizing on the exploitation of emerging employment paradigms such as DevOps (<http://devops.teilar.gr/>). The final aim of the project is the development of VET MOOCs curricula to impart newly required technical and transversal competences and skills provided on a Moodle platform to be tested with and offered to SC administrators. The project, consisting of 13 partners from diverse multidisciplinary backgrounds from 5 European countries, also aims to create an international community of best practice. It strives to cover the following identified research gaps:

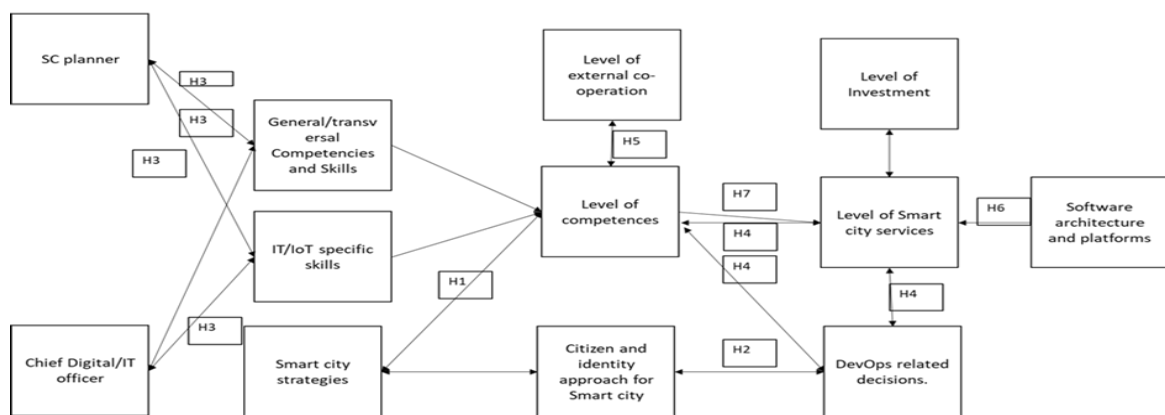
- a. Lack of explanation of the nexus between Smart City Applications, DevOps (Agile Software Development) differentiated by a Citizen driven or Technology driven perspective.
- b. Lack of a, so far, non-existent integrated Competence/Skill Portfolio (IoT & DevOps Related Skills & Transferable Skills) from a Citizen Perspective differentiated by Planners and Chief Digital and IT Officers.
- c. Lack of academic models for individualized or standardized Smart City Planning differentiated by European countries.

The research is designed to achieve the following objectives:

1. To investigate how the SC philosophy (citizen/identity driven, or technology driven or both) influences the competences of SC team members.

2. To investigate how the SC philosophy (citizen/identity driven, or technology driven or both) influences SC service priorities and DevOps related decisions.
3. To research to what extent different SC administrative profiles (Smart City Planner, Chief Digital Officer and IT Officer) require different IT/IoT specific and general/transversal competences.
4. To identify to what extent different SC Service priorities, require different competences (specifically as to DevOps) and training.
5. To explore the situations when Smart Cities prefer either to work independently or to co-operate with external partners.
6. To develop a conceptual model explaining the nature of relationships between the three foci of the project.

Figure 1 Initial conceptual framework



Hypothesis 1: Citizen and identity driven strategies require different competences than technology driven SC strategies.

Hypothesis 2: There is a relationship between a citizen and identity centered approach and DevOps related decisions (i.e. increasingly required innovation of customized services).

Hypothesis 3: There is a relationship between different SC administrative profiles and required general/transversal and IT specific competences.

Hypothesis 4: There is a relationship between SC services and competences/DevOps related decisions (we create different SC categories according to their different priorities suggesting differentiated training needs).

Hypothesis 5: SC administrative competences will differ according to their level of external co-operation.

Hypothesis 6: Different SC services require different Software architectures and platforms.

Hypothesis 7: Different SC services require different general/transversal and IT specific competences.

Hypothesis 8: There is relationship between smart city services and level of investment.

Methodology

From an ontological and epistemological stance, the research is based on the philosophy of Critical Realism triangulating initial quantitative research with qualitative

findings using four European countries (Germany, Italy, Greece, Cyprus) as study settings. Due to the still emerging and scattered body of knowledge in this research stream, a narrative literature review was regarded preferable. The research was designed in three stages: initially, surveys with fully structured questions were developed and via the Unipark system distributed to SC administrators in the four countries. The data were analyzed via SPSS (frequency table, correlation analysis, exploratory factor analysis and multiple regression analysis with varimax rotation).

The quantitative analysis was aggravated by the fact that, notwithstanding immense online (social media of European Smart City Associations, e-mail invitations to Ministry and Smart city association, i.e. in Germany) and offline efforts (i.e. personally approaching Smart City figure heads/Lord Mayors on the occasion of the Smart Country convention in Berlin) were undertaken, the response rate, particularly from the rather recent established Chief Digital Officers (CDOs) was very low. For the frequency tables and correlation analysis significant data could be partially achieved, not however, for the factor and regression analysis. The partially very recently established functions of Smart City planners and Chief Digital Officers and still existing contextually blurred functions between the two, implied a convenience sampling technique. The responses for the Smart City planner questionnaire (pretested with one senior Smart City administrator and one academic representative of a Smart City association) were $n=63$: Cyprus $n=5$, Germany $n=9$, Greece $n=20$, Italy $n=28$, Romania $n=1$ - latter was unsolicited). The responses for the Chief Digital Officer/IT officer questionnaire were $n=15$ (Cyprus: $n=2$; Germany: $n=2$ but only 1 valid; Greece: $n=8$; Italy: $n=3$; n total= 15).

Informed by the survey data, interviews, focus groups and documentary analyses were conducted in the four countries Cyprus, Greece, Italy and Germany, sampling SC administrators and related other strategic members of the SC ecosystem and secondary sources to be able to assess the respective market needs and, later, to map the skills supply and demand of the Smart Cities Sector.

Participation in Smart City events (i.e. Smart Country convention 2019 in Berlin) facilitated recruiting interview partners for the later stages of the research applying purposive and snowball sampling qualitative sampling techniques. In addition, an intensive effort in publishing the findings of the project on conferences or as keynote speakers (i.e. EuroMed Conference 2019; Future Convention/Future Award 2019, InterGeo/Smart City Solution 2019) was very beneficial to achieve one objective of the DevOps project in terms of establishing an 'international community of best practice'.

Regarding the first qualitative stage of interviews, respectively 2 professional figure heads of a , City of the Future 'were interviewed. In addition to the interviews, the four partners provided an analysis of previous publications by the chosen city administrations or other Smart City associations, e.g. awards received by the cities, reasons for the award, townhall/administration reports, press reports, web pages to identify the benchmarks. Furthermore, the project's target is to provide an overview of the professional needs of the Smart City Sector in the four countries after the accurate analysis of the job market needs. One part of the respective national competence analysis was provided for the partners in terms of the national quantitative research results based on the analysis of the questionnaire. As a second part of the respective national competence analysis, representing the second qualitative stage, each partner should provide the results of the interviews/focus groups/workshops conducted based on a provided reduced semi-structured questionnaire epitomizing key findings of the quantitative research. Interviewees were encouraged to provide open answers. The qualitative data were partially analyzed via content analysis supported by NVivo software. Detrimental, from an analytical point of view, was the request of many interviewees to be kept anonymous, not agreeing to record the data. This part was, too, used for the national reports. Moreover, the respective partners conducted an analysis of the best practices in training. To complete this task, the partners conducted secondary/desk research in their countries and filled in the table called 'VET survey by national Partners on Best practices on Training provision'. Finally, the findings of all these steps were synthesized in a national report by each partner.

To enable a comparison with European competence frameworks. The Italian partner conducted a European report on transversal and technical competence needs and provisions based on desk research (i.e. https://ec.europa.eu/info/eu-regional-and-urban-development/topics/cities-and-urban-development/city-initiatives/smart-cities_en, https://smartcities-infosystem.eu/sites/default/files/document/the_making_of_a_smart_city_-_best_practices_across_europe.pdf) on selected European institutions by (a) listing the identified transversal and technical competence needs possibly differentiated by Smart City Planners, Chief Digital Officers and IT officers according to the reduced questionnaire in Annex A; (b) using the VET Survey on provisions in the Appendix-Competences per job profile together with (c) a statement of European conclusions and (d) providing a conclusion on a possible mismatch of competences. Finally, a consolidated report by the German partner synthesized the findings of the four national partners into a taxonomy of competences of emerging job roles and the skills

necessary to achieve them. Finally, the competence profiles elicited form the basis for the MOOCS course content and training of the smart city administrators.

4.2.2 EU 2: Development of TVET Pedagogical Competencies and Qualification in Palestinian Universities / TVETCQ

Contact person: Prof. Dr. Dolores Sanchez Bengoa

Project NR: 598665-EPP-1-2018-1-PS-EPPKA2-CBHE-JP

Erasmus+ Capacity Building in Higher Education EAC/A05/2017

Total project budget: 599.011,00 €

HdWM-Budget: 27,374 €

Project summary

The two ministries follow the recommendations of “The National TVET Strategy” (NTS) document (<http://www.tvet-pal.org/en/node/12>), which was approved by the NPA on November 2010. This document underlines that “The overall objective is to create “knowledgeable, competent, motivated, entrepreneurial, adaptable, creative and innovative workforce in Palestine contributing to poverty reduction and social and economic development through facilitating demand-driven, high quality technical and vocational education and training, relevant to all sectors of the economy, at all levels and to all people”.

The NTS document presents several recommendations. Some are of a structural nature, such as the "Governance structure" or the new TVET structure. These recommendations were initially submitted through administrative guidelines. However, the NTS document advocates additional recommendations that are more conceptual in nature since they concern fundamental concepts of TVET, such as, learning methods in a digital context, pedagogical practices in accompanying low-skilled people, blended learning, redefining and standardizing of certifications and qualifications, lifelong learning, and validation of professional experiences. Such recommendations, therefore, require specific expertise and academic research work, which take in account the Palestinian context. The NTS document also states that “TVET development is currently hampered by a serious lack of relevant data and information about issues such as costs of TVET, labor market developments, availability and impact of existing TVET delivery schemes especially outside of the public TVET delivery system, perceptions of stakeholders.”

Several European research groups conduct research in these areas. Several university programs, at bachelor, master, and doctoral levels, are designed for this field. Such academic work is of utmost importance for TVET institutions, which benefit from the expertise and transferable skills through the recruitment of graduates.

It, therefore, becomes important for Palestinian universities to contribute to the development of research, and to teach curricula in this domain. On the one hand, such research must follow the evolution of research in these fields on an international level, and on the other, it must develop its own studies based on Palestine specific context-economy under occupation. The coupling of this academic research with the development of university teaching courses will have an important role in the implementation and monitoring of institutional programs.

Currently, and within Palestinian universities, there are faculties and departments dedicated to Education Sciences. These departments deliver diplomas, of a rather general character, in the sciences of education (Schools, kindergartens, etc.). This project, which we propose as part of Action 2 “Capacity Building” of the Erasmus+ programme, aims at the development of skills, and at rendering it possible to offer study programmes in the fields of professional training and adult training. This project will also provide a comprehensive training programme for teachers of vocational schools and post-secondary professional diplomas.

Innovative project objectives

The main idea is to contribute to the development in Palestinian universities of a culture and orientations that will enable them to addressing the issues related to TVET; resulting in the exercise of their own role in the development of curricula, that meet well-identified needs, as well as applied research which will give substance to the different concepts (TVET-related) in the local Palestinian context.

However, the variety of issues related to TVET entails the mobilization of multiple skills that are mostly not to be found in one same university.

The specificity of this project is to address all these aspects:

- By describing, in the "training" work packages (WP2 and WP3), the different concepts and methodologies related to TVET, how they are addressed in the European context and how they are applied in training institutes.
- By launching, with the support of European partners, collective experiments in applied research on specific topics related to the Palestinian context. They will be done as part of graduate student projects.

- By performing collective experiences in the production of vocational training programs, centered on skills, as will be defined with representatives of the socio-economic world.

In addition, the project aims at the emergence of a nucleus of a network of skills in TVET field in Palestine. It will bring together university participants, senior staff from the ministries of Education and Labour and players from the diverse vocational training organizations.

The emergence of such a network will allow to:

- Create a synergy through interuniversity collaborations and TVET players in Palestine;
- Strengthen research relations with similar European networks;
- Create a framework for consultation and cooperation enabling the development of the curricula that will be proposed as part of this project and to propose others later.

4.2.3 EU 3: Flipped Practical Courses VIA Triple Learning Environments:

Palestine 3EEE (2022): Flipped Practical Courses VIA Triple Learning Environments which developed by Triple Experts teams who are empowered through Triple Enhance Programs.

Project NR: 101083160, Erasmus-EDU- 2022-CBHE- Strand 3

HdWM-Project Budget: 88.900 €

Work Package Leaders and Researchers:

Prof. Sanchez Bengoa, D. and Prof. Kaufmann, H. R

Project summary

One major problem that the current education system in Palestine faces is the gap between academia and the private sector. Employees very often complain about the skills acquired by new graduates, that is not sufficient for the requirements of the labor market.

Several studies have claimed that e-learning has become more equitable for people with disabilities as it connects them anywhere and anytime and it can be dealt with according to their needs and how it is suited for them. There is general agreement on the major advantages of E-learning and ICT. We envisage the solution will not only be redesigning the content, changing the method of teaching or changing the assessment methods, but the change must include various and multiple aspects. The core structural pieces (learning environments, content, teaching methodologies) must be

joined side by side to close the gap. The content must be developed by experts with a diversity of interest and harmonious

approach, the method of teaching must be participatory and the responsibility for the learning process must be shared by the participants (the learner, the academic, and the employer). If these pieces are brought together in a single building block that has been enabled and strengthened with the help of external experts. Our proposed project aims to develop flipped Practical courses VIA triple environment by Triple Experts Teams, and to train a team of trainers (TOT) through Triple Enhance programs using flipped approach VIA Triple Environment (3EEE).

Project Objectives

Surveying the Palestinian Universities, we found that not all Universities adapt a training course for all the faculty members, new or exciting. Such training courses are obligatory in certain universities such as PPU while in other these are optional, PPU provides modern educational methodologies where innovative educational approaches are endorsed, such as: project-based learning, problem-based learning, service learning, community-based learning and entrepreneurial education. Modern educational modalities have been endorsed through faculty development and capacity building programs led by the PPU Center for Teaching and Learning including novice teaching staff training, modern teaching methodologies training programs, peer teaching tools, round- tables and many more tools. PPU also has come through the COVID - 19 pandemic with a successful contingency strategy utilizing scarce resources and delivering all theoretical content through distance learning. We believe that such courses are needed and should be obligatory.

In a study conducted in a previous Erasmus project (Development of TVET Pedagogical Competencies and Qualification in Palestinian Universities / TVETCQ No. 598665-EPP-1-2018-1-PS-EPPKA2-CBHE-JP) aimed to determine the reality of the educational and technical competencies of managers, teachers, trainers, and technicians in the TVET institutions. The study's main recommendation was that officials concerned with implementing workshops and training programs to develop the professional and educational competencies of teachers, technicians, and managers should focus on training TVET personnel to actively contribute to changing the negative perception of society towards TVET. Preparing higher education programs (master's or higher diploma) for in-service teachers, managers, and technicians and focusing on the need to include training needs within the objectives of the offered courses.

To analyze the status of higher education in Palestine regarding the approaches, the pedagogies and the methods used by the academic staff to develop their theoretical and practical courses, a questionnaire was distributed between the staff of four

universities. The percentage of the staff who responded to this questionnaire is about 10% of the whole staff.

The questions are about the learning environments adopted by the academic staff and about their background about the proposed methodology in this project which is the flipped approach. A need for each member in the staff to be certified in one of the related programs that enhance his capabilities to be effectively involved in this proposed approach has been assessed. These enhanced proposed programs are: The E-Source Developer Enhance Program, the Academic Educator Enhance Program, and the Instructional Designer Enhance Program.

An introduction paragraph discussing the meaning of the flipped courses was included in this questionnaire. As it is discussed in this introduction program, the flipped course is the course in which 3 learning environments (virtual, laboratories, real contexts) are used rather than focusing on lectures only. In this flipped approach:

The flipped courses in this project mean that the approach focuses on developing student understanding and extending their learning via 3 learning environments (virtual, laboratories, real contexts) rather than via lectures.

In this model: The students prepare, and revise the content using e-Resources and assignment sends to them by faculty members via the virtual environment (while they are in their home) The students participate in the laboratories and classroom activities (lead discussions by asking questions, using problem solving, and using enquiry for key concepts, teacher facilitation, and answer the student questions provide the feedback.

The students complete and check their understanding, examine their skills and extending their learning in a real context environment, the employer answer students' questions and provide feedback The data was collected from the respondents for this questionnaire, and their responds for the various questions in this questionnaire are as follows:

The analysis of the question "Are you aware of the flipped approach" shows that about 50% are aware of the flipped approach, 15% aren't aware, whereas 35% of the participants are somehow clear.

The analysis of the question "Do you know what the 3 Learning Environments are as explained in the introduction?" shows that about 49% know about the 3 learning environments, 11% don't know about these 3 learning environments, whereas 40% of the participants are somehow clear.

Added Value of 3EEE

Even though the focus of the 3EEE project is also the flipped approach in teaching, there are substantial differences in the type, scope, objectives and target groups of the project. In detail, there is not any past project which was funded by the CBHE Call which covers this topic. As mentioned in the examples provided above, the projects are focused on the field of strategic partnerships, or partnerships for innovation in VET, and Adult. At the same time, Higher Education has not been the main target for the application of flipped methodologies. What is more, other actions are aiming to implement the flipped approach mainly within the EU. However, it is the goal of 3EEE to transfer expertise from the EU to Palestine, to capacity build institutions outside the borders of Europe. Finally, a complementarity generated by our project is that the flipped approach is to be used and exploited in order to redesign already existing practical courses offered in HEIs, instead of simply training teachers and students on how to apply the said approach. At the same time, we are to combine the use of the flipped methodology with the development of Triple E-Learning Educational Teams and Environments. 3EEE offers a holistic implementation of the flipped approach, aiming to drastically transform the delivery of HE in Palestine.

4.2.4 EU 4: Food Routes

Strengthening VET entrepreneurial competencies' development for gastro-tourism in the Maghreb region. Food Routes

Project NR.:	101129241
Project period:	36 months 2023-2026
Total budget:	399.971 €
HdWM-Budget:	75,816 €

Background and general objectives

Vocational Education and Training (VET) has been widely recognized in recent years in Europe for its capacity to create systemic changes in bridging the gap between the labor market and the provision of technical education. In fostering the educational growth of learners at Initial and Continuous level, VET is capable of greatly increasing both quantity of employable population as well as its quality – in other words, its employability. In recent years, however, an important trend to be taken in high regard has emerged as per the employability of individuals in the modern workplace. A new set of competencies is becoming widely recognized as necessary to perform at one's

best in the modern workplace or, more generally, in the current market environment. The European Training Foundation (ETF) has widely analyzed the effect of such competencies on the employability of the population, and in its relevant policy documents (Unlocking the Potential of Youth in the Southern and Eastern Mediterranean), it highlighted how it has become strategic for VET to support the uptake of such skill sets at the Initial level of training. In certain areas of the world, where the opportunities for work-based learning do not enjoy the support of large components of the population, it is expected to fall upon VET providers to complement the development of such competencies – this being the case of the Southern Mediterranean, for example. These needs are also highlighted by the United Nations for the region indicated, noting how educational systems in Northern Africa have not been able to mainstream the development of such life skills due to lack of competencies in the educational system and staff themselves (Oubahi, Y., Measuring Life Skills: Towards a Transformative Vision of Education, UNICEF, 2021). This action for VET can be framed in a more strategic action, encompassing the increase of VET relevance in the 21st century – together with life & digital skills.

Among these new sets of competencies, VET is expected to widen its scope of action so to coherently support the employment of the population in the current job market. To do so, the competencies falling under this category are surely digital skills, along with green skills, entrepreneurship and being able to foster an inclusive environment. Other international observers, such as the Konrad Adenauer Stiftung's Think Tank¹, link the trajectory of progressive deteriorating quality of educational providers in this region of the world starting from the 1970s, especially in formal learning contexts, with the rising unemployment plaguing the statistics targeting young people. Education is highlighted as the key to unlocking the demographic potential of the region if certain structural challenges are addressed. Some of them are the predominant focus on schooling rather than learning, as well as the unpreparedness of staff in providing guidance to young learners.

Overall, it is possible to argue that the VET ecosystem, equipped with the necessary and relevant competencies to nurture the aspirations of its learners, can address the strategic challenge of greatly increasing the employability of youth in the region while sparking opportunities for the development of the local and national market. Until recent years, statistics showed dire figures, with an average of 20% of youth unemployment (peak, according to the World Bank) and even higher for rural areas around 2020- 2021 (OECD data).

The Maghreb region is endowed with millennia of history making up the identity of the local populations². It is inextricably linked with the tourism sector, the Maghreb being a very popular destination for European and non-European tourism. Countries in the region greatly suffered from COVID's restrictions, for this sector, as it has occurred just in summer 2021 in Tunisia (decrease in tourism flows of around 67% according to the World Tourism Organization). Strengthening the resilience of the gastronomy industry is imperative to promote socioeconomic opportunities in the region, also considering the most recent challenges related to food security and inflation of prices³. Currently, the food sector represents 15% of the GDP of the region according to the OECD, made up mostly of micro- enterprises.

The sector is under the spotlight for research to identify the most appropriate areas of intervention. The ETF, among international and national observers, further detailed the status of the food and gastronomy industry in the region, specifically for Morocco. As described in its report⁴, the sector shows structural challenges related to the shortage of skills needed to manage the new processes of changes undergoing currently. Interviews with private sectors' representatives, as well as educational providers, highlighted a severe lack in competence-development training at the technical level which, linked with the traditional overlooking of work-based learning opportunities at IVET level, creates an important gap in the provision of employable population in the gastronomy industry in the region.

Furthermore, gastronomy provides the opportunity for the VET sector to foster those life skills that are being called for by different observers. The food industry is well known for its synergy with two other strategic sectors, namely tourism and creativity/cultural activities. As UNIDO highlights, gastronomy creates a strong connection between cooking competencies with strong, local food traditions. Being able to find this connection is a key competence that VET providers can intercept and supply learners with. By doing so, learners would be more empowered to connect their ideas with their knowledge and capability to nurture such ideas, thanks to a more encompassing training at IVET stage.

Bearing in mind this landscape, the project Food Routes intends to empower VET providers and learners to tap into this reservoir of potentiality: this will boost the opportunities for socioeconomic development of the region, with new competencies made available for both private and public stakeholders to exploit as well as new schemes to increase the responsiveness of VET with such needs in the future. Food Routes will create opportunities for capacity building, training, work-based learning experiences and other business-oriented activities between Europe and North Africa,

fostering sustainable connections and strategic forms of cooperation between the two shores of the Mediterranean.

Project aim

The general aim of Food Routes can be summed as follows:

The project Food Routes intends to strengthen the VET ecosystem of the Maghreb region in providing a qualified young and entrepreneurial workforce in the gastronomy field in line with the aspirations of both private sector's stakeholders as well as those of young VET graduates. This will be done by empowering VET staff in supporting youth's career counselling and by providing new and relevant competence-oriented training to VET students for them to proactively seize business opportunities in the gastronomy sector.

The main target groups for Food Routes are trainers, educators, and students in VET from Maghreb region, in the South-Mediterranean region.

Specific objective:

According to the background analysis carried out, as well as the Needs identified just above, the activities of the project Food Routes are set. The Specific Objectives underpinning the activities of the project directly respond to the Needs highlighted in the Maghreb region and in line with the priorities set out by the Erasmus+ Call for Capacity Building in the Field of Vocational Education and Training.

S.O.1. To increase the employability of young people in the region through a competencies-oriented capacity building programme covering both technical and so-called life skills (Expected Impact 7 of the call). The region is currently experiencing a Youth Bulge, where younger individuals make up an important share of the population. This gives space for a great demographic potential to create socioeconomic development opportunities. However, for this process to be initiated, this population needs to be equipped with competencies that are relevant for the 21st century as well as the current market trends. This S.O.1. pushes the partnership of Food Routes to produce innovative training material through different tools and methodologies, so to offer VET providers in the region the opportunity to meaningfully raise the employability of their learners.

S.O.2. To promote the professional development of VET staff by offering the opportunity for them to build their competencies in bridging the gap between the market and the aspirations of their young VET learners. The role the VET ecosystem has come

to play in recent years is surely more strategic. National strategies to update the role of education while strengthening the value of technical education also are pushing the sector in this direction. It is thus important to provide the opportunity to the staff of VET providers to further their competencies in working in such dynamic environment: they will be able to invite the input of stakeholders from the private sector over different areas of cooperation (adaptation of curricula, but also provision of WBL opportunities, up until mentoring etc.); at the same time, VET staff will be able to offer counsel and discuss the aspirations of youth for their personal and professional development, effectively linking the two worlds and facilitating the eventual enter of VET learners in the job market. To do so, Food Routes will create the conditions for VET providers to engage the private sector through discussions, sharing of ideas and networking. However, in addition, European partners will also engage the local staff in a process of Knowledge sharing aiming to increase their competencies in this new field.

S.O.3. To spark the recovery of the regional Tourism ecosystem through the empowerment of young, employable population in the gastronomy sector and stronger connections between VET and the business world. Maghreb is a region extremely rich in culinary tradition as well as natural beauty – making it a primary attraction for international flows of tourists. The Covid pandemic has hampered the local capacity to intercept such flows. Now, thanks to the recovery following the conclusion of the pandemic, the market offers important opportunities to be seized through creativity and entrepreneurship. It is thus important to create the space for young professionals to actually create new services to offer, strengthening the recovery of the region through one of its strategic sectors. Food Routes will bring together VET and private stakeholders, while putting the ambitions of young people at the center of the discussion.

S.O.4. To improve the attractiveness and relevance of VET for the 21st century by offering complementary training opportunities in strategic skills for the modern job market. The paradigm to achieve employability currently goes beyond the provision of technical training. The space between IVET of general education and employment has widened over the last 25 years: a space where young professionals build experiences, develop transversal competencies that allow them to adapt to different sectors. It is thus central for VET to support young learners in filling this space in ways that are meaningful and regulated. In Food Routes, we intend to cooperate between EU and Maghreb to transmit this message: promote more flexibility in VET through the use of different tools (e.g., digitals) and flexible methodologies for learning (e.g. WBL).

Impact of the project (short, medium and long term)

1. *Strengthening the degree of cooperation and alignment between the current trends in the labour market and the VET ecosystem in Morocco and Tunisia (short/medium term impact).* The project Food Routes analyses and empowers VET actors in Maghreb region to understand and intercept market trends. This will be done through second degree resources, such as study of strategies and documentation, but also through sustainable and direct cooperation with private sector's stakeholders, which will be involved in discussion with the VET ecosystem and thus creating stronger links between the two worlds. A closer alignment between training provision and skills need in the market is foreseen. The target set to achieve this impact is to engage at least 100 businesses in the Maghreb region, fostering closer relationships through Food Routes' activities.
2. *Closer alignment of VET institutions' strategies for development and growth with the existing institutional framework launched by the public authorities (short/medium term).* The project intends to formalize the process according to which the communication coming from national authorities is well received and embedded in VET curricula and extracurricular activities for complementarity of training. Such process will ensure that the VET ecosystem proactively supports the national effort for a more sustainable development of Tunisia and Morocco; in addition, by directly implementing activities foreseen by the strategies, the VET ecosystem will increase its relevance and its position as an actor to take into consideration for future policy making. The goal will be to analyze at least 50 policy papers per AU country (100 total) and update the curricula in 5 years' term of at least 20 VET providers per country (40 total).
3. *Increasing awareness and the opportunities sparked by the digitalization of education and training to create a more inclusive learning environment (medium/long term effect).* Food Routes shows a strong digital component for the provision of VET, related to the experience in the field of the EU partners, but also aligned to the need of AU VET ecosystem of reaching out to potential learners located in remote areas (geographical scope) or unable to attend in-person training (disadvantaged groups). This aspect is thus particularly important to take place in the field of VET, raising awareness on the importance of digitalization of VET, as well as in civil society, to attract learners traditionally non interested in pursuing their professional growth. The target is to enroll at least 100 learners per country from disadvantaged groups during the next 5 years.
4. *Promoting a culture of continuous learning and professional upskilling also for VET staff and trainers, through regional and international cooperation, but also through*

innovation and dialogue (medium/long term effect). Through the three years of implementation of the project, there will be the opportunity for AU VET staff to build their capacities and trial them out in practical scenarios and in cooperation with their learners. The results of this process will, practically, be long term: the impact of the mobility and capacity building activities will be to transmit a culture of continuous professional growth of VET staff, to spark future opportunities for the learners and provide always relevant training content. Within the context of the project, we aim to train 12 AU VET trainers. In the next 5 years, we intend to raise this number to 30 per country, 60 total between Morocco and Tunisia.

5. *Fostering a culture of regional cooperation and understanding, based on common food, linguistic and generally cultural roots (medium/long term effect)*. Maghreb region has been through a long period of socioeconomic unrest, starting around 10 years ago with the Arab Spring, the economic stagnation and the health crisis caused by the Covid 19 pandemic. There is a need to foster closer bonds among the countries in region, promoting opportunities for cooperation at all levels based on the manifold aspects of Cultural Diplomacy: food and gastronomy are recognized as platforms for mutual understanding and as they are valued in Food Routes (alternative name of the project was in fact Food Roots) and in the region. The goal in the long-term run will be to have around 50 mobilities in the field of VET across the two countries during the next 5 years. At the European/global level:
6. *Creating a VET environment in the South Mediterranean region based on the internationalization of vocational training and the provision of intercultural competencies for better understanding of wide- and far-reaching processes at the transnational level (medium/long term)*. The current economic outlook of many countries is widely affected by international events, such as war, disruption of value chains etc. This complicates the process of solutions identification at national level, which cannot take place without a clear understanding of the international outlook and nature of such challenges. It is thus important that the VET ecosystem in the Maghreb and, generally, South Mediterranean region, is strongly linked and involved in the international scene. This ambitious goal will aim to reach at least 100 VET staff mobilities per country (200 total) in the 5 years after completion of the project.
7. *Fostering an approach to professional development that creates a strong dialogue between the local gastronomic culture and the volatile international job market to spark socioeconomic opportunities in the region (medium/long term effect)*. Gastronomy is a third sector service that, thanks to globalization, has known a widely popularization throughout the world. However, each cuisine has strong

cultural roots that can become intertwined once promoted internationally. Food Routes works in this direction: creating a solid and employable population in Tunisia and Morocco that can bring global attention to Maghreb's strong gastronomic heritage. To do so, it is important to provide young VET learners with skills and competencies that they can apply also in the field of international cuisine. The goal here will be to increase the number of food enterprises by 10% and reach pre-Covid tourism figures (+50% arrivals) in the 5 years upon completion of the project.

8. *Closer cooperation in the field of VET across different actions between European and AU institutions (short/medium term effect).* Food Routes intends to create stronger bonds and sustainable forms of cooperation between the actors involved in the project: it tries to cover different important components of VET, such as the update of educational curricula, the upskilling of staff, fostering mobilities etc. In this sense, the opportunities are to be seized through formal and stable cooperation among VET institutions of Europe and Africa. The target here will be for around 20 AU VET providers to join the EVBB as Members of the network.
9. *Fostering a common approach towards policy agenda in the field of VET across both sides of the Mediterranean (medium/long term effect).* The challenges and aspirations of the VET ecosystems across Europe and Africa will progress in future years towards the same lines, addressing in fact challenges stemming from common roots (relevance of VET, employability of learners, addressing the skills gap etc.). Although with possible imbalances, the trend will push VET ecosystems to propose common areas of actions through policy dialogue and preparation of strategic recommendations to AU and EU policymakers. The long-term impact of this cooperation will be to create at least 5 policy dialogue sessions between AU and EU VET stakeholders during the 5 years after the implementation of the project.

Target group

- VET learners (short/medium term effect): Food Routes will address and support the development of competencies in different fields of VET learners at initial level in Morocco and Tunisia. We intend to address their needs and aspirations to succeed in the gastronomy sector at the local level, by bringing international cooking skills into the market as well. We expect the youth unemployment rate to thus decrease, while also promoting the progressive formalization of the economy in Maghreb (from the predominant informal settings it is now).

- VET staff (short/medium term effect): in the context of the project activities, the partners of Food Routes will coordinate Knowledge Transfer initiatives in the form of learning mobilities for VET staff coming from Morocco and Tunisia. The project highly values the empowerment of VET staff as actors of change at the local and regional level, and especially in bridging the gap between the VET ecosystem with both the private sector and the policy-making stakeholders.
- VET institutions (medium/long term effect): by addressing the needs and aspirations of both VET staff and learners, the effect in the longer term will be for a comprehensive renovation of the actions undertaken by the Institutions. In fact, through stronger internationalization, opportunities of cooperation sparked by empowered staff and high degree of employability of learner, VET institutions will become key actors at local and regional level.
- Businesses in the gastronomy field (medium/long term effect): as stakeholders of this project, they will be involved to an extensive degree in the activities of Food Routes. In fact, among the impact foreseen, we expect that the sector will benefit from a more employable population, in terms of employment rate but also for businesses to count on graduates with the appropriate skill set to address the economic recovery at local and national level.

Project implementation (work packages)

1st phase: Preparation includes:

Duration: M1-M36

WP1. Project Management, QA and Evaluation

2nd phase: Implementation

Duration: M1-M36

WP2. STRENGTH: strengthening the capacity of VET to identify socioeconomic opportunities in the market

WP3. KNOWLEDGE: Blended Capacitation Programme for VET students

WP4. PASSION: Develop hands-on competencies for entrepreneurship in the gastronomy sector

3rd phase: Dissemination/ Exploitation/ Capitalization

Duration: M1-M36

WP5. Dissemination and exploitation activities

4.2.5 EU 5: REACT

Project Title:	REACT Creation of a Collaborative Environment in e-classrooms
Project period:	24 months 2021-2023
Total budget:	232.943 €
HdWM-Budget:	60,075 €

Objectives:

The project's main objectives were:

- Building and strengthening the capacities of teachers/trainers/educators in the deployment of online resources that facilitate the collaboration and inclusion among students in the e-classroom.
- Promoting a collaborative, inclusive and cultural aware environment in the e-classroom using blended educational methods (formal, non-formal, informal).
- Development of innovative activities, tools and educational methods with a focus on collaboration and inclusion, responding to the needs of the e-classroom environment.
- Support of transnational educational institutions (universities, institutes, VET providers) adapt in collaborative and inclusive digital learning.
- Reinforce the ability of VET providers to provide high quality, inclusive digital education.

The main target group of the project was:

- VET trainers/teachers/educators as well as mentors working within the sector.
- VET learners who are going to have a better learning experience in an e-environment.
- People who are in the field of education and are interested in learning creative and innovative activities and educational tools and use them in relevant learning activities in their target groups.

Results:

REACT incorporated several innovative approaches since it aimed to adapt teachers/trainers/educators in a new reality of the virtual classroom preserving and promoted the values of inclusion, collaboration and cultural awareness. Moreover, the

project created and provided teachers/trainers/educators as well as relevant stakeholders with freely accessible material, contributing to the smooth transfer of the traditional setting of the classroom to online and distance learning.

More specifically, during REACT project the following results were achieved.

TANGIBLE

- E-Learning Platform, which contains methods and techniques for a collaborative and inclusive environment in the traditional classroom as well as new techniques for the e-classroom environment. online available under: <[Reacteclass Elearning](#)> [last accessed 27.11.2024].
- The website provides 14 innovative activities (2 per partner), tools and educational collaborative methods adapted to a virtual learning environment.
- A Toolkit containing a set of outreach material and best practices.

INTANGIBLE

- VET trainers/teachers/educators developed digital material and resources to facilitate the collaboration and inclusion among students in the virtual classroom.
- A more collaborative, inclusive and culturally aware environment in the e-classroom with the use of different educational approaches.
- Strengthened transnational educational institutions (universities, institutes, VET providers), containing adapted methods and techniques for a collaborative environment in the e-classroom.
- Increased capability of VET teachers/trainers/educators to develop digital material and resources to facilitate the collaboration and inclusion among students in the virtual classroom.
- Development of new activities, tools and techniques focusing on promoting a collaborative, inclusive and culturally aware virtual classroom environment.
- Increased access to the OER through the large networking potentials emerging from the inclusion of EVBB, the Umbrella Organization, in the partnership.

REACT provided useful results for the partner organizations. They used the project to share and further their knowledge on innovative activities, tools and educational methods in a collaborative and inclusive virtual learning environment. The educational institutes benefited from a strategic and systematic vision of the transfer of the

traditional setting to a virtual setting of the classroom while the partner organizations who operate as VET providers will have the opportunity to first train their staff/peers, who will acquire a competitive advantage in the sector and whose improved competences will lead to a positive impact on students/learners.

4.4.6 EU 6: Care4Elders – EU4Health Action Grant

Project Title:	Developing innovative practices for tackling dementia and eliminate stigma
Project NR.:	210996315
Project period:	36 months 2024-2027
Total budget:	439.367,62 €
HdWM budget:	77.296,80 €

Care4Elders project, in line with Healthier Together' EU NCD Initiative, aims to, on the one hand, enhance the access to patient-centered & long-term elderly care for people with dementia, introducing innovative, digital, and targeted practices to the elderly healthcare workforce and on the other hand, change attitudes towards dementia, raising awareness about dementia as a public health priority. Care4Elders project has been designed to our main goals to support and upskill elderly care workforce in order to be able to offer a targeted and high-quality care to people with dementia, to promote and enhance the early detection of dementia, through raising awareness, to support vulnerable groups in tackling health inequalities and to incorporate digital and innovative in slowing dementia's progress practices.

Care4Elders, aims to address the following needs (N):

N1. There is a need for development of a long-term, person-centered and quality elderly care strategy, targeted on dementia: Dementia affects 46.8 million people worldwide and this number is expected to increase rapidly to 131.5 million by 2050¹². Neuropsychiatric symptoms (NPS) are of primary concern for dementia care as they are difficult to manage and lead to patients being institutionalized. Person-centered care recognizes the individuality of the patient in relation to the attitudes and care practices that surround them, recognizing that there are unmet needs, such as isolation, that may be the basis of behavioural symptoms in patients with dementia. A long-term, person-centered approach enables health care providers to understand and provide support for the unmet needs of the individual with dementia. Thus, the project

seeks to address the need for targeted and high-quality care for elderly individuals living with dementia by enhancing the skills and knowledge of healthcare professionals and caregivers. This addresses the pressing need for specialized care that caters to the unique requirements of dementia patients. Within this context, Care4Elders project is going to define a person-centered, integrated elderly care model on preventing, detecting, and treating dementia, through the development of an EU Handbook (WP2) and train the elderly care workforce based on the EU Handbook on Visioning the person-centred, integrated and innovative elderly care model, focusing on dementia (WP3).

N2. There is a need for changing attitudes towards dementia, to reduce stigma and the burden of dementia: Stigma leads to social isolation, reduced quality of life and loss of independence for people with dementia. It is also a major barrier for seeking and accessing support, diagnosis, treatment, and information. As such, reducing stigma towards people with dementia is a key policy priority worldwide and features in the World Health Organisation Global Action Plan. In this context, our project is going to contribute to the reduction of stigma, through developing a person-centered and integrated elderly care strategy for people with dementia, under WP2 and conducting awareness raising activities, under WP4 aiming to inform people with dementia, their families, caregivers and the general audience about the disorder, its true dimensions, risk factors and the effects of stigma.

N3. There is a need to bring to the surface the health inequalities suffered by vulnerable groups with dementia, such as older people with physical disabilities and other NCDs: Vulnerable groups with dementia, including older individuals with physical disabilities and those experiencing (NCDs), are at a heightened risk of experiencing health inequalities when diagnosed with dementia. This population faces unique challenges in accessing dementia care and support, and the patients experience a disproportionate impact of dementia due to multiple health conditions, physical limitations, and limited access to healthcare services. The convergence of dementia with other NCDs . Thus, our project, through awareness-raising activities and sensitivity training, under WP4, seeks to reduce the stigma associated with dementia and contribute to addressing health inequalities, particularly among vulnerable groups. This addresses the need for greater awareness, understanding, and equitable access to dementia care, regardless of the background.

N4. There is a need to ameliorate elderly care professionals' capacity within the digital context, including digital tools and relevant competences: As per the Green Paper on Aging, technological advancements, including e-health, mobile health, telecare,

integrated care, and independent living solutions, have the potential to significantly enhance the effectiveness of healthcare and long-term care.

To implement its goals, Care4Elders partnership, except of the project management and dissemination activities, has designed 3 main WPs:

WP2. Definition of a person-centered, integrated elderly care model on preventing, detecting and treating dementia

WP3. Reskilling and upskilling of elderly care workforce based on the EU Handbook

WP4. Awareness-raising campaign to eliminate the stigma and reduce health inequalities in elderly dementia.

In line with the requirements of the call, Care4Elders has developed activities that both serve the objectives of the project and aim to have a wider systemic impact. Our partnership, consisted of 7 partners (2 Educational institutions, 1 Umbrella Organization, 3 NGO) and aims to develop the following results Improved skills and knowledge among healthcare professionals and caregivers Increased awareness about the signs and symptoms of dementia, leading to earlier diagnosis and intervention. Enhanced support systems and services for individuals with dementia and their families. Combating stigma and health inequalities connected to Dementia systems, especially for people with dementia, a disorder with currently no cure. Notably, remote monitoring healthcare models, especially those involving patients and their family members in the care team, have demonstrated clear advantages for individuals with chronic illnesses. Information and Communication Technology (ICT) products and services have now become integral in empowering the aging population to lead more self-reliant lives, thereby maintaining the quality of public health and care services. Conversely, as indicated by Skills for Care, the elderly care sector has fallen behind in the adoption of digital technology and, by extension, digital skills. In this context, our project is going to identify and adopt in the curriculum cutting-end digital methods and best practices to upskill elderly care workforce and upgrade the elderly dementia care.

N5. There is a need for a standardized training approach and the improvement of educational programs to address the skills shortages, disparities, and mismatches in the elderly care sector, with a main focus on dementia. Given that the healthcare sector is evolving at varying rates within each of the Partner Countries, it's evident that different training providers are governed by distinct regulations. However, this fragmented approach hinders the achievement of systematic and structural changes at the EU level, as there is a lack of common standards and a shared foundation that do

not ease the initiative for changing attitudes towards dementia and reduce its burden. Thus, it is essential to enhance the curricula for elderly care professionals in alignment with EU policies. (WP3).

Care4Elders, grounded in the key principles of the European Pillar of Social Rights, prioritizes accessible, high-quality, and affordable long-term care services. Aligned with the EU's "Healthier Together" initiative for non-communicable diseases (NCDs), the project has two primary goals: first, to improve access to patient-centered, equitable, and sustainable long-term care for individuals with dementia by introducing innovative, digital, and specialized practices to the elderly care workforce; and second, to shift public attitudes towards dementia, raising awareness of dementia as an urgent public health priority.

Outcomes:

1. Developing an EU Handbook
2. Reskilling and Upskilling of elderly care workforce based on the EU Handbook
3. Awareness-raising campaign to eliminate the stigma and reduce health inequalities in elderly dementia
4. Dissemination and exploitation activities

5. Neu eingereichte und zur Bewertung anstehende Projekte

5.1 February 2025: Capacity Building in the field of Higher Education. Building HE Hubs in Asia.

Budget: 400.000 €

HdWM Budget: 43,809.76 €

Duration: 36 months

The proposed project aims to create Offices for developing Project Design and Management capabilities, as well as to promote International Cooperation in beneficiary Higher Education Institutes in China. These facilities will serve as a structured entity responsible for managing projects and driving the internationalization of HEI. Establishing and strengthening Offices for project funding and international cooperation within HEI in Asia is a strategic move in this direction. Such facilities and know-how can significantly boost motivation and knowledge among trainers and students, opening new opportunities for mobility in European HEI and fostering the internationalization of their institutions.

This initiative will not only broaden the perspectives of students and educators but also enrich the overall educational experience, preparing students for a globalized work environment.

This project not only addresses a current gap in HEI in Asia but also aligns with broader educational strategies and initiatives, such as the Chinese Government Scholarship “Silk Road Program”⁵ a full scholarship program set up by China’s Ministry of Education since 2017 to support Chinese universities to recruit young students from Belt & Road countries.

Furthermore, the project will bring a great improvement in creating an operational framework closer to EU standards. In parallel, the project will develop an educational and operational framework towards a European dimension in Asia, as well as promote European values to trainers and students.

The successful implementation of this project is expected to significantly contribute to the enhancement of HEI in China, making them more competitive and effective in the international educational landscape. The project is designed to systematically build the capacity of HEI in China, ensuring the successful establishment and operation of Offices for Projects and International Cooperation. By focusing on comprehensive planning, capacity building, practical implementation, and continuous improvement, this project aims to significantly enhance the international presence and project management capabilities of HEI in China.

5.2. February 2025: Call Changing urban spaces and mindsets to accelerate the transition to climate neutrality (HORIZON-MISS-2024-CIT-01)

Budget: 4.300.000 €

HdWM Budget: 352,125 €

Project responsible: Prof. Kaufmann, H.R and Prof. Sanchez Bengoa, D.

Action type: HORIZON-RIA HORIZON Research and Innovation Actions

The project must meet the following requirements:

- Methods for more precisely assessing exposure to air, water, soil and/or noise pollution, health impacts and public information at regional and/or local level;
- Methods for better assessing exposure of vulnerable groups (including due to socio-economic context) to air, water, soil and/or noise pollution at regional and/or local level, enabling more precise evidence to inform health impact assessments;

Methods for determining the sources of air pollutants at urban level so that local authorities, stakeholders and citizens know the proportion of the pollutant emissions attributable to urban transport, heating etc.

The project must respond to the following needs:

- Measurement and modelling methods for more precisely assessing exposure and risk-based health impacts at regional and/or local level (should deliver results that can be communicated to the wider public as well).
- More precise evidence on exposure, notably of vulnerable population groups, and making health impact assessments easily comparable.

Exploration of the effectiveness of dynamic abatement strategies by monitoring changes in pollution levels, complemented by citizen science / observations.

The project must necessarily:

- Develop methods and tools that can swiftly be deployed and used by cities and regional authorities. Once implemented they should help policy makers prioritise actions, and address social aspects of zero pollution policies,
- Support implementation of zero pollution policies by overcoming barriers to behavioural change which natural science and evidence alone cannot overcome. New approaches to address these barriers should be explored from the angles of behavioural economics, psychology, communication and organisational behaviour, with a view to inform effective local and regional zero pollution policies.

Summary:

Urban communities are increasingly concerned about the growing air pollution in urban and peri-urban areas. Many pollutants that degrade air quality in cities originate from the same sources as greenhouse gas emissions targeted by the EU Climate-Neutral Smart Cities Mission. Given limited economic resources, city and regional administrations need innovative tools to focus their interventions on narrower, more effective fields of action. This project aligns with that vision by analyzing, studying, and implementing innovative actions from both methodological and technological perspectives. The project aims to provide appropriate daily recommendations for users, vulnerable groups, and public administrations. Using the methodologies and technological solutions proposed, local and regional administrations can adopt more informed and cost-effective measures.

Technological objectives

The project focuses on improving air quality monitoring in urban and peri-urban environments by creating conditions that significantly enhance the spatiotemporal resolution of locally available environmental monitoring systems. Specifically, the incremental air quality monitoring solution includes a miniaturized IoT system and an innovative cloud-based web interface. This interface collects and processes data from sensors (smart devices attached to backpacks), visualizes them as interactive 2D and 3D maps, provides recommendations for selecting greener routes, and predicts short-term (2–3 days) pollutant dispersion patterns.

The project will also design, develop, and deploy a smart air quality monitoring device to be used by volunteers traversing urban and suburban streets during pilot projects. Target groups include children, adolescents, and vulnerable individuals, such as the elderly and people with disabilities. Children and adolescents play a central role in the experiment, as they will carry the monitoring devices on their backpacks. This will allow pollutants to be tracked and georeferenced along their daily home-to-school routes (and viceversa). These routes may be traveled on foot, by public transportation, or using private vehicles. Analyzing the impact of public transport on pollution levels at the start (T0) and end (T1) of the experiment will also be of interest.

The elderly and other vulnerable groups can benefit from the experiment by consulting recommendations periodically provided by the web platform. These recommendations will help them avoid heavily polluted areas while reaching their destinations, assuming these areas have been mapped by the volunteers.

Pilot schools and locations:

Schools participating in the project will be equitably selected and distributed across the urban and peri-urban areas of the pilot cities (Izmir and Mannheim). This approach ensures more extensive data collection and provides better scientific validity compared to monitoring confined to urban contexts alone.

IoT system specifications:

The IoT systems will include several active components, such as modules for detecting specific pollutants (e.g., NO₂ and CO) and particulate matter (PM₁, PM_{2.5}, PM₁₀). A custom particulate matter sensor will be developed by the partner Sensichips, integrated with gas sensors, georeferencing, connectivity, data backup, and a backup battery. The complete system will be designed and developed by the ITSvil project partner with Sensichips and ENEA support.

Artificial Intelligence components:

The project's AI component is a key focus, comprising an innovative cloud-based platform and several AI modules that will significantly enhance the project. The AI modules, developed by partners UNICAS and SIMAVI, will:

- Create 2D/3D interactive maps of the urban and peri-urban areas in the two pilot cities.
- Use near-real-time AI models to visualize pollutant distributions and simulate short-term (2–3 days) dispersions.
- Provide daily recommendations based on volunteer-monitored routes, offering insights into less polluted zones and streets to enable more informed decisions.

All modules and software components developed by UNICAS and SIMAVI will be adapted and implemented within the software platform provided by the ITSvil partner, with the support of Innova4tech for the cybersecurity component.

5.3 November 2024: ERDF: Capacity Building. AgrinnoHub: Accelerating Cross-Regional Collaboration For Precision Agri-Tech Development and Sustainable Agro-Ecosystems. Proposal ID 101225512

Budget: 1.5 Mio €

HdWM Budget: 65,500 €

Responsible: Prof. Kaufmann, H.R and Prof. Sanchez Bengoa, D.

AGRINNOHUB's mission is to revolutionize place-based R&I ecosystems by advancing R&I capacities on the design and deployment of scalable precision agriculture technologies focused on 3 agricultural sectors: agroforestry, horticulture, and crop production. The project aims to enhance scientific excellence in the production and supply chain of agricultural goods and promote sustainable agro-ecosystems through a cross-regional Excellence Hub leverages the expertise of 12 partners, fully representing the Quadruple Helix.

Large corporations, which make up a small portion of a nation's production power, are the ones that adopt precision technologies the most. The first do not use precision technologies due to insufficient resources and capacities. Precision technologies have been shown in international literature to lower farming costs, improve food security and produce less pollution. AGRINNOHUB consortium will design and implement a Joint long-visionary R&I Strategy along with an investment action plan that will increase R&D efforts, enhance uptake of precision technologies and boost entrepreneurship innovation in the deep agri-tech sector. AGRINNOHUB will demonstrate high-precision

scalable technologies through 3 Living Lab pilots & deploy AGRIDECIS, a novel cross-regional AI-driven platform for agricultural knowledge exchange and decision support that aims to democratize access to cutting-edge research and knowledge for smallholder farmers and agri-businesses alike. Agri-Tech WatchTowers will be set up to guarantee RIS3 implementation and that ecosystems are self-sustaining by raising funds to increase innovation.

5.4 February 2025: Submitted WomENTrep: capacity building project

Aim: To improve and to encourage women entrepreneurship education in Asia. Promotion of women entrepreneurship through the establishment of a Virtual Incubation Hub in Asian HEIs

Activity: ERASMUS-EDU-2024-CBHE-STRAND-2

Budget: 400.000 €

HdWM Budget: 75,530.02 €

Duration: 36 months

WomENTrepr promotes women's entrepreneurship in China, Malaysia, and Sri Lanka by establishing a Virtual Incubator in Higher Education Institutes (HEIs). This innovative approach is set to enhance employability of female HEI students by equipping them with key competencies and providing them with innovative services and networking opportunities. The program enables Asian HEIs to innovate through upskilling staff, fostering local industry connections and promoting international partnerships.

The project focuses on sustainable networks between HEIs and local industries, capacity building for HEI staff in engaging with the business ecosystem and activating Virtual Incubators as spaces for women's competency development.

Ongoing dialogue with stakeholders aims to create positive cascading effects. Female students and entrepreneurs are the central beneficiaries, engaged in building competences, creating examples, and increasing awareness of a supportive business landscape. Key stakeholders include business networks, entrepreneurs, and alumni.

The project targets 50 women with a comprehensive package including upskilling, internships, virtual exchanges, mentorship, peer learning, and business plan competitions. Additionally, 35 university staff across 6 universities in East and South Asia receive 20 hours of blended training.

WomENTrepr aims for 20,000 online interactions and over 400 face-to-face interactions, ensuring a broad outreach to potential beneficiaries.

5.5 Feb 2025: submitted TransformEd SSA

Aim: Advancing Strategic Management in Sub-Saharan Africa of Higher Education.

Budget: 400.000 €

HWM Budget: 62,489.07

Duration: 36 months

The proposed project for Sub-Saharan Africa could focus on strengthening higher education in the region by improving management, leadership, and resource mobilization.

The project will aim to create a systemic framework for higher education that considers the interconnections between various subsystems (policies, teacher training, research, curricula, teaching methods). This will help institutions operate as a cohesive whole and better achieve their objectives. Additionally, the project will seek to enhance the capabilities of African higher education institution (HEI) staff in the areas of strategic management, leadership, and resource mobilization through the development of training programs, workshops, and study visits.

A key element of the project will be the creation and operation of Research and Development Innovation and Consulting Hubs at HEIs in Sub-Saharan Africa. These hubs will serve as centers for developing innovative ideas, raising funds, and collaborating with the private sector and NGOs. At the same time, the project will promote the use of Information and Communication Technologies (ICT) in education to bridge the digital divide and expand access to quality education. This will include the development of online courses, digital educational resources, and the provision of ICT infrastructure.

Furthermore, the project will strengthen cooperation between HEIs and the labor market to ensure that curricula meet market needs. This will be achieved through employer involvement in curriculum development, the creation of internship opportunities, and the development of joint research projects.

A crucial element for the project's sustainability will be the creation of a sustainable funding mechanism for higher education, based on diverse revenue sources such as funding from international donors, private investments, and the provision of consultancy services. The project will emphasize addressing the challenges posed by globalization, as well as economic and social inequalities, by integrating sustainable development principles into curricula and HEI activities and strengthening regional cooperation among HEIs in Sub-Saharan Africa. Finally, the promotion of women's participation in higher education will be pursued.

Project activities:

- Analysis of HEI needs in the region
- Development and implementation of training programs and materials
- Creation and support of innovation and consulting hubs
- Promotion of networking and collaboration
- Monitoring and evaluation of project outcomes
- Dissemination of project results to a wider audience

5.6 March 2025: Submitted BridgeSkillsEU

Capacity building project. To improve Internationalization strategies among HEIs and Ukraine.

Duration 36 months

Budget: 400.000 €

HdWM Budget: 75,000 €

The Projects aims are:

- Facilitate the social/educational integration and inclusion of EU and Non-EU nationals within the EU order to foster their career and academic trajectories.
- Upgrade the intercultural competences of HE Institutions facilitating intercultural dialogue and internationalization of HE.
- Promote the acknowledgment and resolution of prejudices and challenges from the perspectives of staffs and learners among EU HE stakeholders.
- Foster a more harmonious and mutually beneficial relationship between these groups, ensuring equitable opportunities.

5.7 March 2025: Submitted Bold Future capacity building project.

Bold Future aims to empower women in entrepreneurship through innovative, theatre-based training while promoting gender equality, inclusion, and financial literacy. The project integrates digital tools and experiential learning to enhance entrepreneurial skills, confidence, and leadership. Partner organizations will collaborate to develop accessible, engaging training programs, fostering civic engagement, sustainability, and long-term impact in vocational education and entrepreneurship.

Duration 36 months

Total budget 400.000 €

HdWM Budget: 60,000 €

- Bold Futures activities will be developed in five Work packages:
- WP1: project management
- WP2: Mapping pedagogical Model for Teaching, Learning and Assessment of entrepreneurship Competences in VET Schools
- WP3: Literacy course in entrepreneurship + invest + financial + Online course
- WP4: Capacity Building and Experimentation trough Theatre + Performance
- WP5: Communication, Dissemination, Exploitation

Project results: The project aims to produce innovative training materials, theatre-based learning methodologies, and digital resources to enhance entrepreneurial skills, confidence, and financial literacy, particularly among women. Expected outcomes include increased gender equality awareness, improved employability, stronger collaboration between partners, and long-term integration of inclusive entrepreneurship education in vocational training institutions.

5.8 March 2025: Submitted Tech4Equality Africa capacity building project.

Women and girls empowerment through training to become entrepreneurs leading to gender equality and equal opportunities. This is a cooperation between Europe and Sub-Saharan countries. Topics in the field of digital skills, entrepreneurship skills and sustainable development.

Duration: 36 months

Total budget: 400.000 €

HdWM Budget: 43,809.76 €

Project main objectives:

- To support the professional development of VET teachers and trainers in the areas of digital skills, gender equality and sustainable development to be better equipped to empower their students to tackle the main challenges deterring their employability.
- To foster the development of key competencies, in particular digital skills, gender inclusion and social economy entrepreneurship of VET providers, which will lead to the preparedness of VET ecosystems to market opportunities through WP3 and WP4.

- To promote innovation in African VET providers through the Integration of digital learning and other IT tools, including the adoption of a competences-based micro-credentials system to validate the undergone training.
- To equip African VET providers with relevant Green and Digital skills so they can meaningfully contribute to the socio-economic development through more adequate VET programmes. By addressing the relevant thematic areas of the Call, as identified above, through the key actions linked, the project Tech4Equality Africa will aim to develop the capacity of VET providers to engage and cooperate more efficiently with their employment market and increase the relevance of VET training by linking it to current socioeconomic global trends.

6. Abgelehnte Projektanträge

Submitted in October 2021: Erasmus + Project on Social Entrepreneurship for Sustainable Tourism. Project Lead: Gnosis (associated with University of Nicosia). Total Budget: ca. Euro 1.361.506,--; HdWM Budget: Euro 222.670. Improving competences of social entrepreneurs in sustainable tourism via ecosystem approach.

Submitted 26.01.21: Horizon 2020- Call H 2020- Proposal Nr. 101036726; Sustainable Future through Greening the Centennial Micro- Influencers; Project Leader: University of Belgrade; Total Budget: 3.5 Mio. Euro; Budget for HdWM: Euro 122.000,-; Project responsible representative on behalf of HdWM. Kaufmann, H.R. as Work Package Leader and Researcher. Closely rejected.

Submitted in April 2019: Erasmus+ KA2 and KA203: Digital Marketing, Analytics and Communication Skills in Europe. Total Budget: Euro 449.250; Budget for HdWM: 75.530; Project Leader: University of Applied Sciences Utrecht. HdWM is responsible for two IOs.

Closely Rejected.

Submitted in November 2024 to DAAD EU-ASEAN Sustainable Connectivity Package- Higher Education Program; Developing a Center for Public Management and Sustainable Development in Vietnam

Lead partner: HdWM

Lead project Manager: Prof. Kaufmann, H.R. P3 more international partners;

Budget total: 545.000 €

Budget for HdWM: 188.521 €

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Prof. Dr. Sanchez, B.D.

- Sanchez Bengoa, D. and Kaufmann, H.R. (2024). Conceptual Framework for the influence of Cross-Cultural Consumer Behavior on sustainable consumerism. In: Kaufmann, H.R., Al Panni, M.F. and Vrontis, D. 2024. *The Palgrave Handbook on Consumerism issues in the Apparel Industry*. Palgrave. UK. In print. To be published in January/February 2024
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- Namrata Ravindra Jadhav & Dolores Sanchez Bengoa. (2022). The role of Information and communication technology (ICT) in German Higher Education: Teacher's and student's perspective. In: Kaufmann, Hans- Rüdiger. 2022. *Competences for Smart Cities*. Guest Edition of *International Journal of Management Cases*. Vol. 24. Issue 4. pp. 78- 97

Prof. Dr. Schmitz, B.

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- Schmitz, B., & Eisenmann, S. (2023). Same but different: Learning with technology – are first-year college students prepared for this? *Journal of University Teaching & Learning Practice*, 20(3).

Prof. Dr. Singh-Mehta, A.

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Prof. Dr. Zimmer, A.

- Zimmer, A., Horschler, J., Weiser, I., Gregersen, S., Prüße, M., Schumacher, K., Schmitt-Howe, B. & Pietrzyk, U. (2024). Kleinunternehmen - eine unterschätzte Zielgruppe für den Arbeits- und Gesundheitsschutz: Eine qualitative Studie zu den

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- Zimmer, A. (2023). Arbeit-Familie-Konflikt und psychische Beanspruchung im Homeoffice während der COVID-19-Pandemie: Die moderierende Rolle der Resilienz. *Zeitschrift für Arbeits- und Organisationspsychologie*, 67 (3).
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- Hentrich, S., Zimmer, A., Sosnowsky-Waschek, N., Gregersen, S. & Petermann, F. (2018). Are core self-evaluations a suitable moderator in stressor-detachment relationships? A study among managers' perceived job demands, detachment and strain reactions. *Work*, 59 (3), 413-423.

8. Konferenzen

- Unger, A. & **Papastamatelou, J.** (2024). How self-control and tolerance influences judgements of law-violating behavior. Poster presented at the 33rd International Congress of Psychology. July 21 – 26, Prague, Czech Republic.
- **Papastamatelou, J.**, & Ludwig, V. (2023). Physical and Verbal Partnership Violence: A Longitudinal Analysis of Interactional Driving Factors among German couples. Presented at the conference of the Athens Institute for Education and Research.
- **Papastamatelou, J.**, Unger, A., & Olivera-Figueroa, L. (2021). The Way in Which Time Perspectives Influence German Business Leadership Through Self-Efficacy. Presented at the Time Perspective conference in Vilnius.

- Olivera-Figueroa, L., Unger, A., & **Papastamatelou, J.** (2021). Assessing Psychosocial Barriers and Facilitators of Covid-19 Vaccine Uptake in the United States. Presented at the Time Perspective conference in Vilnius.
- Olivera-Figueroa, L., **Papastamatelou, J.**, Unger, A., Jimenez-Torres, G., & Lopez-Cordova, N. (2021). Predictability of Time Perspectives on Adaptive and Maladaptive Stress Coping Styles of Puerto Ricans Living in Mainland United States and the Island of Puerto Rico. Presented at the Time Perspective conference in Vilnius.
- Unger, A., Olivera-Figueroa, L. & **Papastamatelou, J.** (2021). Do Time Perspectives and Mindfulness Lead to Life Satisfaction? A Cross-Cultural Study. Presented at the Time Perspective conference in Vilnius.
- Unger, A., & **Papastamatelou, J.** (2021). How Negative Time Perspective (DNTP) effects the burnout dimension of emotional exhaustion, cynicism and personal accomplishment among hospital nurses and caregivers. Presented at the APA.
- **Papastamatelou, J.**, & Unger, A. (2021). Self-control for a Fair Judgement? Effects of Ego-Depletion on Tolerance towards Deviant Behavior. Presented at the APA.
- **Papastamatelou, J.**, Olivera-Figueroa, L., & Unger, A. (2020). The Effects of Time Perspective on Modern Day Corporate Leadership in Germany: Role of Self-Efficacy. Presented at the APA.
- Unger, A., Olivera-Figueroa, L., & **Papastamatelou, J.** (2020). Does life satisfaction depend on time perspective and mindfulness? A cross cultural study. Presented at the APA.
- Olivera-Figueroa, L. **Papastamatelou, J.**, & Unger, A. (2020). Predictability of Time Perspective on Adaptive and Maladaptive Stress Coping Styles of Puerto Ricans. Presented at the APA.
- **Singh-Mehta, A.**, **Nixdorf, S.**, **Schulz, S.**, Tales, A., & Christopher, G. (2024). Empowering Ageing: Navigating the Future of Digital Healthcare for Older Adults – a Rapid Review of Perspectives and Challenges. In KEEP ON PLANNING FOR THE REAL WORLD. Climate Change calls for Nature-based Solutions and Smart Technologies (pp. 265-274). Reviewed paper included in Proceedings of an international conference. https://corp.at/archive/CORP2024_56.pdf
- **Cenophat, S.**, Selzer, L., & Haas, A. (Forthcoming). “What’s Robot Got to Do with It: Vulnerable Customers’ Reaction to Service Failures” *Phoenix, Arizona, USA*.
- **Cenophat, S.**, & Haas, A. (Forthcoming). “Modeling Vulnerable Consumers’ Response to Crisis in the Marketplace: A BERT Approach” *Phoenix, Arizona, USA*.

- **Cenophat, S., & Park, H., Lunde, M. (2024).** "Customer Identification and Expectations of Responsiveness: The Moderating Role of Attachment Anxiety and Avoidance." *Society for Marketing Advances, Florida, USA.*
- **Cenophat, S., & Haas, A. (2024).** "Trying to Cope but Finding No Way Out: The Vulnerable Customer's Path to Comfort." *Special Session at 2024 Frontiers in Service Conference, Florida, USA.*
- **Bowen M., Cenophat, S., & Haas, A. (2024).** "It's the focus, stupid! How Service Robots Shape Service Failure and Recovery Experiences of Vulnerable Customers." *Special Session at 2024 Frontiers in Service Conference, Florida, USA.*
- **Fitzek F., Cenophat, S., & Haas, A. (2024).** "How do Vulnerable Customers Endure Service Failures: A Structural Path Exploration." *Virtual Winter AMA Conference.*
- **Cenophat, S., Bowen, M., & Haas, A. (2024).** "When Robots Deal with Customers in Crisis: The Important Role of Customer Relationship Vulnerability in Service Robot Recovery." *Winter AMA Conference, Florida, USA.*
- **Cenophat, S., Müller, R. M., & Haas, A. (2023).** "How Political Identity Affects the Effectiveness of Service Recovery Strategies." *Winter AMA Conference, Tennessee, USA.*
- **Cenophat, S., (2022).** "Guilt and Sustainable Consumption: The Chicken-or-Egg Causality Dilemma." *Winter AMA Conference, Las Vegas, USA.*
- **Cenophat, S., (2021).** "Mind Our Online Social Identity: Understanding the Formation of Customers' Expectations for Responsiveness in the Digital Era." *Winter AMA Virtual Conference.*
- **Cenophat, S., & Haas, A. (2021).** "How Informal Competition drives the Sales of New Products." *Winter AMA Virtual Conference.*
- **Cenophat, S., & Eisend, M. (2020).** "The Relationship between Informal Competition and New Product Development." *Winter AMA Conference, San Diego, USA.*

9. Conference Papers

- **Hermann, T. (2024).** Accounting Practices in a period of financial crisis. An analysis of Gottfried Keller's Novel *Martin Salander* (1886) informed by New Historicism. Paper presented at First International Congress of Accounting History/Congresso internacional de Historia Contabilidade, "The Cultural and Social Dimensions of Accounting: An Historical Perspective" Porto 10.10.2024

- **Hermann, T. (2024).** Accounting Practices in Gottfried Keller's Novel Martin Salander (1886). An application of Frye's Satire Theory. Paper presented at Twelfth Accounting History International Conference "Accounting for arts, culture and heritage in historical perspectives", University of Siena 5.9.2024
- **Hermann, T.;** Castaldini, A. (2023). Systemrelevante Arbeit und Attività essenziali. Kategorien zur Neubewertung der Arbeit? Eine Anwendung der Theorie der Rechtfertigungsordnungen. Paper presented at 6. Jahrestagung der Gesellschaft für sozioökonomische Bildung und Wissenschaft „Transformation der Arbeit“. Universität Bielefeld 5. Okt. 2023
- **Hermann, T. (2022).** The one who rules them all? Behavioral Economics und Humanistic Science of Economics. Ein Dialogischer Ansatz. Paper presented at „Tagung Humane Ökonomie“ (5. Jahrestagung der Gesellschaft für sozioökonomische Bildung und Wissenschaft), Humboldt-Universität zu Berlin 22. Sept. 2022.
- **Kaufmann, H.R. and Sanchez Bengoa, D. 2024.** Conceptual Framework for the influence of Cross-Cultural Consumer Behaviour on sustainable consumerism. In: Kaufmann, H.R., Panni, F.M. and Vrontis, D. 2024. The Palgrave Handbook of Consumerism Issues in the Apparel Industry. Palgrave. MacMillan. USA
- Antonaras, A., **Kaufmann, H.R., Sanchez Bengoa, D.,** Konstantinidou, E. Memtsa, C., Zaki Fraij, W. 2023. Factors Influencing Ethical Behaviour in the Workplace: The case of Schools in Kuwait. Journal of Global Business Advancement. Vol. 16.Nr. 3, pp. 413- 439. Scopus (Cite score: 1.5).
- Namrata Ravindra Jadhav & **Dolores Sanchez Bengoa.** (2022). The role of Information and communication technology (ICT) in German Higher Education: Teacher's and student's perspective. In: Kaufmann, Hans- Rüdiger. 2022. Competences for Smart Cities. Guest Edition of International Journal of Management Cases. Vol. 24. Issue 4. pp. 78- 97
- **Sanchez Bengoa, D. (2024)** Saudi Arabia March 2024: Investing in Sustainability, Paving the path towards a Greener Future. ICSDI 2024. Prince Sultan University, Riyadh. Round table discussion.
- **Sanchez Bengoa, D (2024)** Saudi Arabia, Riyadh January 2024 International Conference (Universities and Sustainable Development Goals 2030 "Targets and Practices' The Quintuple Helix Model in German Higher education: challenges and successful cases. Key-note speaker
- **Kaufmann, H.R.,** Sanchez Bengoa, and Dogan, D. 2024. Capacity building in the hospitality industry in the Maghreb region. 17th Annual Conference of the

EuronfoMed Academy of Business (EMAB) “Global Business Transformation in a Turbulent Era”. September 11th – 13th 2024, Pisa, Italy.

- Fiorini, N., Bartali, S. and **Kaufmann, H.R.** 2024. Smart Industry in Agribusiness: Case studies from Italy. 17th Annual Conference of the EuroMed Academy of Business (EMAB) “Global Business Transformation in a Turbulent Era”. September 11th – 13th 2024, Pisa, Italy.
- McDonald, M., Charoenraja, W. and **Kaufmann, H.R.** 2024. The role of female entrepreneurs in achieving sustainable development goals in developing countries: Case studies Nigeria and Thailand. 17th Annual Conference of the EuroMed Academy of Business (EMAB) “Global Business Transformation in a Turbulent Era”. September 11th – 13th 2024, Pisa, Italy.
- **Kaufmann, H.R.**, Wunder, F., Sonnack, S., Walch, T., Rädle, M. April 2024. [MELT Plates: The Abolition of Overheating in Lightweight Buildings through an Optimised form of Latent Heat Storage.](#)
- 29th International Conference on Urban Planning, Regional Development, Information Society. 15.-17.04.24. John Deere Conference Center, Mannheim.
- Rädle, M., Ünsal- Peter, G., Walch, T., **Kaufmann, H.R.**, Erlbeck, L. April 2024. [Latent Heat Storage to Improve the Urban Microclimate](#) 29th International Conference on Urban Planning, Regional Development, Information Society. 15.-17.04.24. John Deere Conference Center, Mannheim.
- Boham, E., S. and **Kaufmann, H.R.** April 2024. [A Comparative Analysis on the Impact of Culture, Norms and Attitudes on the Adoption of Eco-Friendly Transportation in Mannheim and Tokyo](#) 29th International Conference on Urban Planning, Regional Development, Information Society. 15.-17.04.24. John Deere Conference Center, Mannheim.
- Vikih, E.V. and **Kaufmann, H.R.** April 2024. [Evaluating the Potential of Vertical Farming Business Models for Sustainable Agriculture and Food Security.](#) 29th International Conference on Urban Planning, Regional Development, Information Society. 15.-17.04.24. John Deere Conference Center, Mannheim.
- Sehlmeier, L. and **Kaufmann, H.R.** April 2024. Employee Behaviour as a Possible Corporate System Vulnerability when Implementing Digitalisation in Smart Cities. 29th International Conference on Urban Planning, Regional Development, Information Society. 15.-17.04.24. John Deere Conference Center, Mannheim.
- **Kaufmann, H.R.**, Ünsal-Peter, G. Rädle, M., Schäfer, T., Bley, S., Walch, T., Westphal, D. 2023. Optimization of Cities through Green Spaces. Reviewed Paper. Real Corp Conference. Ljubljana.

- Omidlou, N. and **Kaufmann, H.R.** 2023. The Role of Smart Cities on Smart Healthcare Management. University of Applied Management Studies; Mannheim, DE; Real Corp Conference September 2023. Ljubljana.
- Dhir, M. and **Kaufmann, H.R.** 2023. Connecting Autonomous Vehicles with Smart Cities (reviewed paper). Real Corp Conference September 2023. Ljubljana.
- Dhir, N. and **Kaufmann, H.R.**, Genc, S. 2023. Optimizing the Infrastructure of Electric Vehicles and Developing Business Models for Sustainability (reviewed paper) Real Corp Conference September 2023. Ljubljana.
- Tirrel, H., **Kaufmann, H.R.** and Winnen, L. 2023. Workplace flexibility practices and organizational performance: analyzing the roles of leadership, ICT and trust. 16th Annual Conference of the EuroMed Academy of Business (EMAB) entitled: Business Transformation in Uncertain Global Environments. September 27th-29th, 2023, Vilnius, Lithuania.
- Herrmann, M., **Kaufmann, H.R.** and Ryan, B. 2023. Improving financial decision making within German SMEs by incorporating digitalization within an expanded FAP model. 19th Circle International Conference. London. 13.04. 14.04.23
- Salman, R. and **Kaufmann, H.R.** 2023. How do Salespeople achieve effective engagement with customers on social media. 19th Circle International Conference. London. 13.04. 14.04.23
- Dehghan, T., **Kaufmann, H.R.**, Papasolomou, I. and Thrassou, A. 2023. The nature of relationships between internal branding, co-creation and external stakeholder identity in SMEs. 19th Circle International Conference. London. 13.04.- 14.04.23
- Mustafa, N. and **Kaufmann, H.R.** 2023. Cognitive Dissonance Behavior Regarding Sustainable Beliefs when Millennials Intend to Purchase Luxury Fashion Products. 19th Circle International Conference. London. 13.04. 14.04.23
- Walch, T., Westphal, D., Unsal-Peter, G., Rädle, M., **Kaufmann, H.R.** 2022. A Mannheim Best Smart City Case: New measuring system for the complex analysis of spatially distributed environmental data. Real Corp 2022. Mobility, Knowledge & Innovation Hubs& Regional Development. 27th Conference on Urban Planning and Regional Development in the Information Society. 14.11.- 16.11.22. Vienna Airport.
- Freyt, L. and **Kaufmann, H.R.** 2022. 'I loved you yesterday'- Factors prompting a decrease in brand love. Paper accepted for the 18th Circle International Conference in April 2022 in Malta.
- Shukla, S. and **Kaufmann, H.R.** 2022. Social entrepreneurship and Crowdfunding Model: From Social Entrepreneur Perspective 18th Circle International Conference in April 2022 in Malta.

- Kandhelwal, M. and **Kaufmann, H.R.** 2022. Long- term PR Planning in Startups via Social Media. Paper accepted for the 18th Circle International Conference in April 2022 in Malta.
- Samarasinghe, N. and **Kaufmann, H.R.** Saas as a service: developing Pricing packages. Paper accepted for the 18th Circle International Conference in April 2022 in Malta.
- **Kaufmann, H.R., Sanchez Bengoa, D.,** Tirrel, H. and Al Panni, F. 2021. DevOps Competences for Smart City Planners: the Alpha and Omega. Real Corp Conference. https://conference.corp.at/archive/CORP2021_145.pdf
- Tirrel, H., **Kaufmann, H.R.** and Winnen, L. 2021. Using Information and Communication Technology in Leadership- Development of a Scale. EuroMed Conference. September 2021 (Thomson Reuters accredited Conference Proceedings).
- **Kaufmann, H.R., Sanchez Bengoa, D.,** Tirrel, H. and Panni, F. 2021. Competences for Smart City Planners: the Alpha and Omega. Real Corp 2021 Conference. September 2021.
- Casprini, E., Pucci, T. **Kaufmann, H.R.** and Zanni, L. 2020. Open innovation in family firms: an analysis on high tech firms for cultural goods. Sinerigie Sima Conference 2020. Elena Casprini*, Tommaso Pucci, Hans Rüdiger Kaufmann, Lorenzo Zanni
- **Kaufmann, H.R., Sanchez Bengoa, D.,** Sandbrink, C., Kokkinaki, A., Kameas, A., Fitsilis, P. and Valentini, A. 2020. DevOps Competences for Smart Cities. CORP Conference. RWTH Aachen, Germany.
- **Kaufmann, H.R., Sanchez Bengoa, D., Sandbrink, C.,** Kokkinaki, A., Kameas, A., Fitsilis, P. and Valentini, A. 2019. DevOps Competences for Smart Cities. 12th EuroMed Conference in Thessaloniki, Greece.
- Casprini, E., Pucci, T. **Kaufmann, H.R.** and Zanni, L. 2019. Shall We Open Innovate. Innovation, Entrepreneurship and Knowledge Academy (formerly, GIKA). Ineka Conference, The University of Verona.
- Casprini, E., Pucci, T., **Kaufmann H.R.,** Zanni, L. (2019). Inbound, Outbound or Coupled? When being a family firm leads to higher innovativeness. In 19th EURAM Conference - "Exploring the Future of Management" (pp.1-24).

10. Konferenzorganisation

Kaufmann, H.R. 2024 Hauptorganisator (Hochschule Mannheim und lokales Unternehmen als Co-Organisatoren) der Real Corp Smart City Konferenz in Mannheim. John-Deere-Konferenzcenter und Mafinex. Konferenz hatte das Ziel, Smart City Prioritäten der Stadt Mannheim abzudecken. Mitwirkung weiterer lokaler (Universität Mannheim), und regionaler Universitäten (z.B. Graf Zeppelin Universität Friedrichshafen. Mitwirkung der Stadt Mannheim, Firmen und Bürgern der Stadt Mannheim.

11. Mitgliedschaften in Fachgesellschaften

Name	Vorname	Anzahl Mitgliedschaften	Fachgesellschaften
Prof. Dr. Cenophtat	Sadrac	2	▪ Verband der Hochschullehrerinnen und Hochschullehrer für Betriebswirtschaft e.V. (VHB) ▪ American Marketing Association (AMA)
Prof. Dr. Hanke	Katja	4	▪ Deutscher Hochschulverband ▪ Deutsche Gesellschaft für Psychologie ▪ International Association for Cross-Cultural Psychology ▪ International Academy for Intercultural Research
Prof. Dr. Hermann	Thomas	2	▪ VHB Verband der Hochschullehrerinnen und Hochschullehrer für Betriebswirtschaft e.V. (Kommissionen: Nachhaltigkeitsmanagement; Rechnungswesen; Wissenschaftstheorie und Ethik in der Wirtschaftswissenschaft; Arbeitsgruppe Ideengeschichte der BWL) ▪ GS*ÖBW Gesellschaft für sozioökonomische Bildung & Wissenschaft
Prof. Dr. Kaufmann	Hans-Rüdiger	6	▪ Metropolregion Rhein-Neckar/Stadt Mannheim/Wirtschaftsförderung: Netzwerk Smart Industrie: Vorstandsmitglied ▪ EuroMed Research Business Institute: Co-Founder & Vize President ▪ Circle International: International Research Network: Co-founder and Ex-President ▪ American Marketing Association (AMA) Global Marketing SIG: Member of the Board, 2012- 2016 ▪ Consumer Brand Relationship Association: Co-founder and Ex-Vice President

			▪ European Retail Academy: Board of Trustees
Kaufmann	Jürgen	2	▪ Deutsche Gesellschaft für Philosophie e.V., ▪ Internationale Schelling-Gesellschaft Leonberg e.V.
Prof. Dr. Nixdorf	Philipp	5	▪ Deutsche Gesellschaft für Care und Case Management (DGCC) ▪ Deutsche Gesellschaft für Soziale Arbeit (DGSA) ▪ Deutsche Gesellschaft für Systemische Soziale Arbeit (DGSSA) ▪ Deutscher Verband für Bildungs- und Berufsberatung (dvb) ▪ Systemische Gesellschaft (SG) (ab Dezember 2024)
Prof. Dr. Papastamatelou	Julie	2	▪ European Society of Criminology ▪ RAN (Radicalization Awareness Network-EU Commission-Migration and Home Affairs)
Prof. Dr. Sanchez Bengoa	Dolores	4	▪ EuroMed Research Business Institute ▪ Circle International: International Research Network ▪ EVBB European Association of Vocational training ▪ ASCUAS German-Chinese Association of Universities of Applied Studies
Prof. Schmitz	Birgit	2	▪ DGHD - Deutsche Gesellschaft für Hochschuldidaktik e.V. - AG Digitale Medien und Hochschuldidaktik ▪ European Association of Technology Enhanced Learning (EATEL)
Schulz	Sophia	2	▪ Deutscher Berufsverband für Soziale Arbeit (DBSH) ▪ Deutsche Gesellschaft für Soziale Arbeit (DGSA)
Prof. Dr. Singh-Mehta	Amina	1	▪ Deutsche Vereinigung für Soziale Arbeit im Gesundheitswesen e.V.
Willmann	Thomas	1	▪ Baden-Badener Unternehmensgespräche (BBUG) ▪ Deutsche Gesellschaft für Systemische TherapieBeratung und Familientherapie (DGSF)