Smart City
BUILDING A SUSTAINABLE FUTURE
CONSUMER BEHAVIOR

Course Information, Spring 2019
VÄSTERÅS, SWEDEN

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1. Presentation of the course

"By 2050 the number of people living in cities will have nearly doubled, from 3.6 billion in 2011 to more than 6 billion. Yet the world's urban areas are already overcrowded and, particularly in developing countries, suffer from shortages of clean water, electricity, and other resources essential to the support of their exploding populations and fragile economies" (Macomber 2013, 4).

The escalating growth of earth's population has led to an expanding need for more resources. Today the population is close to 7.5 billion (Worldometers 2017). The world's population growth has created a tension between the increasing resources usage and the resources the earth can provide.

People tend to move to the cities because of employment opportunities and the lifestyle the city can provide. This, in part, has led to the situation that more than half of the world's population are living in the cities causing overcrowded urban areas (United Nations publication 2011). Also, the refugee influx to Europe, which is not about to diminish yet, will affect especially the cities of the host countries. Each city is formed and influenced by the city governments, the companies and the people who live there.

Thus, not only is this big growth in population leading to a dramatic rise in consumption of natural resources, but it is also putting pressure on the cities. Because of the expansion in population growth, researchers, politicians and practitioners have called for a strategy on the sustainable use of natural resources to avoid the creation of irreversible climate changes. This strategy, when implemented, will revolutionize our way of thinking, production of goods and consumer behaviour.

"Europe currently loses around 600 million tons of materials contained in waste each year, which could potentially be recycled or re-used. Waste prevention, eco-design, re-use and similar measures could bring net savings of €600 billion, or 8% of annual turnover, for businesses in the EU, while reducing total annual greenhouse gas emissions by 2-4 %" (European Commission press release 2015).

1.1 Course content

This NordBiz Intensive Course is a unique course in Smart Business, which is a joint course in the NordBiz network of universities from Denmark, Estonia, Finland, Iceland, Latvia, Lithuania, Norway and Sweden. **The aim of the course** is to introduce a Nordic-Baltic business perspective to the concept smart cities and how this relates to the consumer behavior. The course will also give the students the possibility to work in a multicultural environment and create their own network of future business people during the course.

The course will contribute to the insight in all kinds of organizations, public and non-governmental, and their role and interplay with companies and consumers. Furthermore, as a result, the ideas, principles and practices of Smart Cities could be transferred to the thinking and operations of companies and organizations, creating for them a competitive advantage, new growth and even job opportunities.

After the course the students should have a thorough understanding of sustainable and environmental principles, and how smart solutions can contribute. Also, the understanding will be developed on what the neglecting of these might lead to, an improved ability to work with issues related to these in practical cooperation with companies/ organizations, and possess skills to be able to communicate this information effectively in writing and in discussions and oral presentations.

The course will focus on how consumers, companies, public organizations and voluntary non-profit organizations look on resources, digitalization and the urbanization processes. These organizations represent different sectors in society, the profit sector, non-profit sector and the public sector. Another theme will cover companies that have created or implemented new smart innovations to improve their environmental performance or resource efficiency in the society. These innovations are not only products, but also new service concepts and business models that strive to achieve a much higher level of resource co-utilization and efficiency in business than traditional solutions. This complex and interconnected field will be studied and critically discussed during the course.

1.2 Structure of the course

The course consists of two different parts:

1. **Country report**: At the beginning of the course, the students will prepare a country report at their home university. The country report should focused on how citizens/companies/organizations/municipalities in their home country deal with the topics of this course. The findings in the report will be presented and graded during the first part of the intensive week.
2. **Intensive week project (IWP report)**: During the intensive week, the students will be working in multicultural groups preparing a project, which will be presented and graded at the end of the course.

1.3 Learning objectives

The student should after the course be able to:

- Apply perspectives from management, digitalization and organizational theories to investigate the opportunities and hindrances for a sustainable future in urban environment.
- Critically analyze and evaluate information in relation to sharing economy and smart cities.
- Demonstrate knowledge and understanding of the purpose and the meaning of urbanization and resource sharing for businesses, as well as for public and non-profit organizations in the changing international society of today.
- Demonstrate knowledge and understanding of the complex relation between economy, technology and society, between digitalization, environment and development on local, national and global level.
- Demonstrate an understanding and awareness about culture and communication between people from different backgrounds.
- Carry out qualified project tasks within a limited time frame.
- Orally and in writing, present and discuss conclusions in relation to the knowledge and arguments they are based upon.
- Communicate and in practice cooperate with different involved stakeholders.

1.4 Teaching methods

During the intensive week students and teachers from eight different countries/universities meet for project work and tutoring, workshops/seminars, presentations, company visits and guest lectures.

1.6 Examination

Examinations	Weight
Country Report	40%
Presentation Country Report [1]	10%
Intensive Week Project (IWP)	35%
Presentation IWP	15%

The grading will be conducted according to ECTS system.

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[1] *Students are expected to review and prepare comment on another group's country report and presentation – see review order in 2.6 and assessment criteria in 2.7*

1.8 Literature

The literature list below is mandatory and part of the literature review for the case report:

1. Alavi, A., Jiao, P., Buttlar, W., & Lajnef, N. (2018). Internet of Things-enabled smart cities: State-of-the-art and future trends. *Measurement., 129*, 589-606.

2. Bang, H. Ellinger, A. Hadjimarcou, J., & Traichal, P. (2000). Consumer concern, knowledge, belief, and attitude toward renewable energy: An application of the reasoned action theory. *Psychology and Marketing*, 17(6), 449-468.

3. Eckhardt, G., Belk, R. Devinney, T., & Black, I. (2010). Why don't consumers consume ethically? *Journal of Consumer Behaviour,* 9(6), 426-436.

4. European Union (2014) *Behavioural Aspects of Smart Cities*. 47 pages.

5. Gangale, F., Mengolini, A., & Onyeji, I. (2013). Consumer engagement: An insight from smart grid projects in Europe. *Energy Policy*, *60*, 621-628.

6. Gil-Garcia, J. R., Pardo, T. A., & Nam, T. (2015). What makes a city smart? Identifying core components and proposing an integrative and comprehensive conceptualization. *Information Polity*, *20*(1), 61-87.

7. Goulden, M., Bedwell, B., Rennick-Egglestone, S., Rodden, T., & Spence, A. (2014). Smart grids, smart users? The role of the user in demand side management. *Energy research & social science*, *2*, 21-29.

8. Govada, S. S., Spruijt, W., & Rodgers, T. (2017). Smart City Concept and Framework. In *Smart Economy in Smart Cities* (pp. 187-198). Springer Singapore.

9. Hwang, J., & Griffiths, M. A. (2017). Share More, Drive Less: Millennials Value Perception and Behavioral Intent in Using Collaborative Consumption Services. *Journal of Consumer Marketing*, vol. 34, no. 2, pp. 132–146.

10. Kuznetsova, E. & Woetzel, J. (2018) *Smart city solutions: What drives citizen adoption around the globe?* Mckinsey Global Institute. 59 pages.

11. Martínez-Ballesté, A., Pérez-Martínez, P. A., & Solanas, A. (2013). The pursuit of citizens' privacy: a privacy-aware smart city is possible. *IEEE Communications Magazine*, *51*(6), 136-141.

12. Stojkoska, B. L. R., & Trivodaliev, K. V. (2017). A review of Internet of Things for smart home: Challenges and solutions. *Journal of Cleaner Production*, *140*, 1454-1464.

13. Stratigea, A., Papadopoulou, C. A., & Panagiotopoulou, M. (2015). Tools and technologies for planning the development of smart cities. *Journal of Urban Technology*, *22*(2), 43-62.

14. Van den Bergh, J., & Viaene, S. (2016). Unveiling smart city implementation challenges: The case of Ghent. *Information Polity*, *21*(1), 5-19

15. Verhoef, P. C., Stephen, A. T., Kannan, P. K., Luo, X., Abhishek, V., Andrews, M., ... & Hu, M. M. (2017). Consumer connectivity in a complex, technology-enabled, and mobile-oriented world with smart products. *Journal of Interactive Marketing*, *40*, 1-8.

Other sources
Smart Cities: Solving Urban Problems Using Technology: https://www.youtube.com/watch?v=nnyRZotnPSU

Tedex Talks
Rethinking Smart Cities: https://www.youtube.com/watch?v=y9zWCgVqwJI
Smart Cities: How do we Build the Cities of Tomorrow: https://www.youtube.com/watch?v=YGOVEvm7dm0
How Smart Cities Need the Right Ingredients: https://www.youtube.com/watch?v=3bPnCl-kjJk

2. Guidelines for Country Report

A modern smart city is not just an urban area with a highly developed technological infrastructure, but rather a place where citizens live in a smarter and more efficient and sustainable way. Through the use of technologies and digitization of offline services, citizens can allocate their resources and time in an efficient and productive manner - becoming smart citizens in a smart city (McKinsey 2018).

One purpose of the country report is to give an overview of the Smart City concept in each country participating in this course: the historical development of smart cities in general (globally) as well as the progression of smart cities in your country. Another purpose is to investigate the concept of smart cities from the perspective of citizens/consumers, e.g. Are there any barriers to the adoption and acceptance of services and technologies? Can the smart city initiatives have an influence on citizens' privacy preferences?

Examples of initiatives could be (but are not limited to):

1. Housing and infrastructure utilization, e.g. information about premises
2. Transportation, e.g. public transportation, real time traffic situation, car sharing, etc
3. Services (whatever services you may find in a city)
4. City activism, e.g. peer-to-peer services, connected social entrepreneurship, etc.
5. Internet of things and the interaction between the citizens and things.

For the country report, students **must conduct primary research** (see more in 2.2) with citizens/consumers and other stakeholder representatives. This should be complemented with research based on other secondary sources. The country report should account for different viewpoints of citizens/consumers and stakeholders influenced/involved by smart city solutions.

The purpose of the country report is to provide a deep understanding of the smart city concept, issues citizens face and connect it to theoretical frameworks provided from reading the articles listed in 1.8.

2.1 Suggested **Structure**

Part I: Smart City Review

1. Critical reflections about the area of Smart Cities.
2. Critical exploration of the historical development of the concept
3. Progress of Smart Cities in your country

PART II: Citizen and Stakeholder Perspective

1. Choose and describe your "Smart City"
2. Identify stakeholders in the Smart City: citizens/consumers, providers of resources, organizers, communities, who are influenced and what is their perspective:
    a. Benefits/losses for stakeholders
    b. How do these stakeholders contribute to make cities smarter (what is the big idea)?
3. Review and analyse the environment (PESTLE) of the selected city.
4. What initiatives are taken to make the city smarter?
5. Collect primary data from citizens/consumers
    a. Opportunities and threats for citizens
    b. Values and benefits expected from the smart solutions and more extensive sharing.
    c. Attitudes and engagement towards initiatives
6. Estimate which initiative will be most sustainable in terms of economic, environmental and/or socio-cultural impacts and which will have highest acceptance among users.
7. Give your suggestions for improvements for only one of the initiatives.
8. Recommendations for solutions for current and future challenges for all stakeholders involved.

2.2 Requirements for the paper

Please make sure that your work is also based on theory including the articles that have been assigned (see 1.8 for literature list). Additional theoretical insights would be beneficial for the report. You are expected to argue for your choices throughout the report. You must explain the theories but also use them in the analysis. Use the literature as a framework for the descriptions and give references to the course literature and other literature you find relevant. Hence, provide support for your discussion in theories, models and discussions in the literature.

Writing the paper, you should collect, analyze and use primary data (interviews/surveys/focus groups/observations), which gives sufficient information to reflect their viewpoints. To collect information about the citizens and other stakeholders you should use both primary and secondary data.

Primary data: You should collect primary data from citizens/consumers. You can choose whichever method (quantitative or qualitative) for data collection you want, but you must clearly argue for your choice of method in your report. All data (interview transcriptions, statistics, diagrams etc) should be attached in an appendix.

Secondary data: Desk research (including any published articles, databases, books, reliable internet sources).

The report should be possible to understand by a person who has not attended the course and who is not familiar with the theories and concepts of smart cities. The country report will be presented by the groups according to the scheduling at the intensive week. The case report and the oral presentation will be graded by the teachers during the intensive week.

2.3 Format requirements

- No of pages: 20-30 (relevant figures and tables shall be included in the main text while appendixes [interview transcriptions, raw data] are excluded). Figures and tables are a way of saving space; however, the text shall be well structured, clearly written with clear argumentation.
- 1 ½ line spacing
- 2,5 cm margins

Your country report should comply with formal academic standards. It means that you are expected to document what you are writing – either by referring to the groups' own research or by referring to the course literature and other literature that you find relevant. You should reference all information that you use in your report, including unpublished work, such as thesis, and published work and materials found on the Internet. Make sure your references are clear, consistent and correct throughout the report. **Please notice: Copying information and making it as part of your work (i.e. plagiarism) without giving reference is not allowed and will result in a failing grade.** Citations should be made with a clear notion (quotation marks) and with a reference to the original text including page number. In this course, we prefer that you use APA style: https://www.usq.edu.au/library/referencing/apa-referencing-guide

Check into the *authenticity* and *reliability* of your sources and evaluate them according to authenticity, time, context, etc.

An alphabetical and extensive bibliography (i.e. list of references) should be added to your report, containing all textbooks, monographs, edited books, articles, electronic journals, websites etc. that have been used by the group.

2.4 Oral presentation

Presentation requirements:

- Time of presentation: 20 min / questions 10 min = 30 min per one group
- All students must be active in the presentation.
- Attire should be "Business professional"
- Presentation must be uploaded to the Google Drive no later than April 5th at 16:00 (CET time). No changes are allowed after submission of the presentation.

2.5 Prevention of freeriding

Earlier we have had cases of problems with free riders in the course. Therefore, we want all groups to create and reflect on how you will work and what consequences for example social loafing can have on individual students.

Group contract

Before starting the work with your country report, you shall write a group contract. The group contract should focus on how the group should work during the course. At the end of this course information you find an example on how your group can create a group contract (the art of writing a group contract). Scan the signed original agreement and send it in pdf to Charlotta Edlund: charlotta.edlund@mdh.se before March 1.

Grading of each other

Each group creates a table where you as a group give each member individual grades (both for the group that writes the country report and for the group during the intensive week). Use the words "Poor", "Fair" "Good" and "Excellent" and motivate and argue why it is relevant to your group contract. All members of the group must sign the document and give it to the teachers/supervisors during the intensive week. If you as an individual student don't agree with your fellow students you can make a reservation in the text and motivate your position.

2.6 Deadlines

<table>
<tr><td rowspan="9">You should submit a draft version of the country report to the Google Drive folder no later than March 18 - to receive comments/feedback from teachers (see feedback list to the right).

Comments by teachers will be sent to the group no later than March 25. The feedback from teachers should be used for finalizing of the report.</td><td>Reviewer</td><td>Gives feedback to</td><td>Authors</td></tr>
<tr><td>Denmark
(Jan Kvist Martinsen)</td><td>gives feedback to</td><td>Estonia</td></tr>
<tr><td>Estonia
(Virve Siirde)</td><td>gives feedback to</td><td>Finland</td></tr>
<tr><td>Finland
(Anna Pajari)</td><td>gives feedback to</td><td>Iceland</td></tr>
<tr><td>Iceland
(Ewa Lazarczyk Carlson)</td><td>gives feedback to</td><td>Latvia</td></tr>
<tr><td>Latvia
(Aivars Timofejevs)</td><td>gives feedback to</td><td>Lithuania</td></tr>
<tr><td>Lithuania
(Jonathan Boyd)</td><td>gives feedback to</td><td>Norway</td></tr>
<tr><td>Norway
(Per Strömberg)</td><td>gives feedback to</td><td>Sweden</td></tr>
<tr><td>Sweden
(Charlotta Edlund)</td><td>gives feedback to</td><td>Denmark</td></tr>
</table>

The final version of the country report (including appendices) shall be sent to Charlotta Edlund: charlotta.edlund@mdh.se **and** uploaded to the folder "Smart City Västerås 2019" in Google Drive no later than **April 1 at 16.00** (CET time). Students will present their reports on location of the course **April 7-13** and therefore your presentation material must be sent no later than **April 5 at 16.00** (CET time) to Charlotta Edlund: charlotta.edlund@mdh.se.

2.7 Evaluation and grading

Grades are given by the teachers, both for the written reports (Country report and Intensive week report) and the oral presentations. ***Each student group should also peer-review another group (as already indicated in 1.6), according to the review list in 2.6 above.*** The student group will read the country report handed in on April 1 and prepare a review report with constructive criticism and questions to be discussed/asked after each group has made their Country Report Presentation.

2.7.1 Oral Presentation Evaluation Criteria

Score		Criteria	Excellent 100%	Good 75%	Fair 50%	Poor 25%
Given	Max					
	20	**Organization**	**20** Consistently clear, concise, well organized. Points were easy to follow because of the organization. Transitions between sections smooth and coordinated.	**15** Usually clear, concise, well organized. Most of the presentation was easy to follow. Transitions between sections usually coordinated.	**10** Not always clear or concise. Organization was adequate, but weak. Occasionally wandered and was sometimes difficult to follow. Transitions between sections weak.	**5** Often unclear and disorganized rambled too much. The presentation was confusing and difficult to follow. Transitions between sections awkward.
	10	**Creativity**	**10** Very creative and original. Imaginative design and use of materials. Novel handouts, visual aids, or methods.	**8** Exhibited some originality and creativity.	**5** Routine treatment, minimal thought given to originality or creativity.	**3** Lacked creativity. Very ordinary and mundane.
	15	**Visual aids**	**15** Simple, clear, easy to interpret, easy to read. Well-coordinated with content, well designed, used very effectively. Excellent example of how to prepare and use good visual aids.	**11** Usually clear, easy to interpret, easy to read. Generally well-coordinated with content, design was okay, generally used effectively. Demonstrated some understanding of how to use visual aids.	**8** Marginally acceptable, too complex, crowded, difficult to read or interpret. Adequate coordination with content. Used only adequately. Showed little understanding of how to prepare and use visual aids.	**4** Poor quality visual aids (or none), hard to read, technically inaccurate, poorly constructed. Poor coordination with content. Used poorly. The presenter did not seem to know how to prepare or use visual aids effectively.
	20	**Stage presence**	**20** Excellent stage presence. Confident, used, notes well, at ease, excellent gestures, good audience, attention, good eye contact.	**15** Good stage presence. Fairly confident, used notes fairly well, good gestures, acceptable audience attention and eye contact.	**10** Adequate stage presence. Read parts, fumbled with notes, several distracting mannerisms, minimal gestures, minimal eye contact, too many ums.	**5** Poor stage presence. Unprepared, awkward, shuffled papers, poor eye contact, lots of um=s, turned from audience to read overheads, shuffled feet, fidgeted. Poor gestures.
	20	**Topic knowledge**	**20** Displayed an excellent grasp of the material. Demonstrated excellent mastery of content, application and implications. Excellent research depth.	**15** Displayed a general grasp of the material. Demonstrated good mastery of content, application and implications. Good research depth.	**10** Displayed some grasp of the material. Demonstrated adequate mastery of content, application and implications. Research not very deep.	**5** Displayed a poor rasp of the material. Demonstrated a superficial handling of content, application and implications. Little depth of research.
	15	**Summary**	**15** Clear, concise, major points emphasized, clear recommendations, strong conclusion or call for action.	**11** Referred to main points, recommendations weak or missing, weak conclusion or call for action.	**8** Vague mention of major points, no recommendations, weak conclusion, weak or no call for action.	**4** No summary, no recommendations, no conclusions, no call for action.
	% of 100%					

2.7.2 Written Case Report Evaluation Criteria

Score		Criteria	Excellent 100%	Good 75%	Fair 50%	Poor 25%
Given	Max					
	10	**Structure**	**15** Outline is clear and logical. Reader can easily follow line of reasoning. Logical connection of points.	**11** Outline is generally clear. Sentence flow is generally smooth. A few minor points confusing or not clearly connected.	**8** Reader can follow presentation with effort. Structure not well thought out. Points are not clearly made.	**4** Outline is very confused and unclear. Reader cannot follow it or deduce the main points presented.
	25	**Style**	**10** Level is appropriate for description of scientific results. Text is free of errors in grammar, punctuation, spelling. Flows smoothly.	**8** Level is generally appropriate. Writing is generally error-free, but some errors in language or grammar may occur.	**5** Enough errors in style or grammar occur that they become distracting. Voice may change randomly. May appear disjointed.	**3** Writing style is consistently at an inappropriate level. Errors are frequent and distracting, so that it is hard to determine meaning. No logical connection of ideas or flow of sentences.
	25	**Critical perspective**	**25** Show considerable critical thinking about information acquired from various sources. Able to critically discuss and independently evaluate information and to come to own conclusions.	**19** Generally shows critical thinking skills. Able to provide some critical evaluation /discussion of information. Generally appropriate conclusions are drawn from it. Some assertions may lack support. May contain some minor mistakes, no significant errors are made.	**13** Show some critical thinking. Lack of consistency in critical evaluation of information and viewpoints. Discussion and independent conclusions are inadequate. Significant logical errors are present.	**6** Significant lack of critical thinking and perspective. Little independent thinking and conclusions. Authors accept viewpoints of others without critical consideration. Abundant logical errors.
	10	**Content**	**25** Introduction contains pertinent background information. Given tasks and questions are thoroughly analysed and elaborated. Results and conclusions are logically constructed and summarized. Information is consistently accurate.	**19** Gives general information about the topic, but some relevant information may be missing, or significance is not clearly explained. Description of results is generally clear. No significant errors made.	**13** Insufficient information on background, relevance, significance is given. Some information is accurate, but enough errors are made to be distracting.	**6** Provides little or no information on background and significance. Information is inaccurate or with many errors. Discussion is very difficult to follow. Reader learns little.
	15	**Use of figures and tables**	**10** Strong supplement to the text. Information is clearly presented. If taken from other sources, appropriate reference is given. Can stand alone without reference to text.	**8** Provide good supplementary information, but may be somewhat lacking in clarity, appropriate reference, or explanation.	**5** Difficult to understand. Do not stand alone; text must be consulted to figure out what is being presented. Inadequately referenced.	**3** No figures or tables are used, or they are so poorly prepared that they detract from the presentation or do not illustrate the points made in the text.
	15	**References**	**15** Appropriate scientific articles are properly used, cited and listed in the text for argumentation, discussion and reference.	**11** Appropriate references are used and cited, but some may be incomplete or in incorrect style.	**8** Minimal number of references are used. Style is incorrect and/or incomplete.	**4** No references provided.
	% of 100%					

3. Intensive Week in Västerås, Sweden

During the intensive week, students will work on a project in multicultural teams. There will be a total of six groups with 5-6 students in each group. The project work will be prepared in cooperation with the local project **Mälarporten**[2]. Each group will work with/study one case/research question. The cases represent different issues of smart cities and consumer behavior. Working with local cases will give you an opportunity to learn from real life experience, and get insight into challenges and opportunities related to these issues.

The cases will be presented by Mälarporten on Monday April 8 at 16.00 (after the country presentations). And after the presentation we will divide you into multicultural teams.

3.1 Requirements for the Intensive Week Project (IWP) report

The intensive week project (IWP) will be presented as a written report: 10 pages (appendixes excluded); Times New Roman; 12 pt.; 1 ½ line spacing; 2,5 cm margins. The report should comply with the same formal academic standards as presented in 2.3 above. The written report should be handed in to the teachers according to the schedule.

3.2 Oral presentation and presentation material (Keynote; PDF; Prezi; PowerPoint)

The oral presentation will be according to the schedule where the groups present their IWP to the teachers and the companies' sponsors. The oral presentation should comply with the same formal academic standards as presented in 2.4 above. The presentation material will also be handed over to the involved stakeholders so that they will be able to go deeper to find more information later. It is important that you show references to the empirical material and literature in both the report.

3.3 Evaluation and grading

The teachers will grade the written report and the oral presentation during the intensive week with the same criteria as for the Case report (see 2.7). Also, the stakeholders will grade the report and the oral presentation regarding the practical usefulness of your work for the case.

3.4 Intensive Course week schedule

The schedule of the intensive course week can be found below. NOTE: there might be minor changes in daily details.

It is going to be a lot of work, but also lots of fun! On Monday evening, we are going to have an *international kitchen*. Therefore, we want all participants (students and teachers) to **bring** unique food and beverages from their home country.

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[2] https://www.vasteras.se/kommun-och-politik/vasteras-utvecklas/malarporten.html (Swedish)

Overview Schedule Smart Cities - Building a Sustainable Future for Consumer Behaviour. Västerås April 7-13, 2019

Student's Accommodation Confirmed: http://www.hotellvasteras.se   Teacher's Accommodation Confirmed: https://www.esplanadevasteras.se

Time slot	Sunday April 7	Monday April 8 - Room: Gamma	Tuesday April 9		Wednesday April 10	Thursday April 11	Friday April 12 - Room: Gamma		Saturday April 13	Time slot
09:00										09:00
09:15			09.15 Case methods - Writing a consultancy report - Room: Gamma		Students work in teams (R2-032, 042, 089, 090, 091, 092)	Students work in teams (R2-032, 042, 089, 090, 091, 092)	Students prepare IW-presentations (R2-032, 042, 089, 090, 091, 092)	Teachers evaluate IW-reports in R1-343		09:15
09:30		09.30 Introduction of content, teachers, presentation order								09:30
09:45										09:45
10:00		10.00 - Presentation 1								10:00
10:15			Students work in teams (R2-032, 042, 089, 090, 091, 092)	Teachers grade reports R1-343						10:15
10:30		10.30 - Presentation 2								10:30
10:45										10:45
11:00		Coffee break			Teachers available for questions in R1-343	Teachers available for questions in R1-343	Coffee break			11:00
11:15		11.15 - Presentation 3					11:15 - Presentation 1			11:15
11:30										11:30
11:45		11.45 - Presentation 4					11.45 - Presentation 2			11:45
12:00										12:00
12:15		Lunch 12:15 - 13:15	Lunch 12:15 - 13:15		Lunch 12:15 - 13:15	Lunch 12:15 - 13:15	Lunch 12:15 - 13:15			12:15
12:30										12:30
12:45										12:45
13:00										13:00
13:15		13.15 - Presentation 5					13.15 - Presentation 3			13:15
13:30										13:30
13:45		13.45 - Presentation 6	Students work in teams (R2-032, 042, 089, 091, 092)	Teachers grade reports and prepare for feedback session R1-343			13.45 - Presentation 4			13:45
14:00										14:00
14:15		Coffee break					Coffee break			14:15
14:30		14.30 - Presentation 7			Students work in teams (R2-032, 042, 089, 090, 091, 092)	Students work in teams (R2-032, 042, 089, 090, 091, 092)	14.45 - Presentation 5			14:30
14:45										14:45
15:00		15.00 - Presentation 8								15:00
15:15							15.15 - Presentation 6			15:15
15:30		Campus tour/free time slot	Feedback Sweden 30 min	Feedback Finland 30 min				Teachers and mentors evaluate presentations and finalize the grade for the course in		15:30
15:45										15:45
16:00		16.00 - Case presentation(s) Mälarporten	Feedback Latvia 30 min	Feedback Lithuania 30	Teachers available for questions in R1-343	Teachers available for questions in R1-343				16:00
16:15										16:15
16:30		16.30 - Dividing into multicultural teams	Feedback Iceland 30 min	Feedback Denmark 30 min						16:30
16:45										16:45
17:00			Feedback Norway 30 min	Feedback Estonia 30 min						17:00
17:15										17:15
17:30			Room: R2-356	Room: R1-343						17:30
17:45										17:45
18:00						Hand in IP report 18.00				18:00
18:15										18:15
18:30		International dinner. Bring your own food and drinks from your national cuisine. **Location: Breakfast room at Students' Accommodation - Hotell Västerås**	Students Team competition at Prison Island 18:00 - 20:00 Burger dinner at Allstar after							18:30
18:45										18:45
19:00										19:00
19:15						Students prepare IW presentation and free evening	Teachers evaluate IW reports R1-343 and free evening			19:15
19:30					Dinner together at Restaurang Bellman					19:30
19:45										19:45
20:00				Teachers: Dinner at Limone						20:00
20:15										20:15
20:30							19:00-23:00 Farewell dinner at Stadshotellet Party Night for those who are up for it :)			20:30
20:45										20:45
21:00										21:00
21:15										21:15
21:30										21:30
21:45										21:45
22:00										22:00
22:15										22:15
22:30										22:30
22:45										22:45
23:00										23:00

Sunday April 7: Arrival day

Saturday April 13: Departure Day

3.5 Practical information

There is of course some practical information to consider before and when you arrive to Sweden and the city of Västerås - such as, travel to and from the airport, accommodation etc.

3.5.1 Accommodation

Teachers are accommodated at **Best Western Hotel Esplanade** (https://www.esplanadevasteras.se/), which is located in the city center. Between the train/bus station and the university. The single room includes breakfast, free Wi-Fi.

Best Western Hotel Esplanade | Domkyrkoesplanaden 2 | 722 13 Västerås | info@esplanadevasteras.se | +46 21 10 12 00

Students are accommodated at **Hotell Västerås** (http://hotellvasteras.se), also in the middle of the city and around the corner from the teachers' hotel. We have booked 8 triple rooms (24 students) and the rest will be double rooms (depending on how many will travel to Västerås). The rooms are spacious and nicely renovated. The triple rooms have double/twin beds and an extra bed (or sofa bed). Since it is a regular hotel, of course bed linen and towels are included. *And, since it is a regular hotel - other guests will also live there and you must respect this in terms of parties and noise.*

Hotell Västerås | Vasagatan 22, 722 15 Västerås | info@hotellvasteras.se | +46 21 18 03 30

As you can see on the map to the right both hotels are within walking distance from the bus/train station as well as the university. The "ring" on the map is the City Ring that marks the border of the city center, which means you are right in the middle of everything :)

Best Western is located 750m from the station and 900m from the University.

Hotell Västerås is located 650m from the station and 850m from the University.
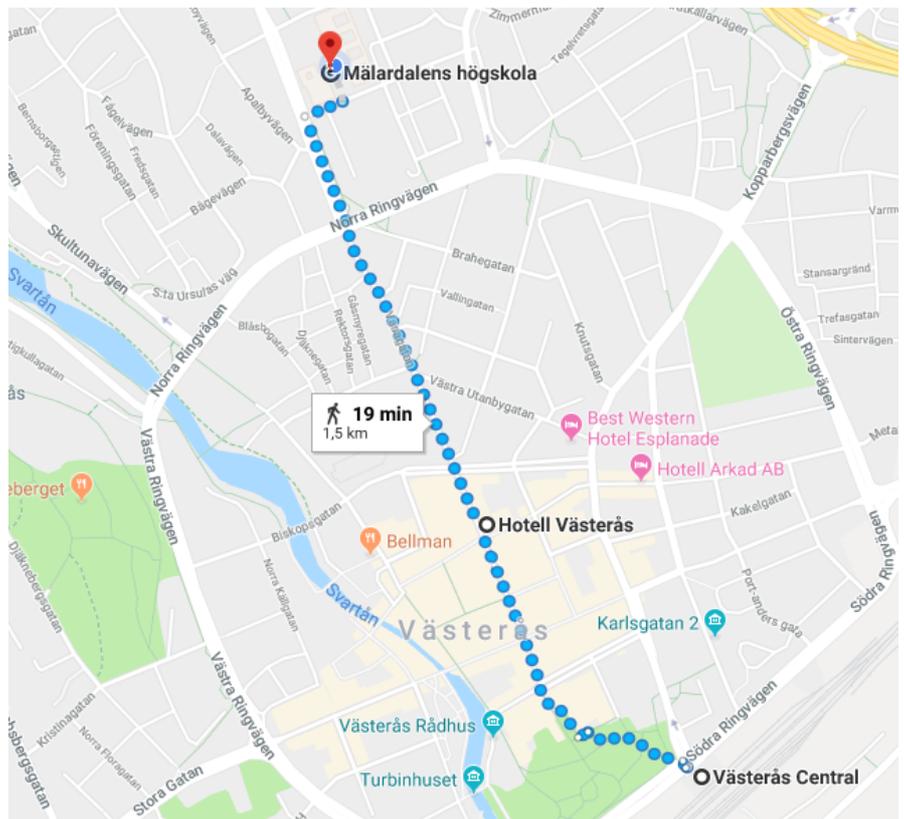
3.5.2 Travel to Västerås

All of you, except for maybe the Norwegian team (who might choose to go by car or train), will arrive by plane.

Airports	The main international airport in Sweden is **Arlanda** (ARN) in Stockholm. Some airlines also have flights to **Bromma** (BMA) e.g. Brussels Airline. Check here which Arlanda terminal your airline arrive/depart to/from: https://www.swedavia.com/arlanda/airlines/
To / from Arlanda	From Arlanda it is an easy route to Västerås. There are two different bus lines operating. FLiXBUS and Nettbuss - Bus4You. It might be beneficial to book your return ticket directly, sometimes you get a discount! We advise you to buy the tickets online and show your ticket on your smart device (no need to print your tickets - save the forest!) Nettbus https://www.nettbuss.se/sok-kop/bus4you-vasteras--arlanda-airport- FLiXBUS: https://www.flixbus.se Check your arrival and departure time and see which bus line suits your flight the best. Both bus lines stop at all Arlanda terminals just outside the arrival area.
To / from Bromma	From Bromma it is not as direct (easy) to travel to Västerås as Arlanda. You must take a bus (or taxi) to the train station and then a train to Västerås. Check for information here: https://www.swedavia.com/bromma/finding-the-airport/

3.5.3 Crash course in Swedish language and culture

Take a look here at some useful (and maybe some not so useful) phrases of the Swedish language:
https://hejsweden.com/en/basic-swedish-phrases-words-sentences/

Swedishness: https://www.youtube.com/watch?v=v8_7yPocGPg

12 Interesting Facts and Presentation of Swedish Traditions: https://www.youtube.com/watch?v=1krRNPF7nhk

4. The art of writing a group contract

The main objective of setting up a group contract is that everyone in the group should agree on objectives and policies for the future work. The production of a group contract leads to discussion and reflection on issues that are important to the group's work and pleasure. When developing the group contract, it is important that everyone in the group is actively involved and the contract reflects all team members' views and wishes.

Briefly write down the objective of the project
What would the group achieve? Take for example the project's background, scope, team members' knowledge, timing, etc.

Procedures
How often should the group meet? How long will the meetings be? When should the meetings take place? What are acceptable reasons for being absent from meetings? How will the group react if someone does not come to a meeting?

The communication in the group
How will you communicate between meetings? How do you solve communication problems in the group?

Responsibility / Role
The chairman and secretary role is to be distributed. Should each person in the group have a formal role? Note, it is not a must that everyone in the group has a formal role. Will you switch formal roles in each meeting? What roles are needed? Project Manager, Secretary, Document controller?

Resources
What resources are available? What is needed in terms of equipment, literature, and more?

Responsibility and consequences
How should the work be allocated in the group? How will the group deal with the fact if someone does not do its part of the work? How much work is to be done between meetings?

Signatures
Everyone should read the contract. When all agree, you should sign the contract.