

**GLOBAL BUSINESS PROGRAM**  
**COURSE SYLLABI**  
**SUMMER SEMESTER 2020**



Module		Holidays	Course	Lecturer	ECTS
1	March 2nd-March 6th		Introduction to Persuasive Communication & Business Negotiation	Linde Wade	2,5
2	March 9th- March 13th		Strategic Innovations in Emerging Markets	Rahul Singh	week 1 and 2; 5 ECTS*
2	March 16th-March 20th		Strategic Innovations in Emerging Markets	Rahul Singh	
3	March 23rd-March 27th		International Consumer Behaviour	Zeynep Bilgin Wührer	2,5
4	March 30th- April 3rd		Supply Chain Management	Herbert Richter	2,5
	April 6th-April 10th		EASTER HOLIDAYS		
	April 13th-April 17th		EASTER HOLIDAYS		
5	April 20th-April 24th		Business Modelling of digital transformation (course change instead of Entrepreneurship & )	Bojan Jovanovski	week 1 and 2; 5 ECTS*
5	April 27th-May 1st	01.05.2020		Bojan Jovanovski	
6	May 4th-May 8th		International Marketing	Echo Huang	2,5
7	May 11th-May 15th		Cross Cultural Management (1)	Rupert Beinhauer	2,5
8	May 18th-May 22th	21.05.2020	Social Media	Edith Podhovnik	2,5
9	May 25th-May 29th		Financial Statements - Interpretation and analysis	Anh Do Van	2,5
10	June 1st-June 5th	01.06.2020	Information, Global Competition & Organisation (1)	Paul Witman	2,5
10	June 8th-June 12th	11.06.2020	Information, Global Competition & Organisation (2)	Paul Witman	week 1 and 2; 5 ECTS*
7	June 15th-June 19th		Cross Cultural Management (2)	Gerhard Apfelthaler	
11	June 22nd-June 26th		Introduction to Controlling as a Management Function	Norbert Faix	2,5
					* if you opt for this course both weeks are compulsory

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## Module 1: Introduction to Persuasive Communication and Business Negotiation

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<b>Course title:</b>	<b>Introduction to persuasive Communication &amp; Business Negotiation</b>
<b>Semester:</b>	Summer term 2020
<b>Credits:</b>	2,5 ECTS
<b>Class dates:</b>	March 2 <sup>nd</sup> - March 6 <sup>th</sup>
<b>Class times:</b>	9 am – 1 pm daily
<b>Classroom:</b>	Campus A, ground floor, seminar room 014

### Professor Contact Information

<b>Name:</b>	MMag. Gerlinde WADE
<b>Phone number:</b>	+43 316 5453-6830
<b>Email:</b>	<a href="mailto:Gerlinde.Wade@fh-joanneum.at">Gerlinde.Wade@fh-joanneum.at</a>
<b>Office location:</b>	Institute of International Management; Campus A, 4 <sup>th</sup> floor, room number 464
<b>Office hours:</b>	tbd.

### Instructor Bio

Linde Wade lectures at the Institute of International Management at FH JOANNEUM and at the International Business School Austria. She has a linguistic (French, Russian) and economic background and works as international coordinator at the Institute of International Management.

At FH JOANNEUM, Linde coordinates several international programs: She program manages the Global Business Program and welcomes around 50 new students each semester, coordinates FH JOANNEUMS Applied Summer School – Business in Europe as well as the Lifelong Learning Master Program MSc European Project and Public Management.

She lectures in all programs and focuses on Cross Cultural Communication, Workshop Management, Persuasion and Negotiation Techniques, European Culture and Languages.

### Course Pre-requisites, Co-requisites, and/or Other Restrictions

Interest in communication/ negotiation

## Course Description

The course Persuasive Communication and Business Negotiation is the first lecture in the Global Business Program and also gives room to kick the Global Business Program off. Setting this target, the course starts with matching expectations on both sides, students and lecturers in terms of classroom participation, working in groups, academic writing standards and evaluation criteria.

Furthermore, the course focuses to provide its participants with the basics for sustainable communication in their future work lives.

The course aims to acquaint its participants with the necessary theoretical and practical knowledge of the DISC assessment tool, centering on the four different personality traits which are Dominance, Influence, Steadiness and Conscientiousness. The students will define their personal and their conversation partner's predominant conversation styles and be enabled to purposefully adapt their behaviour in future communicative environments.

On the other hand, Cross Cultural Business Negotiations are focused in the lecture. The students will gain an overview on its different types, stages and common tactics. The topic will also be explored from a cross cultural angle so that the students gain an understanding on how culture can actually affect verbal and nonverbal negotiation tactics.

## Overview of Topics and Schedule of Topics and Activities\*

Date	Topics	Readings
1	<b>KICK OFF of GBP Group</b> <ul style="list-style-type: none"> <li>- FH JOANNEUM in the light of international networks</li> <li>- Matching expectations (language support, classroom participation, group work, assessment, academic writing, evaluation, students fitting into Austrians student life</li> <li>- Team building activity</li> </ul> <b>Introduction to Persuasive Communication &amp; Negotiation</b>	
2	<b>Persuasive Oral Communication – Defining your individual style</b> <ul style="list-style-type: none"> <li>- Assessment of your personal DISC personality trait.</li> <li>- Simulation on how to persuade your communication partner</li> </ul>	To be provided by lecturer
3	<b>Meetings &amp; Negotiations</b> <ul style="list-style-type: none"> <li>- Types of Meetings &amp; Negotiations</li> <li>- Ground rules</li> <li>- The Negotiation Process</li> <li>- BATNA</li> </ul>	To be provided by lecturer

	<ul style="list-style-type: none"> <li>- Five Negotiation Styles</li> <li>- Individual verbal and non-verbal Tactics</li> <li>- Meeting language (gambits, taboo words, active listening, the power of if-clauses)</li> </ul>	
4	<p><b>Negotiations in Cross Cultural Settings</b></p> <ul style="list-style-type: none"> <li>- Cultural differences affecting Negotiations</li> <li>- Cross Cultural Negotiation Tactics</li> <li>- High-and Low Context Negotiating (The No-Maybe Game)</li> <li>- Negotiation and Hofstede Criteria</li> </ul>	<p>Luthans, F., Doh, Jonathan (2015). International Management, Culture Strategy, and Behavior, (Ninth Edition). Mc Graw Hill Education: New York</p> <p>Volkema, R. J., Leme Fleury, M. T (2002). "Alternative Negotiating Conditions and the Choice of Negotiation Tactics: A Cross-cultural Comparison". In: Journal of Business Ethics, Volume 36, Issue 4, p 381-398.</p>
5	<b>Exam (60 minutes) &amp; Group presentations</b>	

### Student Learning Objectives/Outcomes

- To acquire knowledge about business negotiations
- To create awareness for student's own, predominant persuasion and negotiation style
- To understand, how the concept of culture can affect negotiation and the applied tactics
- To be familiarized with language gambits, taboo words, active listening skills

### Teaching Approach

This course focuses on several components – self-study, lectures, interaction, as well as practice and application:

#### Self-Study

Preparation in self-study by students before lecture to become familiar with new material and to stimulate thinking, generate ideas and questions.

#### Lecture

Presentation of topics in class by instructor using PowerPoint slides and Handouts.

#### Student-Instructor Interaction

Discussion of selected questions, finding of examples, answering of questions etc. in direct interaction between student and instructor.

## **Practice and Application**

Preparation of presentation by students

Final presentation on a selected topic presented on day 1.

## **Teaching Approach**

The teaching approach consist of formal lectures, discussions, role plays, practical exercises, presentation and final group assignment.

## **Required Textbooks and Materials**

Will be provided by lecturer on Moodle

## **Suggested/Additional Course Materials**

- Luthans, F., Doh, Jonathan (2015). International Management, Culture Strategy, and Behavior, (Ninth Edition). Mc Graw Hill Education: New York.
- Volkema, R. J., Leme Fleury, M. T (2002). "Alternative Negotiating Conditions and the Choice of Negotiation Tactics: A Cross-cultural Comparison". In: Journal of Business Ethics, Volume 36, Issue 4, p 381-398.
- Metcalf, L.E., Shankarmahesh, M., Bird, A., Lituchy, Terri R. (2007). "Cultural Influences in Negotiations. A Four Country Comparative Analysis". In: International Journal of Cross Cultural Management, Volume 7(2), p 147-168.
- Sujin, L., Wendi, L. Adair, Seong-Jee Seo (2011). "Cultural Perspective Taking in Cross-Cultural Negotiation". In: Group Decision and Negotiation. Editor: Shakun, M. F. Volume 22, p 389-405.

## **Assessment, Assignments & Academic Calendar**

**Assessment:** Presentation (30%), Written concept (30%), and Attendance/Participation (20%)

**Reading Assignments** (if any): See overview of topics and schedule of activities

**Written Assignments** (if any): To be defined during class

**Due Date:** to be defined in class

**Exam Date:** Last Class – Friday, February 2019

## Grading Policy

%			
	numeric	German	English
100 - 93	1	Sehr Gut	Excellent
92-85	2	Gut	Good
84-71	3	Befriedigend	Satisfactory
70-61	4	Genügend	Sufficient
60-0	5	Nicht Genügend	Failed

Assessment*	Points
Presentation	30
Written concept	30
Attendance and participation	20
Exam	20
	<b>100</b>

## Course & Instructor Policies

**Make-up exams:** according to the examination rules of FH JOANNEUM, students are eligible to take a make-up exam

**Extra credit:** not possible

**Class attendance:** mandatory attendance of 80%

**Late work:** not accepted

Document upload and naming conventions\*:

## Course Evaluation

According to the policy of the Institute of International Management at FH JOANNEUM, after the course completion each course is to evaluate by the students: <https://actions.fh-joanneum.at/login.do?locale=en>

***The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor and according to the Examination Rules of FH JOANNEUM, University of Applied Sciences.***

## Module 2: Strategic Innovations in Emerging Markets

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<b>Course title:</b>	Strategic Innovations in Emerging Markets
<b>Semester:</b>	Summer term 2020
<b>Credits:</b>	5
<b>Class dates:</b>	March 9 <sup>th</sup> - March 13 <sup>th</sup> ; March 16 <sup>th</sup> -March 20 <sup>th</sup>
<b>Class times:</b>	9 am – 1 pm daily
<b>Classroom:</b>	Campus A, ground floor, seminar room 014

### Professor Contact Information

Name: Dr. Rahul Singh  
Email: [rahul.singh@bimtech.ac.in](mailto:rahul.singh@bimtech.ac.in)  
Office hours: to be agreed

### Instructor Bio

Professor Rahul Singh is Associate Professor in Strategic Management at Birla Institute of Management Technology. He is also visiting professor to FH Joanneum University, Austria and KEDGE Business School, France. His teaching and research is in the domains of Strategy, Emerging Market, Sustainability, and Higher Education. Dr Singh is doctorate and Master's in Management from Devi Ahilya University (DAVV) Indore, India. Dr. Singh has visited more than 20 universities globally and offered seminars on various research topics. Prof. Singh has publications in high ranked journals including Journal of Business Research, Journal of Brand Management, International Journal of Emerging Market, Journal of Global Scholars of Marketing Science, Journal of Applied Economic Research, Journal of Business Perspectives, International Journal of Cross Cultural Competence and Management, Asia Pacific Journal of Finance and Banking. Receiver of several best research paper awards, he has been regular contributor in media and also published 2 books. At national level, he has worked with government and insurance regulator of India including drafting the Vision document of three states of India. Prof. Singh has served in many Not for Profit organisations and is Trustee of World Responsible Development Foundation

### Course Pre-requisites, Co-requisites, and/or Other Restrictions

None

## Course Description

Developed markets have been the centre of business ideation and doing business with the world. It is in 1980s when newly industrialized economies were seen moving in the markets and creating their space, multinationals realized the potential in being in these new markets with a different strategy since the markets were moving from a sellers markets to demand market. 1995 onwards, multinationals were aggressive in pursuing emerging markets for doing business, expanding in factor arbitration and creating new centers of operations with strategic initiatives of innovation, cost cutting, market expansion and global integration. This ultra expansion gave birth to the new wave strategies and orientation of firms in establishing themselves in the emerging markets not only to do business for the specific market but also to make it a centre for other markets.

The developed market multinationals have moved with strategy in the new markets considering these markets static in their need and aspirations. The technological innovation and Globalization of 2 decades has changed the world and consumers are aspirational everywhere in the world. There is a new consumer segment with more purchasing power which has modified the definitions of markets and attributes of doing business.

As multinationals from developed markets are most aggressive to expand in search of new markets and new business, emerging markets look to grow, they are increasingly competing with established global players. In most of the scenarios, the core components of strong business strategy are same. These global firms must study the environment in which firm operates, develop the competitive advantage, build its growth space, and find models to sustain and expand in that new markets and business lines.

Some of the newer concepts like definition of multinational firms or emerging markets multinational firms, Institutional Voids, bottom of pyramid, reverse innovation, reverse branding, 4 As of marketing, sustainable business models, and low cost product and services for higher profits will put the firms' strategies in different perspective and review and redesign the expansion and growth plan. Developing a business plan would help in understanding the minor nuances of the business and the transactions.

## Overview of Topics and Schedule of Topics and Activities\*

### 1. Globalization of Emerging Economies: A New Balance of World Order

- Globalization in new era
- Emergence of new market and growth markets
- The geo-political and economic diplomacy issues

#### Discussion

BCG Global Challengers “Companies on the Move: Rising Stars from Rapidly Developing Economies are Reshaping Global Industries”

New Strategies in Emerging Markets,

<http://sloanreview.mit.edu/article/new-strategies-in-emerging-markets/>

### 2. Evaluating Business Environment in New Markets

- Emerged markets vs emerging markets characters
- Understanding the basic issues and appreciating
- Models of business environment evaluation

#### Discussion

Strategies that fit emerging markets (HBR);

<https://hbr.org/2005/06/strategies-that-fit-emerging-markets>

How multinationals can win in India (Mckinsey).

**CASE - Metro Cash and Carry**

### 3. Competitive Strategies in Emerging Market

- Appreciating ground realities
- Understanding the competitors and models
- Issues of legal, compliance and operations challenges
- Cross cultural – organisation and external management

Discussion:

A new breed of multinational company has emerged,

<http://www.economist.com/node/10496684>

Strategies for Competing in a Changed China,

<http://sloanreview.mit.edu/article/strategies-for-competing-in-a-changed-china/>

#### 4. Understanding Markets - CAGE Model and Institutional Voids

- Strategies to understand the new market
- Gaps, challenges and opportunities
- Executing with goals, assumptions, capabilities, and strategies

##### **Discussion:**

Exploiting Institutional Voids as Business Opportunities, Harvard Business Review

**CASE - Haier – Taking the Chinese Company Global**

#### 5. Strategy of Think Local and Act Global and Reverse Branding

- Understanding standardization and localization
- Diversifying to compete unbranded products / services
- Connect aspiration into a size and price

The Return of the Global Brand, <https://hbr.org/2003/08/the-return-of-the-global-brand>

Globalization: The Strategy of Differences

<http://hbswk.hbs.edu/item/3773.html>

Brief Cases –Dabur India

#### 6. Marketing Strategies of As and not Ps

- Marketing models need redesign, not contextualisation
- 4 As over 4 Ps in marketing for emerging markets
- Market for consumers, not for product/services

##### **Discussion:**

Customer-Centricity in Emerging Markets: 4A's and Value Co-Creation ;

<http://ir.stthomas.edu/cgi/viewcontent.cgi?article=1000&context=ocbmktgwp>

**CASE: Micromax (caselet)**

#### 7. Innovation Strategies – from Labs to fields AND Reverse / Juggad

- Learning the needs of users
- Converting non-users into users by innovative solutions
- Searching value and new products and services

##### **Discussion:**

How GE Is Disrupting Itself, <https://hbr.org/2009/10/how-ge-is-disrupting-itself>

The Reverse Innovation Paradox

<http://www.strategy-business.com/blog/The-Reverse-Innovation-Paradox?gko=1f71d>

CASE: DBS Bank Digital Innovation

## 8. Sustainability – A Business Model / CSR

- Negotiating positioning, profit and social responsibility
- Issues of CSR and Sustainability
- Developing sustainable business model, social ventures

Discussion:

Think Global Act Local,

<http://www.forbes.com/sites/entrepreneursorganization/2013/09/09/think-global-act-local-four-ways-your-company-can-be-socially-responsible-and-prosperous/>

CASE: Vedanta (caselet)

## 9. New Opportunities – Bottom of Pyramid

- New market segment, new business
- Appreciating the market for business
- Aligning goals and strategies for new business

Discussion:

Fortune at BoP, <http://www.cs.berkeley.edu/~brewer/ict4b/Fortune-BoP.pdf>

CASE – Narayan Hrudalaya Heart Hospital - Cardiac Care for the poor (A) (HBSP)

## 10. The Business Plan Project and Project Presentation

### A. Business Plan Project Presentation in the class

### B. The Business Plan Project: (Report Submission)

This project is about opening a new online company and making it a saleable idea. Your approach should be identify a new market, which means you are creating a market, and find out a way to offer solution. You are not expected to work for offering a product or a

service, think in terms of the solution. It is more comprehensive, optimizes the resources for digitalization and covers higher degrees of value chain.

- Team should come up with an idea which is digital plan to launch a new business (there should be some novelty in the idea), means creating a new company.
- Thus, you are required to name the company, product/service/solution, brand etc.
- You should register a domain name and create a website using free website domains and servers and templates. Make a logo also.
- Make a business plan which includes the product/service/solution you want to launch, customers you target, plan of execution, your team working on the project, and a basic financial model, investment method and return model. Work as an entrepreneur and not like a manager.
- You are required to make a business plan within 15 pages. Present the website you have created. Give this link and details in your business plan.
- The project has two components:
  - o Business Plan Presentation – before the class on Friday, each team will have 30 minutes time to present the idea, financials, and the sustainability of the company i.e. how is company going to earn, expenditure of company and profit.
  - o Business Plan Report Submission – an elaborated version of the business plan in form of report. It should be within 15 pages.
  - o First page of the report should give details of the project. Second page should give names, roll number and photo of the all members of the group.

Final report submission is within ONE week from course completion. Every submission later than this would reduced by 5 marks every day for evaluation.

### **Student Learning Objectives/Outcomes**

- Develop a comprehensive understanding of global economic environment and the shift of economic action from developed markets to emerging markets
- Understanding the ways to new competition and the forces that shape the sector and industry in emerging markets and at global level
- Understanding sustainable strategies in an unstable environment and from flexible (non-standard) approaches to manage long-term corporate advantage

- Learn the newer concepts of reverse innovations, institutional voids, bottom of pyramid, reverse branding, 4A marketing mix and responsible business.
- Learn to develop a business plan for the market at low investment scales and with help of new technologies.

### **Learning Outcomes:**

- Learning to assess global business environment and reasoning to finalise a destination for business
- Build capabilities in strategy tools to assess the market and make a decision for organisation's future course
- Learn the Integration process of planning, assessment, implementation and measurement of the decision.

### **Teaching Approach**

This is case method course and motivates discussions in the classroom. Students are expected to work in a team and manage the group dynamics for optimum performance. Reading material finished before particular session will benefit the class discussion. The Business Plan project as mentioned above should start soonest to develop a good understanding of the product and entry logic for a company.

### **Required Textbooks and Materials**

Khanna, T., Palepu, K.G. 2010. Chapter 7. The Emerging Arena: An Agenda for Developing and Executing Strategy in Emerging Markets. In Khanna and Palepu. *Winning in Emerging Markets*, Harvard Business Publishing.

Competing in Emerging Markets: Cases and Readings" by Hemant Merchant, Routledge (Taylor & Francis Group), 2008.

### **Suggested/Additional Course Materials**

- Harvard Business Review on Emerging Markets," Harvard Business School Publishing, 2008
- Emerging Markets: Lessons for Business Success and the Outlook for Different Markets," by Nenad Pacek and Daniel Thorniley, Profile Books Limited for "The Economist," Second Edition, 2007
- The Emerging Markets Century: How a New Breed of World-Class Companies is Overtaking the World" by Antoine van Agtmael, Simon & Schuster, 2007

- Black, J. S., & Morrison, Allen J. 2010. A cautionary tale for emerging market giants. *Harvard business review*, 88(9): 99-103.
- D'Andrea, Guillermo, Marcotte, David, & Morrison, Gwen D. 2010. Let emerging market customers be your teachers. *Harvard business review*, 88(12): 115-120.
- Immelt, Jeffrey R., Govindarajan, Vijay, & Trimble, Chris. 2009. How GE is disrupting itself. *Harvard business review*, 87(10): 56-65.
- London, Ted. 2009. Making better investments at the base of the pyramid. *Harvard business review*, 87(5): 106-113.

## Grading Policy

The course is evaluated from assignments/quiz, case studies, essay writing, exam and final project. This is designed to create higher degree of engaged learning by students which in turn should produce higher outputs of understanding. Following evaluation design is used for the course.

Group Case Discussion & submission (4 cases) – 10 marks each = 40

Group Project report submission and Presentation = 30 (15+15)

One written exam: 20

Attendance - 10

Project report will be evaluated in group however presentation will be evaluated individually. Any supplementary evaluation of the course will be executed through a project report only under the guidelines of the syllabus i.e. project on an emerging market. Approval of the program office is necessary in this case.

%			
	numeric	German	English
100 - 93	1	Sehr Gut	Excellent
92-85	2	Gut	Good
84-71	3	Befriedigend	Satisfactory
70-61	4	Genügend	Sufficient
60-0	5	Nicht Genügend	Failed

Assesment*	Points
Case Study (4)	4x10
Project report & presentation (EMF)	15+15
One written exam (1)	20

Class attendance	10
total points	100

### Course & Instructor Policies

**Make-up exams:** according to the examination rules of FH JOANNEUM, students are eligible to take a make-up exam

**Extra credit:** not possible

**Class attendance:** mandatory attendance of 80%

**Late work:** -

**Document upload and naming conventions\*:**

<https://virtueller-campus.fh-joanneum.at/start/en/index.html>

### Course Evaluation

According to the policy of the Institute of International Management at FH JOANNEUM, after the course completion each course is to evaluate by the students: <https://actions.fh-joanneum.at/login.do?locale=en>

***The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor and according to the Examination Rules of FH JOANNEUM, University of Applied Sciences.***

## Module 3: International Consumer Behaviour

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<b>Course title:</b>	International Consumer Behaviour
<b>Semester:</b>	Summer term 2020
<b>Credits:</b>	2,5
<b>Class dates:</b>	March 23 <sup>rd</sup> - March 27 <sup>th</sup>
<b>Class times:</b>	9 am – 1 pm daily
<b>Classroom:</b>	Campus A, ground floor, seminar room 014

### Professor Contact Information

<b>Name:</b>	Prof. Dr. Zeynep Bilgin-Wührer
<b>Phone number:</b>	0699 13201141
<b>Email:</b>	bilginfz@gmail.com
<b>Office location:</b>	Institute of International Management Campus A, 4 <sup>th</sup> floor, room number 410
<b>Office hours:</b>	on appointment
<b>Web (if available):</b>	<a href="http://www.jku.at/ham/content/e35323">http://www.jku.at/ham/content/e35323</a>

### Instructor Bio

Zeynep Bilgin-Wührer is affiliated lecturer for International Consumer Behavior at University of Applied Sciences FHJoanneum in Graz. She was employed full time (1990-2013) at the Department of Business Administration in Marmara University, Istanbul and as a lecturer (2013-2018) at Johannes Kepler University, Linz. Other universities she lectured as visiting professor are State University of West Georgia, USA (Spring 1998), University of Memphis, (1998–1999), Johannes Kepler University, Linz (2008-2013), Bogazici University, Istanbul (2004-2005) and Yeditepe University, Istanbul (2000-2010), she was also guest lecture in Münster, Maribor, and Pamplona. Holding a BA in accounting & finance, an MBA in marketing, she received her PhD in marketing from Bogazici University, A scholarship from DAAD enabled her to work for her PhD thesis at Hamburg University, Germany (1987-1989). Her teaching and research interests: international marketing, emerging markets, international consumer behavior, marketing theory, service quality. Publications: books, book chapters, articles published internationally.

### Course Pre-requisites, Co-requisites, and/or Other Restrictions

Having taken the following course helps to understand the material better: Cross Cultural Communication / Marketing Management / Introduction to Psychology.

## Course Description

The aim is to provide an in-depth investigation of similarities and differences of buyer behavior across cultural and international boundaries. For this, the core market based (external) and human based (internal) factors influencing consumers' needs and buying habits, the customer journey mapping and trends along the hybrid shopping mile at international level will be discussed. Presentations with culture specific examples will help to better understand why people differ in their consumption experiences and choice behavior in world markets.

## Overview of Topics and Schedule of Topics and Activities\*

<b>International Consumer Behavior Schedule / Topics / Activities</b>			
<b>Day</b>	<b>Date</b>	<b>Topic</b>	<b>Assignment / Exam</b>
Day 1	March 23th	Customer Journey Mapping in World Markets	Building gGroups and distribution of topics for presentations
Day 2	March 24th	The Influence of Social Structure and Family Ties on Buying Habits in World Markets	Groups 1 + 2 present: CJM
Day 3	March 25th	Cultural Differences affecting Lifestyles in International Environments	Groups 3 + 4 present: Social Structure and Buying Habits
Day 4	March 26th	The Hybrid Shopping Mile in Global Markets	Groups 5 + 6 present: Cultural Differences affecting Lifestyles
Day 5	March 27th	Exam	Groups 7 + 8 present : Hybrid Shopping Mile

## Student Learning Objectives/Outcomes

Student centered, inquiry based learning and teaching including lectures, self-directed learning, in class presentations and discussions of group work. Familiarity with the content increases the stimulation and creative thinking during the class hours. So it is advised to read relevant material prior to lecture.

## Teaching Approach

Power points and videos are used to enhance the focus of attention. After every lecture, a short in class review with small team work studies will help to understand and memorize the topics better.

## Required Textbooks and Materials

Lecture Notes: Bilgin, F. Zeynep (2020), International Consumer Behavior Lecture Notes for Cases and articles given to students

## Suggested/Additional Course Materials

Samli, A. Coskun, (2013), International Consumer Behavior in the 21st Century, Springer Verlag, ISBN: 978-1-4614-5124-2

## Assessment, Assignments & Academic Calendar

**Assessment:** Short problem analysis and proposed solution for a case (40%) along with a Final Exam (50%) and Attendance (10%)

### Topics:

Presentation Assignments: Case Presentation is on the Last Class Day

Written Assignments: Case Analysis due in a week after presentations

Exam Date: second and fourth days of the lecture week, in two parts

## Grading policy

*(including percentages for assignments and its weighting, grade scale, etc.)*

**including percentages for assignments and its weighting, grade scale, etc.) %**

%	Numeric	German	English
100 - 93	1	Sehr gut	Excellent
92-85	2	Gut	Good
84-71	3	Befriedigend	Satisfactory
70-61	4	Genügend	Sufficient
60-0	5	Nicht genügend	Failed

Assessment*	Points
Attendance	10

Presentation and Written Assignment	40
Exam	50
Total Points	100

### Course & Instructor Policies

Make-up exams: according to the examination rules of FH JOANNEUM, students are eligible to take a make-up exam

Extra credit: not possible

Class attendance: mandatory attendance of 80%

Late work: upon agreement with lecturer

Document upload and naming conventions\*: defined by lecturer

### Course Evaluation

According to the policy of the Institute of International Management at FH JOANNEUM, after the course completion each course has to be evaluated by the students: <https://actions.fh-joanneum.at/login.do?locale=en>

***The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor and according to the Examination Rules of FH JOANNEUM, University of Applied Sciences.***

## Module 4: Supply Chain Management

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<b>Course title:</b>	<b>Supply Chain Management (SCM)</b>
<b>Semester:</b>	Summer term 2020
<b>Credits:</b>	2,5 ECTS
<b>Class dates:</b>	March 30 <sup>th</sup> - April 3 <sup>rd</sup>
<b>Class times:</b>	9 am – 1 pm daily
<b>Classroom:</b>	Campus A, ground floor, seminar room 014

### Professor Contact Information

<b>Name:</b>	Richter Herbert Michael
<b>Phone number:</b>	+43 316 5453-8326
<b>Email:</b>	<a href="mailto:herbertmichael.richter@fh-joanneum.at">herbertmichael.richter@fh-joanneum.at</a>
<b>Office location:</b>	Institute of International Management; Campus A, 4 <sup>th</sup> floor, room number 410
<b>Office hours:</b>	tbd.
<b>Web (if available):</b>	<a href="http://www.fh-joanneum.at/iwi">www.fh-joanneum.at/iwi</a>

### Instructor Bio

Herbert Michael Richter is currently an Associate Professor at the Department of Industrial Management at FH JOANNEUM, University of Applied Sciences. He has three decades of years experience in the automotive industry, in senior line management and as a project manager of numerous major projects. Many years of practical experience in the areas of logistics planning, SCM organization, Lean Manufacturing and the leadership of automotive product areas up to 2,000 employees. Herbert Michael Richter graduated from the University of Technology in Graz in Industrial Engineering-Mechanical Engineering. During his career, he worked on his dissertation, and has completed it with the Doctor of Technical Sciences at the University of Technology in Graz.

### Course Pre-requisites, Co-requisites, and/or Other Restrictions

None

### Course Description

The course Supply Chain Management is a professional course for management, business administration and technical students. Its objective is to identify and explain logistics

definitions, concepts and methods that are relevant for managing the supply chain. Additionally students learn how supply chains compete in terms of time, cost and quality. All logistic functions and processes will be explained in detail. Furthermore, the course provides an overview about main aspects of supply chain networks, supply chain design, supply chain planning and supply chain execution, shows instruments and methods in supply chain management, process evaluation, information analysis and how to optimize processes in supply chains. An additional focus is the application of lean methods and techniques in a supply chain.

### Overview of Topics and Schedule of Topics and Activities\*

Day	Topics	Readings
1	Basics of Logistics	Homework Refresh
2	Transportation Tasks	Group Work
3	Planning Aspects of Logistics Operations	
4	Logistic Functions in a factory	
5	Leanflow Concepts, Methods and Tools	Game "Concorde"

### Student Learning Objectives/Outcomes

- To get an overview about
- Main aspects of Supply Chain Networks
- Supply Chain Design, Supply Chain Planning and Supply Chain Execution
- Instruments and methods in Supply Chain Management
- Process evaluation, information analysis and how to optimize processes in Supply Chains
- Knowledge of the Planning Aspects of Logistics Operations
- Detailed knowledge of Logistic Functions in a factory
- Basic knowledge of selected leanflow Concepts, Methods and Tools
- Overview about practical Procedural Steps for a lean supply chain

### Teaching Approach

- Lecture
- Case Studies
- Business game

- Presentations and Discussions
- Homework

### Required Textbooks and Materials

Sheets given from Lectures (Moodle)

- Christopher, M., Logistics and Supply Management – Creating value Adding-networks, Harlow 2005

### Suggested/Additional Course Materials

None

### Assessment, Assignments & Academic Calendar

Assessment: group work, presentation, case study and final exam

Exam Date: Friday after lecture week

### Grading Policy

(Including percentages for assignments and its weighting, grade scale, etc.)

%			
	numeric	German	English
100 - 93	1	Sehr Gut	Excellent
92-85	2	Gut	Good
84-71	3	Befriedigend	Satisfactory
70-61	4	Genuegend	Sufficient
60-0	5	Nicht genuegend	Failed

### Course & Instructor Policies

Make-up exams: according to the examination rules of FH JOANNEUM, students are eligible to take a make-up exam

Extra credit: not possible

Class attendance: mandatory attendance of 80%

Late work: -

Document upload and naming conventions\*:

### Course Evaluation

According to the policy of the Institute of International Management at FH JOANNEUM, after the course completion each course is to evaluate by the students: <https://actions.fh-joanneum.at/login.do?locale=en>

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## Module 5: Business Modelling of digital Transformation

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<b>Course title:</b>	Business Modelling of digital Transformation
<b>Semester:</b>	Summer term 2020
<b>Credits:</b>	5 ECTS (2 weeks course)
<b>Class dates:</b>	April 20 <sup>th</sup> - April 24 <sup>th</sup> April 27 <sup>th</sup> - May 1 <sup>st</sup>
<b>Class times:</b>	9 am – 1 pm daily
<b>Classroom:</b>	Campus A, ground floor, seminar room 014

### Professor Contact Information

<b>Name:</b>	DI Bojan Jovanovski, MSc
<b>Phone number:</b>	+43 (316) 5453-6812
<b>Email:</b>	Bojan.Jovanovski@fh-joanneum.at
<b>Office location:</b>	Institute of International Management Campus A, 4th floor, room number 472
<b>Office hours:</b>	on appointment

### Instructor Bio

Bojan Jovanovski in the last 12 years is actively involved in the development of the start-up community and SME development in Macedonia through training, coaching and project management activities.

After working in the UKIM-FME Business Start-up Center, in 2009 he co-founded the National Centre for Development of Innovation and Entrepreneurial Learning. In this period, he was also enrolled in the development of various local, national and regional strategic documents and researches regarding entrepreneurship and innovation.

In the period 2011 – 2018, he was teaching entrepreneurship, innovation and business development related subjects at the Ss. Cyril and Methodius University in Skopje. Since September 2018, he is a Senior Lecturer (FH) at the Institute of International Management.

### Course Pre-requisites, Co-requisites, and/or Other Restrictions

This course will provide the students with the crucial skills and knowledge, but it is primarily designed to build up on the existing business (including technical and social knowledge) and experience of the students.

## Course Description

In a scope of the course, students will work on real-world cases, provided and presented by the company representatives. Students will work in a team, focusing on one of the provided cases, (further) developing their understanding of the digital transformation of organisations and its influence on the business model and strategy. The lectures are organised in 4 theoretical modules (Industry 4.0 Introduction, Strategy for Industry 4.0, Transformation for Industry 4.0 and Industry 4.0 technologies). Furthermore, they will develop skills to assess an Industry 4.0 readiness of SMEs and contribute to its improvement through generation of ideas, development of a strategy or adjusting the business model of the company.

In the process students will learn new and practice currently known tools and techniques for business development and business modelling, strategy development, idea generation and selection and innovation management.

The achieved results will be presented to the lecturer and the company representative at the last day of the course and will be structured in a written report due two weeks later.

## Overview of Topics and Schedule of Topics and Activities\*

### Overview of Topics and Schedule of Topics and Activities

Day	Date	Topics
1 and 2	20. – 21.4.2020	Assignment of cases and teams and presentation of the cases by the case providers. Industry 4.0 Introduction
3 and 4	22.-23.4.2020	Strategy for Industry 4.0
5 and 6	23.4. and 27.4.2020	Transformation for Industry 4.0
7 and 8	28. – 29.4.2020	Industry 4.0 technologies
2. – 8.	20.-29.4.2020	Digital transformation Lab: Working on the case studies
9	30.4.2020	Final presentations and receiving a feedback

## Student Learning Objectives/Outcomes

### Knowledge:

To understand the history of the industrial revolutions, the scope of Industry 4.0, its core elements, its benefits, as well as the main challenges and obstacles for implementation

To understand the different management paradigms, their impact on the human beings as operators, and the opportunities that can be associated to Industry 4.0 implementation.

Knowledge and understanding of the basic concepts of strategy; Understanding the challenges faced by firms within Industry 4.0 and the strategic options and actions required.

To understand the different technologies supporting Industry 4.0, their benefits, as well as the main considerations before their implementation.

### Skills:

- To recognize application of Industry 4.0 in both production and service based companies; To take part in identification of opportunity for improvement of processes using Industry 4.0 based skills.
- Ability to relate concepts; Ability to apply the instruments of analysis to build a strategic roadmap.
- Ability to assess the strategic options available to the firm and their impact on business performance.
- To be able to correlate management practices to impacts that can be observed in a company, then to analyse what kind of practices should be useful in the context of Industry 4.0.
- To evaluate the impact of each technology upon industrial companies; To evaluate their interest for a specific company; To build a vision focused on Industry 4.0 of this specific company before defining an implementation path.

## Teaching Approach

Lectures, discussions, teamwork, discussions, case study

## Required Textbooks and Materials

All materials will be available on Moodle.

## Suggested/Additional Course Materials

All materials will be available on Moodle.

## Grading Policy

%			
	numeric	German	English
100 - 93	1	Sehr Gut	Excellent
92-85	2	Gut	Good
84-71	3	Befriedigend	Satisfactory
70-61	4	Genügend	Sufficient
60-0	5	Nicht Genügend	Failed
Assessment criteria		Points	
Active participation in lectures and consultancy sessions (20% => 8 points)		40	
Presentation (80% => 32 points)			
Final report (60 points)		60	
Total points		100	

## Course & Instructor Policies

**Make-up exams:** according to the examination rules of FH JOANNEUM, students are eligible to take a make-up exam

**Extra credit:** not possible

**Class attendance:** mandatory attendance of 80%

## Course Evaluation

According to the policy of the Institute of International Management at FH JOANNEUM after the course completion each course is to be evaluated by the students <https://actions.fh-joanneum.at/login.do?locale=en>

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## Module 6: International Marketing

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<b>Course title:</b>	International Marketing
<b>Semester:</b>	Summer term 2020
<b>Credits:</b>	2,5
<b>Class dates:</b>	May 4 <sup>th</sup> -May 8 <sup>th</sup>
<b>Class times:</b>	9 am – 1 pm daily
<b>Classroom:</b>	Campus A, ground floor, seminar room 014

### Professor Contact Information

<b>Name:</b>	Echo Huang
<b>Phone number:</b>	+886 0924100656(Whatsapp)
<b>Email:</b>	echoh@nkust.edu.tw
<b>Office location:</b>	Institute of International Management Campus A, 4 <sup>th</sup> floor, room number 410
<b>Office hours:</b>	on appointment

### Instructor Bio

Dr. Echo Huang is Professor in the Department of Information Management and Director of International Master Program of Business Administration at National Kaohsiung University of Sci. & Tech., Taiwan. She received her PhD in Business Administration from the National Cheng Kung University in Taiwan and a Master degree in Information Science from University of Maryland in United States. Her papers have appeared in EC-related journals such as Internet Research, Human and Computers Behaviors, Electronic Commerce Research and Applications, and Journal of Electronic Commerce in Organizations. Her research interests include online consumer behaviors, technology acceptance, e-commerce, and Internet marketing.

### Course Pre-requisites, Co-requisites, and/or Other Restrictions

Students ideally have some basic knowledge of marketing management.

### Course Description

Global marketing is marketing response to the fact that markets around the world sometimes show increasingly similar, yet sometimes differing characteristics and therefore need to be targeted in a globalized or localized way. The marketing activities of the

modern company have become increasingly internationalized and play online eventually. Marketing across national borders is one of the most challenging fields in business today.

In this intensive course, we will discuss new concept on e-business strategies and discuss how to do cross-border business by conducting online marketing activities through Internet tools and third party platform. You will learn how to plan and prepare your Internet presence and online activities to response the changing world and dynamic economics.

The primary teaching method will cover lectures, lab hours, and project-based training. 2 assignments will guide your hands-on skills on e-marketing tools and website building platforms. At the end, we will leverage the different cultural backgrounds of the participants' works and learn from each other based on our e-marketing projects presentation and feedbacks from all participants.

### Overview of Topics and Schedule of Topics and Activities\*

Date	Time	Topics	Assignments (preparation for class), textbook chapters
Lecture 1	09:00-13:00	Course Overview Introduction, Introduction to the e-Marketing plan E-Mail Marketing Generator: GetResponse Online Survey: Google Form	Chapter 3 (Strauss & Frost) Chapter 1-2 (Looy)
Lecture 2	09:00-13:00	E-Marketing Management Product: The online offer Landing Page Website: Google Site	Chapter 9 (Strauss & Frost) Assignment 1
Lecture 3	09:00-13:00	E-Marketing Management Price: The online value Cross Border e-Commerce Website Builder: Wix.com, Facebook Fans Pages	Chapter 10 (Strauss & Frost)
Lecture 4	09:00-13:00	E-Marketing Management The Internet for Distribution Mobile App Generator	Chapter 11 (Strauss & Frost) Chapter 4 (Looy) Assignment 2
Lecture 5 Then Group Presentation	09:00-10:30	E-Marketing Management E-Marketing Communication, owned media, paid media, earned media	Chapter 12-14 (Strauss & Frost)

## Student Learning Objectives/Outcomes

After the completion of the course, students should have an understanding of the issues to consider when developing a e-marketing plan outside their geographical home market a better grasp of techniques to evaluate different marketing communication problems and be familiar with cultural issues

## Teaching Approach

This course will combine theory / lecture elements with more practical laboratory work elements.

In order to fully benefit from this course, you are expected to work on the assignments in class participate in class discussions and class exercises, demonstrate your e-Marketing works/website/social media fans pages to share your knowledge and experience with each other.

## Required Textbooks and Materials

### Textbook

Judy Strauss and Raymond Frost, E-Marketing, 7th edition, Pearson.

Amy Van Looy, Social Media Management: Technologies and Strategies for Creating Business Value, Springer, 2016.

## Suggested/Additional Course Materials

<https://www.youtube.com/user/Wix>

<https://www.youtube.com/user/NewGetResponse>

<https://www.google.com/business/how-it-works/website/>

<https://www.splunk.com>

## Assessment, Assignments & Academic Calendar

Information to be provided by instructor at beginning of the course

Assessment*	Points
Assignment 1	35
Assignment 2	50
Class Participation	15
Total Marks	100

## Grading policy

*(including percentages for assignments and its weighting, grade scale, etc.)*

%	numeric	German(Deutsch)	English
100-93	1	Sehr Gut	Excellent
92-85	2	Gut	Good
84-71	3	Befriedigend	Satisfactory
70-61	4	Genuegend	Sufficient
60-0	5	Nicht genuegend	Failed

*(\*please indicate the assessment components and its weighting in points)*

## Course & Instructor Policies

Make-up exams: according to the examination rules of FH JOANNEUM, students are eligible to take a make-up exam

Extra credit: not possible

Class attendance: mandatory attendance of 80%

Late work: upon agreement with lecturer

Document upload and naming conventions\*: defined by lecturer

## Course Evaluation

Assignment 1	35 marks
Assignment 2	50 marks
Class Participation	15 marks
<b>SUM</b>	<b>100 marks</b>

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## Module 7: Cross Cultural Management

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<b>Course title:</b>	Cross Cultural Management
<b>Semester:</b>	Summer term 2020
<b>Credits:</b>	5 ECTS
<b>Class dates:</b>	May 11 <sup>th</sup> -May 15 <sup>th</sup> & June 15 <sup>th</sup> -June 19 <sup>th</sup>
<b>Class times:</b>	9 am – 1 pm daily
<b>Classroom:</b>	Campus A, ground floor, seminar room 014

### Professor Contact Information:

Name: Dr. Gerhard Apfelthaler  
Phone number: 1.805.338.5879  
Email: apfelthaler@callutheran.edu  
Office location: Institute of International Management, Campus A, 4<sup>th</sup> floor, room number 410  
Office hours: tba.

Name: Dr. Rupert Beinhauer  
Phone number: +43 5453 6822  
Email: Rupert.Beinhauer@fh-joanneum.at  
Office location: Institute of International Management, Campus A, 4<sup>th</sup> floor, room number 410  
Office hours: tba.

### Instructor Bio:

Gerhard Apfelthaler is the Dean of the School of Management at California Lutheran University in Thousand Oaks, California. Prior to his current role he has served as the Associate Dean for Graduate Programs and a Professor of International Business at CLU, as the Chair of the Department of International Management at FH Joanneum University in Austria, as the Chair of the Department of International Business at FH Kufstein in Austria, as Austria's Deputy Trade Commissioner in Los Angeles, and as Commercial Attache at the Austrian Embassy in Singapore. He is also a co-founder of several start-up companies including CURE Pharmaceutical, Oak Therapeutics, Dream School Academy, and AT Consult, a consulting practice with offices in New York City and Vienna, Austria. He has published numerous books

in his areas of expertise, as well as articles in leading journals including the Journal of World Business, Industrial Marketing Management, the Service Industries Journal, Global Business Perspectives, the Journal of Small Business Management, the International Journal of Business and Economics, the International Journal of Management Education, the Journal fuer Betriebswirtschaft, and the Journal of International Learning. Dr. Apfelthaler has lectured at universities around the world. He also regularly consults to companies and executives around the world.

Rupert Beinhauer Born 1970, Rupert Beinhauer holds a doctor degree in Psychology at the Karl-Franzens University Graz (Austria). He is currently senior lecturer and research and development manager at the department of International Management at FH JOANNEUM (University of Applied Sciences in Graz/Austria) and works as a part-time freelance lecturer and trainer, developing workshops and seminars. Working in international educational projects since more than fifteen years, he has extensive project management experience and is involved in several international consortia, teaching seminars (e.g. in Russia, Chile, Thailand, Iran and Vietnam in 2017/18) and providing scientific input and project coordination in a number of multinational research teams concerned with educational projects.

#### **Course Pre-requisites, Co-requisites, and or Other Restrictions:**

English language skills adequate for academic discussion

#### **Course description:**

This course is designed to equip students with knowledge and skills that they need in order to communicate and manage effectively in different cultural contexts around the world. The course is experimental as it lets students explore and explain cross-cultural differences through visual cultural artifacts – comics, cartoons, feature film and advertising. Students will study elements important to different cultures and will learn to understand and analyze the importance of implicit and explicit norms, values and roles connected to everyday and business life. They will learn to cope with different cultural standards and to adequately handle them. Students will work on projects using artifacts from their own home countries, which will then be analyzed and discussed in the context of several cross-cultural studies including those of Hofstede, Trompenaars, Schein or the GLOBE studies.

Students will explore the explicit elements of company cultures by analyzing online web-material and relating this material to the theories learned. At the end of the course students will have learned how to discover cultural principles through everyday artifacts and how to deal

with diversity in individual and organizational behavior using simple interpretive methods.

### Overview of Topics and Schedule of Topics and Activities:

Day	Topics	Readings
Monday	<p>Introduction session.</p> <p>A modern view on Culture.</p> <p>Macro-, Meso- and Mikro Views.</p> <p>Value Orientation Theory.</p> <p>Layers of a culture.</p>	<p>Trompenaars, F., Belbin M., Hampden-Turner, C., Woolliams, P., Dumetz, J., Tournand, J., Schmitz J., Covey, S., Saginova, O., Foster, D., (2012). Cross-Cultural Management Textbook. Leipzig: Amazon Distribution</p> <p>Additional recommended papers will be made available on moodle.</p>
Tuesday	<p>Defining a company culture.</p> <p>Elements of Company Cultures.</p> <p><b>Assignment one – Analysing company cultures from the outside.</b></p>	
Wednesday	<p>Presentations of assignment one</p> <p>The Importance of perception</p> <p>(Advanced) Stereotypes.</p> <p>Comparing Cultures.</p> <p>Examples of working fields, how to apply the competences gained in this course.</p>	
Thursday	<p>Cultural Incidents</p> <p>Cultural Assimilators</p> <p><b>Assignment two – Defining a cultural assimilator exercise</b></p>	
Friday	<p><b>Presentations of assignment two.</b></p>	

	<b>Writing a good paper.</b>
	<b>A short paper writing workshop.</b>

**2<sup>nd</sup> Week: Gerhard Apfelthaler**

Day	Topics	Readings
1	Introduction to cross-cultural differences and their influence on management, marketing, and leadership.	<p><b>Required Readings (will be made available via Moodle):</b></p> <p>Behfar, K. et. al. (2015). The Influence of Cultural Values on Business Practice. Darden Business Publishing / University of Virginia.</p> <p>Kirkman, B. et. al. (2016). Research: The biggest culture gaps are within countries, not between them, Harvard Business Review, retrieved from <a href="https://hbr.org/2016/05/research-the-biggest-culture-gaps-are-within-countries-not-between-them">https://hbr.org/2016/05/research-the-biggest-culture-gaps-are-within-countries-not-between-them</a>.</p> <p>Nardon, L. &amp; Steers, R. M. (2009). The culture theory jungle: divergence and convergence in models of national culture, in Bhagat, R. S. &amp; Steers, R. M., Cambridge Handbook of Culture, Organizations, and Work, Cambridge University Press, 3-22.</p>
2	The dimensions of Hofstede: Power Distance and Individualism	<p><b>Optional Readings (will be made available via Moodle):</b></p> <p>Hahn, M. &amp; Molinsky, A. (2016). Having a difficult conversation with someone from a different culture, Harvard Business Review, retrieved from <a href="https://hbr.org/2016/03/having-a-difficult-conversation-with-someone-from-a-different-culture">https://hbr.org/2016/03/having-a-difficult-conversation-with-someone-from-a-different-culture</a></p> <p>Juneja, M. K. (2016). Why effective cross-cultural communication matters in business, Huffington Post, retrieved from <a href="http://www.huffingtonpost.in/minnie-k-juneja/are-you-skilled-to-commun_b_9300246.html">http://www.huffingtonpost.in/minnie-k-juneja/are-you-skilled-to-commun_b_9300246.html</a>.</p>
3	The dimensions of Hofstede: Uncertainty Avoidance and Masculinity	<p>Knight, R. (2015). How to run a meeting of people from different cultures, Harvard Business Review, retrieved from <a href="https://hbr.org/2015/12/how-to-run-a-meeting-of-people-from-different-cultures">https://hbr.org/2015/12/how-to-run-a-meeting-of-people-from-different-cultures</a>.</p> <p>Meyer, E. (2016). How to give and receive feedback across cultures, Fast Company, retrieved from <a href="https://www.fastcompany.com/3056385/how-to-give-and-receive-feedback-across-cultures">https://www.fastcompany.com/3056385/how-to-give-and-receive-feedback-across-cultures</a></p>

4	The dimensions of Hofstede: Long-term orientation and Indulgence	<p>Meyer, E. (2015). Getting to Si, Ja, Oui, Hai, and Da, Harvard Business Review, retrieved from <a href="https://hbr.org/2015/12/getting-to-si-ja-oui-hai-and-da">https://hbr.org/2015/12/getting-to-si-ja-oui-hai-and-da</a></p> <p>Molinsky, A. &amp; Moriarty, R. (2016). Adapting your organizational processes to a new culture, Harvard Business Review, retrieved from <a href="https://hbr.org/2016/10/adapting-your-organizational-processes-to-a-new-culture">https://hbr.org/2016/10/adapting-your-organizational-processes-to-a-new-culture</a></p> <p>Moran, G. (2016). 5 Essentials to managing multinational teams, Fast Company, retrieved from <a href="https://www.fastcompany.com/3058037/5-essentials-to-managing-multicultural-teams">https://www.fastcompany.com/3058037/5-essentials-to-managing-multicultural-teams</a>.</p> <p>Swanson, A. (2016). The secret to disagreeing with people from 20 different countries, in one chart, The Washington Post, retrieved from <a href="https://www.washingtonpost.com/news/wonk/wp/2016/05/11/the-secret-to-disagreeing-with-people-from-20-different-countries-in-one-chart/?utm_term=.526712ba40da">https://www.washingtonpost.com/news/wonk/wp/2016/05/11/the-secret-to-disagreeing-with-people-from-20-different-countries-in-one-chart/?utm_term=.526712ba40da</a></p>
5	Final presentations and concluding discussion	

### Student Learning Objectives/ Outcomes:

- To develop an appreciation of cultural differences which businesses encounter in international business environments.
- To understand how cultures can be empirically compared along various cultural dimensions.
- To acquire field-specific knowledge of the impact of cultural differences on selected business areas.
- To learn skills related to the formulation of strategies and tactics to cope with cultural differences in individual and group interactions.
- To be able to understand and analyze cultural standards and to adequately cope with them.
- To refine of written and oral communication skills.
- To enhance the ability to think creatively and critically.

### Teaching Approach:

- Self-Study: Preparation in self-study by students before lecture to become familiar with new material and to stimulate thinking, generate ideas and questions.
- Lecture: Presentation of topics in class by instructor using narrated Powerpoint slides.

- Student-Instructor Interaction: Discussion of selected questions, finding of examples, answering of questions, direct interaction between student and instructor.
- Practice and Application: Preparation of short assignments by students before class, deepening of concepts in discussion. final project / presentation
- Group-work assignments during class, including the active application of concepts learned and the presentation of results
- Short Videos will be used to underline certain course-elements

#### Required Textbooks and Materials:

- Apfelthaler, G.; Muller, H.; Rehder, R. (2002). Corporate Global Culture as Competitive Advantage. *Journal of World Business*, 37, pp. 108-118
- Chang, C. (2006). Cultural Masculinity/Femininity Influences on Advertising Appeals. *Journal of Advertising Research*, 46(3), 315-323.
- Darwish, A.-F. E. & Huber, G. L. (2003). Individualism vs. Collectivism in Different Cultures: a cross-cultural study, *Intercultural Education*, 14(1), 47-55.
- Hofstede, G. (1993). Cultural constraints in management theories. *The Academy of Management Executive*, 7(1), 81-94.
- Khatri, N. (2009). Consequences of Power Distance Orientation in Organizations. *Vision – The Journal of Business Perspective*, Vol. 13(1), 1-9.
- Lee, J. A.; Garbarino, E. & Lerman, D. (2007) "How cultural differences in uncertainty avoidance affect product perceptions", *International Marketing Review*, Vol. 24(3), 330 – 349

#### Suggested/ Additional Course Materials:

- Hofstede, G. (2001) *Culture's Consequences. Comparing Values, Behavior, Institutions, and Organizations Across Nations*. 2nd edition. Thousand Oaks/London/New Delhi:Sage.
- House, R. J., Hanges, P. J, Javidan, M. & Dorfman, P. (2004). *Culture, Leadership and Organizations. The GLOBE Study of 62 Societies*. Thousand Oaks: Sage.
- Trompenaars, Fons and Hampden-Turner, Charles (2012). *Riding the Waves of Culture*. New York: McGraw-Hill, 3rd edition
- Trompenaars, F., Belbin M., Hampden-Turner, C., Woolliams, P., Dumetz,J., Tournand, J., Schmitz J., Covey, S., Saginova, O., Foster, D., (2012). *Cross-Cultural Management Textbook*. Leipzig: Amazon Distribution

## Assessment, Assignments & Academic Calendar:

**Group Works – Week 1:** Based on theoretic inputs students will work on two group assignments in class.

- (1) Formation of a groups (min. 3 students, maximum of five students). Ideally, the group is composed of students from different countries / cultures.
- (2) In the first assignment students will use different cultural theories presented to analyze the explicit part of a company culture, by researching the information on connected websites. How do companies brand themselves? How do they want us to see them? This information will be cross referenced with job offers and news concerning the respective company.
- (3) In the second assignment students will explore cultural standards of their own home culture and will analyze them using critical incidents and cultural assimilators. The designed cultural assimilators will be demonstrated in class.
- (4) Active participation in the group work and the quality of the presentations will be part of grading.

**Group Project – Week 2:** This assignment will help students to explore how a foreign culture can be explored through its own artifacts such as movie clips, cartoons, comics or advertising. The process of exploring foreign cultures through such artifacts is rooted in the iceberg model of culture. In this model, observable artifacts are built upon the deeper layer of values. Both are closely inter-related: values are the foundations for artifacts, artifacts are an expression of the values of culture. Therefore it is not only possible to make predictions about e. g. human behavior (which is also an artifact) once one knows the artifacts, but it is also possible to explore cultural values through an interpretation of artifacts. This is what this assignment is about. In detail, students will follow these steps:

- (5) Choice of a culture to explore in this group project. Ideally it is a culture that at least one group member originates from.
- (6) Identification of artifacts (movie clip, cartoon, comic, advertising) that students find significant of the culture they are about to explore. Ideally, more than one that address THE SAME cultural aspect are chosen so that there is a broader base for making assumptions about cultural values.
- (7) Interpreting the the artifact: Interpreting means to:
  - Provide a general explanation of the chosen artifact.
  - Extract all messages of chosen artifact.
  - Identify meaning behind what's visible on the surface.
  - Identify values and assumptions behind the meaning and link them with those aspects of theoretical frameworks (e. g. Hofstede) that are meaningful in their application to your artifact. It's important to note that your task is NOT to confirm the results (values) that Hofstede provides for various countries; your task is to reflect on potential links between your own observations and analysis and Hofstede's results. You also don't have to address each one of Hofstede's dimensions – just as many as your chosen artifact covers and only those that are characteristic for your chosen country's cultural identity!

The Group Project consists of two elements, the final presentation and the final paper. Based on the steps outlined above, students will prepare and deliver a short presentation of approximately 10 – 15 minutes duration. At the minimum, the presentation will include the following slides:

- Title (including the country; title and – if applicable - subtitle of presentation; names of all group members)
- General explanation of the chosen artifact(s) (context, story/content, objects and/or characters, etc.)
- Presentation of artifact(s) including, if necessary, translation.
- Detailed explanation/analysis of artifact(s).
- Conclusion concerning cultural values that explain artifacts and links to comparative studies (e.g. of Hofstede).

Samples of a final presentation and a final paper will be made available by the instructor.

**Group Project – Final Paper:** Based on the presentations in class, groups must jointly write a formal paper (8-10 pages, not including the title page or a list of references. Use Times New Roman, 12 point, 1.5 spaced). Papers must include a title page stating all of the students first names, last names, and the title of the paper. The usual academic structure including a table of contents, list of figures and tables, bibliography etc. should be followed and common rules of proper academic writing including referencing according to APA6 need to be taken in account.

The paper needs to include:

- a) Review of theory of culture including some of the relevant authors named in the lecture, plus at least some own research (choose at least 3 additional articles from academic journals or books)
- b) Identification and Interpretation of artefacts that students find significant of the national culture they are about to explore. A product / service advertising (billboard, print, online, commercials, etc.) clearly linking with discussed theories.
- c) Analysis of selected cultural standards of the same national culture including the presentation of at least two cultural incidents, following the structure discussed in class.
- d) Analysis of a company (from the same nation again) and it's explicit and, as far as possible, implicit culture. How does national culture interact with company culture?
- e) Summary and conclusion.

## Grading Policy

%			
	numeric	German	English
100 - 93	1	Sehr Gut	Excellent
92-85	2	Gut	Good
84-71	3	Befriedigend	Satisfactory
70-61	4	Genügend	Sufficient
60-0	5	Nicht Genügend	Failed

Assessment	Points
Attendance & Participation (2 pts per day)	20
Group Projects: Presentations	40
Final Paper	40
<b>TOTAL POINTS</b>	<b>100</b>

## Course & Instructor Policies

Make-up exams: according to the examination rules of FH JOANNEUM, students are eligible to take a make-up exam

Extra credit: not possible

Class attendance: mandatory attendance of 80%

Late work:

Document upload and naming conventions\*:

## Course Evaluation

According to the policy of the Institute of International Management at FH JOANNEUM, after the course completion each course is to evaluate by the students: <https://actions.fh-joanneum.at/login.do?locale=en>

***The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor and according to the Examination Rules of FH JOANNEUM, University of Applied Sciences.***

## Module 8: Social Media Strategies

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<b>Course title:</b>	Social Media Strategies
<b>Semester:</b>	Summer term 2020
<b>Credits:</b>	2,5
<b>Class dates:</b>	May 18 <sup>th</sup> -May 22 <sup>nd</sup>
<b>Class times:</b>	9 am – 1 pm daily
<b>Classroom:</b>	Campus A, ground floor, seminar room 014

### Professor Contact Information

<b>Name:</b>	Dr. Edith Podhovnik
<b>Phone number:</b>	+43 316 5453 6821
<b>Email:</b>	Edith.podhovnik@fh-joanneum.at
<b>Office location:</b>	Institute of International Management Campus A, 4 <sup>th</sup> floor, room number 404
<b>Office hours:</b>	on appointment

### Instructor Bio

Dr Edith Podhovnik lectures at the Institute of Journalism and PR and at the Institute of International Management at the University of Applied Sciences FH JOANNEUM Graz, Austria. She received her PhD in English from Swansea University (UK), specialising in dialectology and sociolinguistics. Her research interests include social and regional language variation, social media, cross-cultural communication, and cats in the public sphere. Dr Edith Podhovnik has published on language in the media and online communication. She is active on social media, writes a research blog on cats in the public sphere, and is responsible for the Institute's social media platforms.

### Course Pre-requisites, Co-requisites, and/or Other Restrictions

Interest in online communication

### Course Description

To have a good social media presence, your company needs a social media strategy which defines how your company uses social media and which platforms and tools your company uses. In this course, you will learn which steps to take and which factors to include to build an effective social media strategy.

## Overview of Topics and Schedule of Topics and Activities\*

Date	Topics	Readings
1	<b>Defining the strategy</b> Strategy and purpose Content strategy Discover the purpose	Chapter 1
2	<b>Defining the users</b> Getting to know your users Defining your target audience <b>Creating good content</b> Criteria for good content Storytelling and communication Agenda setting	
3	<b>Planning and measuring</b> Content plan Choice of social media Engagement and results	
4	<b>Involving your organisation and your employees</b> Including employees of your organisation Developing your personal brand	
5	<b>Presentation of your strategy</b>	

### Student Learning Objectives/Outcomes

You will be working on identifying characteristics of social media content strategies and developing your own social media strategy.

This course rests on several components – self-study, lectures, interaction, as well as practice and application:

#### Self-Study

Preparation in self-study by students before lecture to become familiar with new material and to stimulate thinking, generate ideas and questions.

#### Lecture

Presentation of topics in class by instructor using PowerPoint slides.

#### Student-Instructor Interaction

Discussion of selected questions, finding of examples, answering of questions etc. in the weekly live-chat.

Asynchronous, instructor-facilitated discussion of relevant topics on discussion boards.

Direct interaction between student and instructor.

## Practice and Application

Preparation of short assignments by students before class.

Participation in discussion boards.

Deepening of concepts in discussion.

Final project/presentation on a selected topic.

## Teaching Approach

The teaching approach consist of formal lectures, discussions, practical exercise, group assignments and presentations, and computer workshops.

While these processes represent a lot of hard work, students often report that this is one of the most satisfying experiences in the school of management. They often come to this conclusion based on the following reasons.

- Practical Experience
- Satisfaction of Producing a Product.
- Application of Skills
- Exposure to Professional experience.

## Required Textbooks and Materials – Mandatory Lecture

- Haug, A. (2015). *DIY Social Media Content Strategy*. CreateSpace Independent Publishing Platform.

## Suggested/Additional Course Materials

- Gregory, A. (2010). *Planning and Managing Public Relations Campaigns. A Strategic Approach*. 3rd ed. London: CIPR/Kogan Page.
- Tench, R., & Yeomans, L. (2017). *Exploring public relations: global strategic communication* (Fourth Edition). Harlow, England; New York: Pearson.

## Assessment, Assignments & Academic Calendar

Assessment: Presentation (45%), Written concept (45%), and Attendance/Participation (10%)

Reading Assignments (if any): See overview of topics and schedule of activities

Written Assignments (if any): a social media strategy concept has to be handed in

Due Date: The meeting after the lecture.

Exam Date: Last Class - Friday, 29 March 2019

## Grading Policy

%			
	numeric	German	English
100 - 93	1	Sehr Gut	Excellent
92-85	2	Gut	Good
84-71	3	Befriedigend	Satisfactory
70-61	4	Genügend	Sufficient
60-0	5	Nicht Genügend	Failed

Assessment*	Points
Presentation	45
Written concept	45
Attendance and participation	10
	<b>100</b>

## Course & Instructor Policies

**Make-up exams:** according to the examination rules of FH JOANNEUM, students are eligible to take a make-up exam

**Extra credit:** not possible

**Class attendance:** mandatory attendance of 80%

**Late work:**

**Document upload and naming conventions\*:**

(if any, especially by using the e-learning platform <https://virtueller-campus.fh-joanneum.at/start/en/index.html>)

## Course Evaluation

According to the policy of the Institute of International Management at FH JOANNEUM, after the course completion each course has to be evaluated by the students: <https://actions.fh-joanneum.at/login.do?locale=en>

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## Module 9: Financial Statements - Interpretation and analysis

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<b>Course title:</b>	Financial Statements - interpretation and analysis
<b>Semester:</b>	2
<b>Credits:</b>	2,5 ECTS
<b>Class dates:</b>	May 25 <sup>th</sup> -May 29 <sup>th</sup>
<b>Class times:</b>	9 am – 1 pm daily
<b>Classroom:</b>	Campus A, ground floor, seminar room 014

### Professor Contact Information

<b>Name:</b>	Anh Do Van
<b>Phone number:</b>	-
<b>Email:</b>	anhdv@hanu.edu.vn
<b>Office location:</b>	Institute of International Management Campus A, 4 <sup>th</sup> floor, room number 410
<b>Office hours:</b>	on appointment

### Instructor Bio

Do Van Anh, FCCA, is Associate Dean of the Faculty of Management and Tourism, Hanoi University. Van Anh is currently a PhD candidate at University of Lille, France. She holds degrees from University of Sydney, Australia (Master in Accounting and Finance) and University of Lille (Master by research in Finance, France. Since 2009, she has been a fellow member of the Association of Certified Chartered Accountant (ACCA). Her teaching experience is in the field of financial and management accounting, financial management and financial analysis. Prior to joining Hanoi University, Van Anh worked at KPMG Ltd as auditor. Outside of academia, she has acted as a consultant for both the private and public sectors. She used to be a member of Control Committee for a hospitality and tourism business.

### Course Pre-requisites, Co-requisites, and/or Other Restrictions

None

### Course Description

Financial statement information is used in a wide range of business decisions. The course provides students with understanding and interpretation of financial statements from a user perspective. Students are equipped with variety of tools to break apart financial reports into

meaningful unit for analysis. Students learn to evaluate companies financial performance, grasp basic profitability and risk analysis concepts.

### Overview of Topics and Schedule of Topics and Activities\*

Date	Topics	Readings
1	<b>Understanding financial statement and analysis</b> <ul style="list-style-type: none"> <li>- The use of financial statements.</li> <li>- Interpretation of financial statements</li> </ul>	Palepu, K.G., Healy, P.M., Wright, S., Bradbury, M & Lee, P., <i>Business Analysis and Valuation – IFRS edition, 3<sup>rd</sup> Ed., 2013, Cengage Learning – Chapter 1</i>
2	<b>Industry and Strategy Analysis</b> <ul style="list-style-type: none"> <li>- Industry economic characteristics</li> <li>- Tools for industry analysis</li> <li>- Framework for strategy analysis</li> </ul>	Palepu, K.G., Healy, P.M., Wright, S., Bradbury, M & Lee, P., <i>Business Analysis and Valuation – IFRS edition, 3<sup>rd</sup> Ed., 2013, Cengage Learning- Chapter 1</i>
3	<b>Profitability Analysis</b> <ul style="list-style-type: none"> <li>- Overview of profitability analysis</li> <li>- Growth analysis</li> <li>- Tools for profitability analysis</li> <li>- Profitability ratios</li> </ul>	Wahlen, J.M., Baginski, S.P., Bradshaw, M., <i>Financial Reporting, Financial Statement Analysis, and Valuation, 8<sup>th</sup> Ed., 2014, Cengage Learning – Chapter 4</i>
4	<b>Risk Analysis</b> <ul style="list-style-type: none"> <li>- Short term liquidity risk</li> <li>- Long term solvency risk</li> </ul>	Wahlen, J.M., Baginski, S.P., Bradshaw, M., <i>Financial Reporting, Financial Statement Analysis, and Valuation, 8<sup>th</sup> Ed., 2014, Cengage Learning – Chapter 5</i>
5	<b>Group presentations</b>	

### Student Learning Objectives/Outcomes

- To develop an understanding and interpretation of the financial statements
- To develop the practical skills to collect, manage and deconstruct financial statements to extract meaningful information for decision making.
- To draw professional and empirical conclusion pertaining to financial health of a company and the implication for stakeholders.

### Teaching Approach

This course focuses on several components – self-study, lectures, interaction, as well as practice and application:

#### Self-Study

Preparation in self-study by students before lecture to become familiar with new material and to stimulate thinking, generate ideas and questions.

### **Lecture**

Presentation of topics in class by instructor using PowerPoint slides and Handouts.

### **Student-Instructor Interaction**

Discussion of selected questions, finding of examples, answering of questions etc. in direct interaction between student and instructor.

### **Practice and Application**

Preparation of presentation by students

Final presentation on a real company will be held on the last day of the course

The teaching approach consist of formal lectures, discussions, practical exercises, presentation and final group assignment.

### **Required Textbooks and Materials**

- Will be provided by lecturer on Moodle

### **Assessment, Assignments & Academic Calendar**

#### **Assessment:**

*Presentation (30%) Written report (50%), and Attendance/Participation (20%)*

**Reading Assignments (if any):** *See overview of topics and schedule of activities*

**Written Assignments (if any):** *a social media strategy concept has to be handed in*

**Due Date:** *to be defined in class*

## Grading policy

(Including percentages for assignments and its weighting, grade scale, etc.)

%			
	numeric	German	English
100 - 93	1	Sehr Gut	Excellent
92-85	2	Gut	Good
84-71	3	Befriedigend	Satisfactory
70-61	4	Genügend	Sufficient
60-0	5	Nicht genügend	Failed

Assessment*	Points
Presentation	30
Written report	50
Attendance and participation	20
	<b>100</b>

## Course and Instructor Policies

**Make-up exams:** according to the examination rules of FH JOANNEUM, students are eligible to take a make-up exam

**Extra credit:** not possible

**Class attendance:** mandatory attendance of 80%

**Late work:** not accepted

**Document upload and naming conventions\*:**

## Course Evaluation

According to the policy of the Institute of International Management at FH JOANNEUM, after the course completion each course is to evaluate by the students: <https://actions.fh-joanneum.at/login.do?locale=en>

**The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor and according to the Examination Rules of FH JOANNEUM, University of Applied Sciences.**

## Module 10: Information, Global Competition and Organizations

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<b>Course title:</b>	Information, Global Competition, and Organizations
<b>Semester:</b>	Summer Term 2020
<b>Credits:</b>	5 ECTS
<b>Class dates:</b>	June 1 <sup>st</sup> - June 5 <sup>th</sup> ; June 8 <sup>th</sup> -June 12 <sup>th</sup>
<b>Class times:</b>	9 am – 1 pm daily
<b>Classroom:</b>	Campus A, ground floor, seminar room 014

### Professor Contact Information

<b>Name:</b>	Paul Witman
<b>Phone number:</b>	-
<b>Email:</b>	witman@ieee.org
<b>Office location:</b>	Institute of International Management Campus A, 4 <sup>th</sup> floor, room number 410
<b>Office hours:</b>	on appointment

### Instructor Bio

Dr. Witman is a Professor in Information Technology Management at California Lutheran University and Director of the School's Undergraduate programs in Business. His research interests include teaching cases, social networking for non-profits, information security, and electronic banking.

### Course Pre-requisites, Co-requisites, and/or Other Restrictions

None

### Course Description

This course investigates the nature and uses of various types of information systems in businesses and organizations, including decision support systems, executive and management information systems, and communication systems. It examines the relationships between information system use and organizational strategy and the applications of information systems in the development of competitive advantage. It surveys the major components of organizational information systems (hardware, networks, data, applications and

people) and investigates the interrelationships between information, systems, organizational structure, processes and strategy.

### Overview of Topics and Schedule of Topics and Activities\*

Day	Date	Topics	Readings
1	3/6	Intro to Course Impact of information on organizations	Chapters 1-2 Nicholas Carr and Why IT Doesn't Matter
2	4/6	Information Quality and Ethics Online Commerce	Chapters 3-4
3	5/6	Storing, organizing, and using information Analyzing data for decision-making	Chapters 5-6
4	6/6	Interoperability, Scalability, Standards Information Security Privacy	Chapters 8-9
5	7/6	Artificial Intelligence, Big Data Midterm exam	
6	10/6	Developing Information Systems Deciding what to build Buy vs. Build Use Case Modeling Mendix	Chapter 10
7	11/6	Business Process Management Project Management Enterprise Systems	Chapters 11-12
8	12/6	Global IT Strategy, Outsourcing and Offshoring	Chapter 14

		Black Box Thinking – Outsourcing Case study	Outsourcing Case Study – to be provided
9	13/6	Group Project – Global IT Vendor Research	
10	14/6	Presentations – defend your project Final exam	

### Student Learning Objectives/Outcomes

At the end of the course, students are expected to be able to:

- Define and describe information technology concepts, methods and terminology
- Distinguish between data, information and knowledge
- Draw and describe various application architectures
- Describe the various types of IS in support of operational, managerial and executive-level processes.
- Explain the strategic factors of both legacy systems and new technology
- Explain and analyze the methods employed to design, build and implement information systems that support the enterprise
- Describe the role of information technology in the design of new streamlined business processes and integration across boundaries
- Discuss the use of IS for automation, integration, organizational learning, reengineering, and strategy
- Describe database management systems and how they work, as well as how they support data integrity and security
- Explain concepts of interoperability and scalability as well as the role of standards
- Describe the global evolution of e-business and how e-business is transforming organizations and markets
- Explain concepts related to new technologies and how they can be assessed and applied to business, including such things as Web 2.0
- Describe unique features of information economics – network effects, versioning and pricing of information products, lock-in, positive feedback, tipping points, and so on
- Explain the importance of enterprise-wide business processes and associated IS roles

- Describe the ethical concerns associated with information privacy, accuracy, intellectual property, and accessibility

### **Teaching Approach**

- Class discussion:  
Preparation in self-study by students before class sessions to become familiar with new material and to stimulate thinking and generate ideas and questions  
Presentation of topics in class by instructor  
Discussion of selected questions, finding of examples, answering of questions etc. in class
- Practice:  
Preparation of short assignments (simulations, exercises or cases) by students before class.
- Presentation and discussion of results in class by students
- Problem-solving and learning exercises in class
- Class Projects:  
Team research project on selected topics  
Development of an IT data analysis as a team exercise

This class relies on individual and group participation to generate active and valuable discussions. Sharing thoughts and experiences will enrich the understanding of all students. You are expected to be fully prepared and engaged throughout the class.

### **Required Textbooks and Materials**

Information Systems for Business: An Experiential Approach. Belanger & Van Slyke - (Available online or in paperback as print-on-demand). Be sure you get the 3rd edition; the online version is ISBN 978-1-943153-46-6, available from two different vendors with the same price, slightly different terms. The print-on-demand version is ISBN 978-1-943153-47-3. Visit <http://www.prospectpressvt.com/ordering/> for ordering information.

### **Suggested/Additional Course Materials**

To be provided during the class

## Assessment, Assignments & Academic Calendar:

### Participation & Attendance

#### Guidelines for Evaluating Class Participation

Your in-class participation will be assessed as follows:

Grade	Criteria
Non-participant C- or less	<ul style="list-style-type: none"> <li>• Present, not disruptive.</li> <li>• This person has said little or nothing in this workshop or class. Hence, there is no adequate basis for evaluation.</li> <li>• If this person were not a member of the class, the quality of the discussions would not be changed.</li> </ul>
Unsatisfactory contributor C	<ul style="list-style-type: none"> <li>• Contribution in class reflects inadequate or nonexistent preparation. Ideas offered are seldom substantive; provide few, if any, insights; and rarely provide a constructive direction for the class discussion.</li> <li>• Integrative comments and effective arguments are completely absent.</li> <li>• Class contributions are, at best, “time fillers” efforts to make isolated, obvious, or confusing points.</li> <li>• If this person were not a member of the class, valuable class time would be saved.</li> </ul>
Adequate contributor B	<ul style="list-style-type: none"> <li>• Adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them.</li> <li>• If this person were not a member of the class, the quality of the discussions would be diminished somewhat.</li> </ul>
Good contributor A-	<ul style="list-style-type: none"> <li>• Demonstrates good preparation: knows case or reading facts well, has thought through implications of them.</li> <li>• Offers interpretations of material (more than just facts) to class.</li> <li>• If this person were not a member of the class, the quality of the discussion would be diminished considerably.</li> </ul>
Outstanding contributor A	<ul style="list-style-type: none"> <li>• Demonstrates excellent preparation to readings and other material.</li> <li>• Offers analysis, synthesis, and evaluation. Puts together pieces of the discussion to develop new approaches that take the class further.</li> <li>• If this person were not a member of the class, the quality of discussions would be diminished significantly.</li> </ul>

#### Examples of things that cause a student not to earn the full amount of participation points:

- Doing homework in class
- Not adding to classroom discussions

- Not reading assigned material
- Being disruptive
- Arriving late, leaving early
- Cell phone/pagers going off during class
- Surfing Internet, reading emails or using laptops or other electronic media for anything other than taking notes on class discussions or activities

Some of the above qualify as “disruptive behavior” – the student will be asked to leave the class if necessary.

### 1) Article reviews

#### Article Review Outline

**(to be turned in by e-mail (preferably) or on paper, outline form only (no essay required!), on day of presentation)**

**Student Name:** \_\_\_\_\_ **Title of Article:** \_\_\_\_\_

**Source of Article (Journal name, date, pages, URL as appropriate)**

#### I. Overview

- Key Points
- Key Terms & Definitions

#### II. Issues (note that you may not have entries for all of these items)

- Business
- Challenge  
what are the challenges to the business? What will make it harder for them to be successful?
- Impact – What are the impacts – positive and negative – on the business?
- Opportunity – What is the new opportunity created by the content noted in the article?
- Technology

Challenge – What about the technology creates a new challenge to the business?

Impact - What are the impacts – positive and negative – of the technology? Think about this from the technology point of view, and perhaps go beyond the business – impacts on society, etc.

Opportunity – What new opportunities does the technology create, or might it create in the future?

### **III. Conclusion/Observations**

Your own observations about the article – do you agree with the author’s conclusions? Do you have another perspective to add to it, based on your own experience or other reading?

#### **Instruction for Presenter**

- This is an individual assignment.
- Select an article on Information Technology that can be related to business that you believe will be of interest to this class

Plan to look in the Information Technology trade magazines for an article on a subject of interest to you. Potential online sources include:

[www.cio.com](http://www.cio.com)

[www.networkworld.com](http://www.networkworld.com)

[www.eweek.com](http://www.eweek.com)

[www.infoworld.com](http://www.infoworld.com)

[www.computerworld.com](http://www.computerworld.com)

You’re also welcome to select an IT-related article from another source – Business Week, Fortune, Forbes, the local paper’s business or technology section, etc.

- Post your article, or a link to it, on the Blackboard Article Review Discussion area, at least one week before the first presentation is scheduled. Missing this deadline will result in a 5 point penalty.
- You are responsible for verifying, via the posted articles, that your article is different from all others posted for your class session.
- Feel free to consult with the instructor on the article you’ve chosen, or to discuss potential articles.
- Skim articles that other students have posted that are of interest to you – at least 5 of them. I will be checking to see if you have done so!
  
- Present the article to class based on Article Review Outline
  
- Do not read the article...Present it!
  
- Limit presentation to 3-4 minutes (Do not exceed)
  
- Lead a class discussion on article
  
- Come prepared with a minimum of three (3) discussion questions that you can ask of the class, to provoke discussion

- Limit class discussion to 3 minutes
- Use slides as you see fit, but a minimum of 1 slides is required
- Might be appropriate if it's an area where visuals are helpful, or if you are more organized with that tool available.
- Hand in completed Article Review Outline to instructor (1-2 pages max) when you present
- I will give you feedback in advance if you submit your outline to me ahead of time (at least 3 days prior to presentation).
- I will give you feedback on the outline, but your grade will be based on your presentation and discussion. The outline is to assist me in evaluating your presentation, and to give me a tool for additional feedback for you.

### **Quizzes**

To test the retention of basic information, a series of three quizzes will be applied. These quizzes seek to assess the retention of essential concepts and theories addressed in each two sessions. Quizzes consist of 10-multiple choice items. The maximum time allowed to respond the quiz is 20 minutes.

In preparation for quizzes, I suggest reviewing the power points of the sessions to be assessed, articles assigned for these sessions, and the book chapter(s) that complement information. Again, keep in mind only essential concepts and theories will be included.

### **Exams**

Two tests will be given during the semester. Tests are based on brief essay questions, which will assess your ability to incorporate class material into real-world examples.

### **Final Group Project**

An understanding of global Information Technology (I.T.) requires knowledge about the major I.T. vendors. Some key vendors are listed below:

#### **IT Vendors Available**

IBM	Oracle
SAP	Red Hat
Microsoft	HPE (HP Enterprise)

Dell

Cisco

Google

Apple

Intel Amazon (particularly, their technology service offerings, AWS)

Salesforce.com

Others?

Each team will be assigned to research the vendor of their choice, with no overlaps between teams. Each team is required to:

- Document your project plan for completing the project in the required timeframe (see the Assignments page for a project plan template).
- Develop a vendor profile (presentation format only) for their assigned vendor.
- Use a minimum of five sources in addition to the company web site. At least one of these must be a scholarly source related at least to the market area, if not the company itself.
- Keep track of all team interactions used to research, create, edit, rehearse, and deliver the presentation. Use at least two different media for interaction other than in-person, phone, text, and e-mail.
- Deliver a 5-10 minute (PowerPoint) presentation on your vendor to the class.
- Lead a class discussion on your vendor & field questions. (Limit to 3-5 min)
- Each slide should have at least one source reference on it (small text in the corner saying "Source: apple.com", for example).
- Total time – 25 minutes maximum
- Provide your presentation to the class and instructor (post on Blackboard Vendor Presentations discussion board, due as specified in course schedule).
- Create a 3-question quiz to test comprehension of your presentation. Your grade will depend in part on how well students grasp your key points. The quiz can take any form you like; it is not graded for the students.

Deliverables:

- Presentation (with the presentation posted online in advance, as noted above)
- Project Plan
- Team Meeting Log
- Quiz

Other notes:

- Each team member should conduct a basic research overview of the company, so that everyone understands the overall company.
- Team interaction will be assessed; individual scores will be adjusted (up or down) based on team feedback.
- Teams should interact along the way, and not wait until the end of the research to review each others' work.

Measurement for this activity: Activity is worth 200 points awarded as in the rubric posted on Blackboard.

The vendor profile (in presentation form only) should include at least the following items. They need not be in this order; you can restructure them to fit your team's company, and to put material where you think it fits best.

- I. Team Name, Team Members
- II. Vendor Name
- III. Vendor Headquarters location, as well as other major operational locations
  - a. What do they do in those various locations?
  - b. What are the staffing levels there?
- IV. Employees. Include such details as total number of employees. Also include other potentially interesting details, such as the types of skills required for various open positions.
- V. CEO- Provide a brief profile of the vendor's CEO
  - a. Was this person the founder?
  - b. How did the transition take place if not?
- VI. Company History (how long in business, how they started, major milestones...etc.)
- VII. Stock symbol and exchange (include current price, earnings per share, and market capitalization)
  - a. How does that compare to their industry?
  - b. How has this changed over time?
  - c. Are the changes tied to particularly notable events?
- VIII. Products & services –what are the major I.T. products and services that this vendor markets? Show some graphics or pictures of key products.
  - a. Talk about the relative revenue levels of at least three of the major product lines.
  - b. Is the revenue stream driven by single-item sales, or ongoing revenue streams?



## Grading Policy

%			
	numeric	German	English
100 - 93	1	Sehr Gut	Excellent
92-85	2	Gut	Good
84-71	3	Befriedigend	Satisfactory
70-61	4	Genuegend	Sufficient
60-0	5	Nicht genuegend	Failed

## Course & Instructor Policies

Make-up exams: No make up exams

Class attendance: See section "Participation & Attendance" above.

Late work: Any late work will receive no credit

## Course Evaluation

I measure your performance based on a 640-point scale, according to the following point distribution:

<u>Requirements:</u>	
Participation in class	100 points
Article presentation	50 points
Exams	300 points
Final Project	150 points
Quizzes	40 points (4 @ 10 each)
<b>TOTAL</b>	<b>640</b>

***The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor and according to the Examination Rules of FH JOANNEUM, University of Applied Sciences.***

## Module 11: Introduction to Controlling as a Management Function

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<b>Course title:</b>	Introduction to Controlling as a Management Function
<b>Semester:</b>	Summer term 2020
<b>Credits:</b>	2,5 ECTS
<b>Class dates:</b>	June 22 <sup>nd</sup> - June 26 <sup>th</sup>
<b>Class times:</b>	9 am – 1 pm daily
<b>Classroom:</b>	Campus A, ground floor, seminar room 014

### Professor Contact Information

<b>Name:</b>	Mag. Mag. rer. soc. oec. Norbert Karl Faix, Bakk.
<b>Phone number:</b>	+43 (316) 5453-6727
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<b>Office location:</b>	Institute of International Management Campus A, 4 <sup>th</sup> floor, room number 410
<b>Office hours:</b>	on appointment

### Instructor Bio

Norbert Karl Faix has been teaching courses in business and economics at the Institute of Health and Tourism Management, FH JOANNEUM, Bad Gleichenberg, Austria since 2006. Prior to that, he worked for more than 25 years in the field of retail sales, accounting, management, business administration, organization and international trade in positions as a commercial employee, commercial administrator, assistant to the CEO, instructor, general partner, limited partner, managing partner and CEO.

### Course Pre-requisites, Co-requisites, and/or Other Restrictions

All the readings have to be done before the lectures start.

### Course Description

This course imparts knowledge about controlling as a management function. The interdependency of the tasks of managers and controllers will be described and explained. The course will provide an understanding of the meaning of controlling. This knowledge can be useful for designing controlling systems in companies, which is a task of both, managers and controllers.

## Teaching Approach

Lectures, class discussions, world café, ongoing assessment of performance.

## Overview of Topics and Schedule of Topics and Activities\*

Day	Date	Topics	Readings
1		Introduction / The practice of controlling / Controlling as an academic discipline.	Introduction to Controlling: chapter 1, p. 1 – 18. Organizing the World Café.
2		Controlling conceptions / Selected controlling-related accounting theories.	Introduction to Controlling: chapter 1, p. 19 – 36
3		World Café and class discussions.	Introduction to Controlling: chapter 1
4		World café and class discussions.	Introduction to Controlling: chapter 1
5		Exam	Introduction to Controlling: chapter 1

## Student Learning Objectives/Outcomes

1. Introduction / Terminology / Basic Approach / Practice of controlling
  - 1.1. A brief description of how controller positions emerged in the USA
  - 1.2. The evolution of controllership in Germany
2. Development of controlling as an academic discipline
3. Controlling conceptions
  - 3.1. The ICV's practice-based conception of controlling
  - 3.2. Controlling as an information supply function
  - 3.3. Controlling as results-oriented control
  - 3.4. Controlling as a coordination function
  - 3.5. Controlling as assuring the rationality of management
4. Selected controlling-related accounting theories

## Required Textbooks and Materials

Weber, J. & Schäffer, U. (2008). *Introduction to Controlling*. Stuttgart: Schäffer-Poeschl.

## Suggested/Additional Course Materials

Additional required material will be made available through FH JOANNEUM's Moodle platform or by Dropbox

## Assessment, Assignments & Academic Calendar

**Attendance:** Loss of 1 point per half an hour or part thereof missed in class.

**Assignment:** It is necessary to make an assignment to act as a host in the world café; this assignment has to be transferred to the professor at the beginning of the world café.

**Participation:** It is necessary to meet and participate between lectures and the world café in a tutorial to help each other to be a perfect host in the world café for given topics/questions. The participation will be checked by peer-evaluation. Failed participation will lead to a loss of 5 points, per topic/question. The peer-evaluation sheet has to be transferred to the Professor at the beginning of the world café.

**Exam:** 50 points

**Exam Date:** Last course day

## Grading policy

The grade is the result of using a standardised normal distribution procedure which takes the achieved points of the whole class into account. According to the quartile of the density function the grades will be:

	numeric	German	English
4 <sup>th</sup> quartile	1	Sehr Gut	Excellent
3 <sup>th</sup> quartile	2	Gut	Good
2 <sup>th</sup> quartile	3	Befriedigend	Satisfactory
1 <sup>th</sup> quartile	4	Genuegend	Sufficient
0 points in more than 1 of 4 assessment criteria	5	Nicht genuegend	Failed

Assessment criteria	Points
Attendance	15
Assignment	20
Participation	15
Exam	50
total points	100

### Course and Instructor Policies

Make-up exams: according to the examination rules of FH JOANNEUM, students are eligible to take a make-up exam

Extra credit: not possible

Class attendance: mandatory attendance of 80%; withdraw of 1 point per half an hour or part thereof missed in class

### Course Evaluation

According to the policy of the Institute of International Management at FH JOANNEUM, after the course completion each course is to evaluate by the students: <https://actions.fh-joanneum.at/login.do?locale=en>

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