

**GLOBAL BUSINESS PROGRAM**  
**COURSE SYLLABI**  
**SUMMER SEMESTER 2021**



Module	Dates	Bank Holidays	Course	Lecturer	ECTS
1	March 1st-March 5th		International Consumer Behaviour (1)	Zeynep Bilgin Wührer	week 1 & 2 = 5 ECTS*
1	March 8th- March 12th		International Consumer Behaviour (2)	Zeynep Bilgin Wührer	
2	March 15th-March 19th		Information, Global Competition & Organisation (1)	Paul Witman	week 1 & 2 = 5 ECTS*
2	March 22nd-March 26th		Information, Global Competition & Organisation (2)	Paul Witman	
	March 29th-April 2nd		EASTER HOLIDAYS		
	April 5th-April 9th		EASTER HOLIDAYS		
3	April 12th- April 16th		Economics (1)	Branka Krivokapic Skoko	week 1 & 2 = 5 ECTS*
3	April 19th-April 23rd		Economics (2)	Branka Krivokapic Skoko	
4	April 26th-April 30th		Doing Business in Russia	Alex Boldyrikhin	2,5 ECTS
5	May 3rd-May 7th		International Marketing	Echo Huang	2,5 ECTS
6	May 10th-May 14th	13.05.2021	Cross Cultural Management (1)	Rupert Beinhauer	week 1 & 2 = 5 ECTS*
7	May 17th-May 21st		Supply Chain Management	Herbert Richter	2,5 ECTS
8	May 25th-May 28th	24.05.2021	Financial Statements - interpretation and analysis	Anh Do Van	2,5 ECTS
9	May 31st-June 4th	03.06.2021	Strategic Innovations in Emerging Markets (1)	Rahul Singh	week 1 & 2 = 5 ECTS*
9	June 7th-June 11th		Strategic Innovations in Emerging Markets (2)	Rahul Singh	
6	June 14th-June 18th		Cross Cultural Management (2)	Gerhard Apfelthaler	
10	June 21st-June 25th		Introduction to Controlling as a Management Function	Ute Berger	2,5 ECTS
					* if you opt for this course both weeks are compulsory

Each Course is from Monday-Friday and over one or two weeks.  
The program is modular and you can choose your courses from the program  
(it is not mandatory to do all courses).

Courses are over one week (2,5 credits) or two weeks (5 credits).

In courses over 2 weeks, the attendance over 2 weeks is necessary.

Mode of delivery (Face to face /Virtual) subject to change

Please always check your timetable in case of changes at [www.stundenplan.fh-joanneum.at](http://www.stundenplan.fh-joanneum.at)

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## Module 1: International Consumer Behavior

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<b>Course title:</b>	International Consumer Behavior
<b>Semester:</b>	Summer term 2021
<b>Credits:</b>	5 ECTS
<b>Class dates:</b>	March 1 <sup>st</sup> - March 5 <sup>th</sup> ; March 8 <sup>th</sup> - March 12 <sup>th</sup>
<b>Class times:</b>	9:15h – 13:00h daily
<b>Classroom:</b>	Campus A, ground floor, seminar room 014 / Virtual room MS Teams

### 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>	-
<b>Office hours:</b>	on appointment

### Instructor Bio

Zeynep Bilgin-Wührer is affiliated lecturer for International Consumer Behavior at University of Applied Sciences FH Joanneum 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>Day</b>	<b>Date</b>	<b>Topic</b>	<b>Assignment / Exam</b>
<b>Week 1</b>		<b>Theoretical Background for ICB</b>	individual work: inclass; @ home
Day 1	March 1st	<ul style="list-style-type: none"> <li>International Consumer Behavior Decision Making Process</li> <li>Differences in Needs and Values</li> </ul>	Examples from <ul style="list-style-type: none"> <li>- Latin American</li> <li>- European</li> <li>- Asian Markets</li> </ul>
Day 2	March 2nd	<ul style="list-style-type: none"> <li>Influencers of Buying Habits in World Markets               <ul style="list-style-type: none"> <li>- Social Structure</li> <li>- Family and Household</li> <li>- Reference Groups</li> </ul> </li> </ul>	Examples from home + other countries <ul style="list-style-type: none"> <li>- Distribution of income based healthcare spendings</li> <li>- Demand of population for public policy in the renewable energy industry</li> </ul>
Day 3	March 3rd	<ul style="list-style-type: none"> <li>International Customer's Value Expectations               <ul style="list-style-type: none"> <li>- Cultural, sub-cultural, cross cultural factors</li> </ul> </li> </ul>	Examples for differences in value expectations based on day 1 and day 2 concepts <ul style="list-style-type: none"> <li>- Differences among countries in customer value perceptions and wellbeing</li> </ul>
Day 4	March 4th	<ul style="list-style-type: none"> <li>Personality of People</li> <li>Lifestyles affecting the Choice of Consumers</li> </ul>	Examples from emerging market countries – urban versus rural
Day 5	March 5th	<ul style="list-style-type: none"> <li>Other Influencers of Preferences               <ul style="list-style-type: none"> <li>- Perceptions and attitudes</li> <li>- Customer protection awareness in different countries</li> </ul> </li> </ul>	Examples for similarities and differences based on day 1-4 concepts
Weekend		Self Study	HW: Consumption Experience Essay combining Day 1 – Day 5 Concepts
<b>Week 2</b>		<b>Recent Topics and Trends in ICB</b>	individual work: inclass; @ home
Day 1	March 8th	<ul style="list-style-type: none"> <li>Customer Journey Mapping in World Markets</li> <li>The Hybrid Shopping Mile in Global Markets</li> </ul>	Designing a journey map for a specific product purchase activity in your home market

Day 2	March 9th	<ul style="list-style-type: none"> <li>Digital marketing changing the global consumption habits</li> </ul>	Search in different web sites and social media for product offer
Day 3	March 10th	<ul style="list-style-type: none"> <li>Ethno markets in Industrialized countries – Austria, Germany</li> </ul>	Observation of ethno market stores in Graz
Day 4	March 11th	<ul style="list-style-type: none"> <li>Spending Habits of urban millennials and Gen Z in emerging markets – China, India, Russia</li> </ul>	Discussion based on Euromonitor Reports
Day 5	March 12th	<ul style="list-style-type: none"> <li>Covid-19 effects on consumption habits</li> </ul>	Euromonitor Reports

### Student Learning Objectives/Outcomes

Student centered, inquiry based learning and teaching including lectures, self-directed learning (in class work and homeworks), and discussions. 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, web links and videos are used to enhance the focus of attention. The orientation provided by the lecturer will help to understand and memorize the topics better.

### Required Textbooks and Materials

Lecture Notes: Bilgin, F. Zeynep (2021), International Consumer Behavior Lecture Notes  
Reports and Articles

### Assessment, Assignments & Academic Calendar

**Assessment:** In Class work (30%), Homeworks (35%), Final Exam (35%)

### 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	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 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: Information, Global Competition and Organizations

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<b>Course title:</b>	Information, Global Competition, and Organizations
<b>Semester:</b>	Summer Term 2021
<b>Credits:</b>	5 ECTS
<b>Class dates:</b>	March 15 <sup>th</sup> – March 19 <sup>th</sup> ; March 22 <sup>nd</sup> – March 26 <sup>th</sup>
<b>Class times:</b>	15:00h -19:00h daily, Graz time
<b>Classroom:</b>	Online (pending on travel possibilities) - Virtual room MS Teams

### Professor Contact Information

<b>Name:</b>	Paul Witman
<b>Email:</b>	witman@ieee.org
<b>Office location:</b>	via Zoom – contact instructor for details
<b>Office hours:</b>	Contact via e-mail for 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\*

Article review presentations from students will start on Day 3 and continue through Day 6, with Day 7 as a final fallback day if absolutely needed.

Day	Date	Topics	Readings
1	15/3	Intro to Course Impact of information on organizations Information Quality and Ethics	Chapters 1-3 Nicholas Carr and Why IT Doesn't Matter
2	16/3	Online Commerce Storing, organizing, and using information Analyzing data for decision-making	Chapters 4-6
3	17/3	Interoperability, Scalability, Standards Information Security Privacy Information Security Case Study - Twitter	Chapters 8-9
4	18/3	Artificial Intelligence Big Data Midterm exam	
5	19/3	Developing Information Systems Deciding what to build Buy vs. Build Use Case Modeling Mendix	Chapter 10
6	22/3	Business Process Management Project Management Enterprise Systems	Chapters 11-12
7	23/3	Global IT Strategy, Outsourcing and Offshoring	Chapter 14

		Black Box Thinking – Outsourcing Case study	Outsourcing Case Study – to be provided
8	24/3	Geographic Information Systems „Free“ Business models	Anderson article on „free“ – to be provided.
9	25/3	Gartner Hype Cycle Topical debates on current technology issues	
10	26/3	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

This class will employ an integrated approach, combining lecture, discussion, practice and class research project.

- Class discussion:
  - o Preparation in self-study by students before class sessions to become familiar with new material and to stimulate thinking and generate ideas and questions
  - o Presentation of topics in class by instructor
  - o Discussion of selected questions, finding of examples, answering of questions etc. in class
- Practice:
  - o Preparation of short assignments (simulations, exercises or cases) by students before class.
  - o Presentation and discussion of results in class by students
  - o Problem-solving and learning exercises in class
- Class Projects:
  - o Team research project on selected topics
  - o 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 3<sup>rd</sup> 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

#### 1) 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	<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> </ul>
A	<ul style="list-style-type: none"> <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.

**2) 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.

### 3) **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.

### 4) **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.

### 5) **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 other’s 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?
  - c. Show a breakdown of revenue in other ways relevant to your vendor – products vs. services, hardware vs. software, geography, etc.
- IX. Major Competitors - Who are their major competitor(s) and (importantly) why?
  - a. For the three major product lines noted above, who are the competitors?
  - b. What is your company's position relative to its competitors in each of these product lines?
- X. Major Customers - Who are some of the major companies (e.g., Fortune 1000) using their products and services?

- XI. Strengths, Weaknesses – What are some of the company’s main strengths? What’s their core competency? Where are they at risk, particularly in areas of large revenue shares?
- XII. Current Status - What is currently (within last 12 months) being written about this vendor in industry magazines and newspapers and websites. Some sources are:
- a. CIO Magazine                      b. Financial Times
  - c. Computerworld                    d. Business Week
  - e. The Economist                    f. Information Week
- XIII. New product/service strategy – Propose a new product or service that the company could offer that would improve their strategic position. How would it affect their competitive position in the market?
- XIV. Process analysis
- a. What sources did you use, and for what types of data?
  - b. How did you go about finding your data sources?
  - c. What methods of collaboration did you use?
  - d. How effective were the various forms of collaboration for your team?
  - e. Were different collaboration methods more effective for different types of tasks? (e.g., research vs. merging content vs. final edits)

XV. Sources

APA style listing – no need to present the list of sources, but it should be in your presentation deck to refer to if you need to, and for academic completeness.

Most every slide should have a least a simple citation on it – ordinarily, something like “Source: hp.com”, as the full URL is not critical here. Secondly, a list of sources at the end is important as well. The exact format of the end list is not critical, but a simple list of URLs is really not very helpful – better to provide information (author, publication title, ...) at least comparable to what you’d find in an APA-format citation list. You could create your list in a Word doc and just cut/paste it into your presentation.

**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

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

Requirements:

Participation in class	100 points
Article presentation	50 points
Exams	150 points
Final Project	150 points
Quizzes	20 points (2 @ 10 each)
<b>TOTAL</b>	<b>470</b>

### Course & Instructor Policies

**Make-up exams:** No make-up exam exams

**Class attendance:** See section “Participation & Attendance “above

**Late work:** any late work will receive no credit

**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 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: Economics

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<b>Course title:</b>	Economics
<b>Semester:</b>	Summer term 2021
<b>Credits:</b>	5 ECTS
<b>Class dates:</b>	April 12 <sup>th</sup> - April 16 <sup>th</sup> ; April 19 <sup>th</sup> - April 23 <sup>rd</sup>
<b>Class times:</b>	9:15h – 13:00h daily
<b>Classroom:</b>	Campus A, ground floor, seminar room 014 / Virtual room MS Teams

### Professor Contact Information

<b>Name:</b>	Associate Professor Branka Krivokapic – Skoko
<b>Email:</b>	bkrivoka@gmail.com
<b>Office location:</b>	Institute of International Management Campus A, 4 <sup>th</sup> floor, room number 410
<b>Office hours:</b>	2.00 pm- 4.00 pm every teaching day

### Instructor Bio

A/P Branka Krivokapic-Skoko received the following qualifications: B. Sc (Hons), M. Sc (Econ), Ph.D. (Lincoln University, New Zealand).

Branka has more than twenty years of experience in teaching Business Economics, Micro and Macro Economics, Health Economics, Labor Economics and International Economics, for both undergraduate and postgraduate students in Australia and New Zealand. Branka has been also teaching International Finance at the FH JOANNEUM University of Applied Science as part of the Global Business Program (GBP). She has also developed short courses in banking research for some corporate clients such as Commonwealth Bank of Australia. Branka is currently supervising a number of students doing Doctorates of Business Administration and regularly running research workshops for doctoral students and early career researchers.

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

This course is designed to build up on the existing business knowledge and experience. Students are expected to have some understanding of the concepts of costs, revenue and profit, as well as familiarity with the average and marginal analysis, and direct and indirect relationships between variables. These foundation skills will be refreshed during first teaching week.

## Course Description

This course provides a foundation for further studies in economics at a postgraduate level, and more generally in business, management and marketing. The course is designed as a combination of micro and macro-economic issues. The first half of the course introduces students to the tools of economic analysis, an understanding of price formation, the behavior of firms and consumers, and the basic models of market structure and their efficiency. The course covers the role of consumers and producers in the market system, and develops the perfect competition and monopoly models of market structure. The course also covers the role of government as a regulator of market activity and selected aspects of contemporary market failure including public goods and externalities. The second half of the course covers the macroeconomic concepts such as inflation and unemployment, and fiscal and monetary policy.

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

Day	Date	Topics	Readings- from Layton et al (2019)
1	12 April	What is Economics?	<b>Thinking like an economist</b> Chapter 1 Appendix to Chapter 1
2	13 April	Demand and Supply	<b>Market demand and supply</b> Chapter 3
3	14 April	Online Quiz / Elasticity & Applications	<b>Elasticity of demand and supply</b> Chapter 5
4	15 April	Market Structures	<b>Perfect competition and Monopoly</b> Chapter 7 (pp165-170) & Chapter 8
5	16 April	Markets in Action In class test (Assessment 2)	<b>Market failure &amp; Policy Issues</b> Chapters 4 & 10
6	19 April	Basic Macroeconomic Concepts	<b>Inflation and Unemployment</b> Chapter 13
7	20 April	Online Quiz (Assessment 3) Aggregate Demand and Aggregate Supply	<b>A model of the macro economy</b> Chapter 14
8	21 April	Monetary policy	<b>Macroeconomic policy I: Monetary policy</b> Chapter 16
9	22 April	Fiscal policy	<b>Macroeconomic policy II: Fiscal policy</b> Chapter 17
10	23 April	Exam (Assessment 4)	

## Student Learning Objectives/Outcomes

- Ability to explain and apply the core microeconomic principles, and how they apply to the behavior of consumers and producers and their interaction in the market place
- Ability to explain how the competitive market system works in contemporary economies, and cases of imperfect competition focusing on pure monopoly and aspects of natural monopoly
- Ability to explain the role of market failure and apply it to the case of public goods and externalities
- Skills and knowledge necessary for analyzing the impacts of monetary and fiscal policy on major economic variables such as inflation, unemployment and gross domestic product
- Skills to construct graphs and diagrams to demonstrate how economic concepts and principles work in practice

## Teaching Approach

The teaching approach consists of formal lectures, discussions, practical exercises, and practical examples of calculations, quantitative problem sets and case studies.

## Required Textbooks and Materials

This course is designed following

Layton, A.P, Robinson, T.J. & Tucker, I.B. (2019) Economics for today, 6th Asia Pacific Edition, Cengage Learning, Australia.

Alternatively, students can use

Krugman, P. & Wells, R. (2018) Economics, 5th Edition, Worth Publishers, New York, USA

Students can also use any other economics textbook.

## Suggested/Additional Course Materials

Handouts will be provided for each of the topics as well as the additional printed and online material.

## Assessment, Assignments & Academic Calendar

	Assessment	Points
1	Online Quiz 1 (Multiple choice questions)	10.0
2	In class test (short answers)	30.0
3	Online Quiz 2 (Multiple choice questions)	10.0
4	The Final exam	40.0
5	Attendance	10.0
	Total points	100.00

## 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

## 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%

**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: Doing Business in the Emerging Market of Russia: experience, developments and trends

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<b>Course title:</b>	Doing Business in the Emerging Market of Russia: experience, developments and trends
<b>Semester:</b>	Summer term 2021
<b>Credits:</b>	2,5 ECTS
<b>Class dates:</b>	April 26 <sup>th</sup> - April 30 <sup>th</sup>
<b>Class times:</b>	9:15h – 13:00h daily
<b>Classroom:</b>	Campus A, ground floor, seminar room 014/ Virtual room MS Teams

### Professor Contact Information

<b>Name:</b>	Alexander A. Boldyrikhin
<b>Phone number:</b>	+43 68110 42 43 32
<b>Email:</b>	alex.bold.global@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:</b>	<a href="https://www.fh-joanneum.at/en/university/person/alexander-boldyrikhin/">https://www.fh-joanneum.at/en/university/person/alexander-boldyrikhin/</a>

### Instructor Bio

Mr. Alexander A. Boldyrikhin has been working in international projects area since 2006. He holds a Candidate of Political Sciences Degree (Russian Ph.D.) from Voronezh State University, Russia. He is actively engaged in international business and academic affairs and has worked for an OSCE mission in Russian Federation.

Mr. Boldyrikhin is a co-founder and a CEO of the Inter Action Project that deals with accommodation and support of foreign delegations to Russia alongside with providing a wide range of interpretation and transportation services.

Alexander teaches International Strategic Management, Cross-Cultural Management, International Business Communications and Public Speaking in Voronezh State University and lectures for the Business in Emerging Markets Joint Program. He lectured at FH JOANNEUM, Dokuz Eylül University (Izmir, Turkey) and University of Leuven, Belgium as a visiting teacher; was an online lecturer for the Leadership Academy, University of Sorocaba, Brazil and Prince of Songkla University, Thailand.

At the Department of International Relations of VSU Alexander is also engaged as the Deputy Dean on Personnel Security, Deputy Head of International Relations Office and International Projects Coordinator.

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

General knowledge about business essentials and emerging markets basics.

### Course Description

Russia is a very specific country with a very young history of market economy which many researchers call emerging. However, it has been more than 25 years of unleashed, aggressive capitalism and business opportunities after the USSR became the Russian Federation.

In detail the course covers the following topics:

Early history of small business in Russia in the 1990's / Russia as an emerging market / Understanding oligarchs and their roots / Small business development in 2000's and the new emerging economy / Shadow economy and its role in Russia / Russian integration into the global business system / Transformation of the perception of Russia in the Western business community / Sanctions and their influence on business processes. Russia in the WTO / International trade law in Russia / Doing business in BRICS and CIS / Investment climate and FDI in Russia / Taxation and foreign business / Role of foreign companies in Russia / Mergers and acquisitions / Politics and business / State support for the small business: pros and contras / Business experience in real life: how we do it / B2B in Russia / Advertising in Russia / Selling services / Business challenges in the emerging market.

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

Day	Date	Topics	Readings
1		Introduction and eLearning Assignment. Early history of small business in Russia in the 1990's. Russia as an emerging market. Understanding oligarchs and their roots. Small business development in 2000's and the new emerging economy. Shadow economy and its role in Russia.	Relevant chapter in the course literature, literature distributed on Moodle (online learning platform)

2		Russian integration into the global business system. Transformation of the perception of Russia in the Western business community. Sanctions and their influence on business processes. Russia in the WTO. International trade law in Russia. Doing business in BRICS and CIS.	Relevant chapter in the course literature, literature distributed on Moodle (online learning platform)
3		Investment climate and FDI in Russia. Taxation and foreign business. Mergers and acquisitions. Politics and business. State support for the small business: pros and contras.	Relevant chapter in the course literature, literature distributed on Moodle (online learning platform)
4		Business experience in real life: how we do it. B2B in Russia. Advertising in Russia. Selling services. Business challenges in the emerging market.	Relevant chapter in the course literature, literature distributed on Moodle (online learning platform)
5		Written Test	Relevant chapter in the course literature, literature distributed on Moodle (online learning platform)

### Student Learning Objectives/Outcomes

The objective of this course is to introduce students to the special features of business in the emerging market of Russia with an emphasis on understanding its role and place in the global business system.

After successful conclusion students will

- know the main practical frameworks of doing business in Russia,
- be able to understand the processes and challenges that are going within the Russian business system,
- have experienced business cases from real companies working in the Russians market

### Teaching Approach

Teaching would be conducted through the series of lectures with integrated business cases and written test at the final day of the course.

## Required Textbooks and Materials

Mandatory literature:

- Doing business 2019: Russian Federation. World Bank Group Report.
- Doing Business in Russia Reports by EY, Deloitte, KPMG and Baker McKenzie (available online).
- Vlasova, A., Udalova, N. (2017). Doing Corporate Business in Russia. Routledge.

## Suggested/Additional Course Materials

- Adachi, Y. (2013). Building Big Business in Russia: The Impact of Informal Corporate Governance Practices. Routledge.
- Asefeso, A. (2013). CEO Guide to Doing Business in Russia. AA Global Sourcing Ltd.
- Broadman, H. G. (2002). Unleashing Russia's Business Potential: Lessons from the Regions for Building Market Institutions. World Bank Publications.
- Casas i Klett ,T., Ponomareva, Y. (2019). The Life of Russian Business: (Re)cognizing, (Re)activating and (Re)configuring Institutions. Information Age Publishing Incorporated.
- Gamble, W.B. (2011). Investing in Emerging Markets: The Rules of the Game. Apress, Chapters 1, 5, 8.
- Marr, J., Reynard, C. (2010). Investing in Emerging Markets: The BRIC Economies and Beyond. John Wiley & Sons, Chapter 4.5.
- O'Neal, M. (2015). Democracy, Civic Culture and Small Business in Russia's Regions: Social Processes in Comparative Historical Perspective. Routledge, Chapters 1, 2, 8.
- Russia: Investment and Business Guide (2015). Vol. 1. Strategic and Practical Information. International Business Publications.
- Zhuplev, A. (2016). Doing Business in Russia: A Concise Guide. Business Expert Press.

Additional material as provided by the lecturer.

## Assessment, Assignments & Academic Calendar

**Assessment:** One written test (at the end of the week) to test the theoretical knowledge and the ability to apply this knowledge in essays and/or case studies.

Classroom participation (above average participation can tip the scale if between two grades).

**Topics:** All topics covered by the course

**Written Assignments:** Test

**Due Date:** TBA

**Test Date:** TBA

## 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

Assesment*	Points
<b>Written Test</b>	
Understanding the material of the course	50
Use of supporting facts and figures	30
Logical structure of answers	20
<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:** 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 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 5: International Marketing

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<b>Course title:</b>	International Marketing
<b>Semester:</b>	Summer term 2021
<b>Credits:</b>	2,5 ECTS
<b>Class dates:</b>	May 3 <sup>rd</sup> - May 7 <sup>th</sup>
<b>Class times:</b>	9:15h – 13:00h daily
<b>Classroom:</b>	Campus A, ground floor, seminar room 014/ Virtual room MS Teams

### 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>	Monday to Friday by email 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 **disruptive marketing** and discuss how to do cross-border business by conducting **new media marketing methods**, it comprise multimedia, social media and use of other online media technologies to promote one's product at a new level all together. The course focuses on the rise of different media techniques by discussion some of these in the light of the usage pattern to benefit the producers/brands to market their product effectively. 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 **advergaming** and **brand recognition**. You'll apply how retail sector, travel and tourism, entertainment and media, FMCG sector, telecom, education and lifestyle, food and beverage brands are employing advergaming as a tool for advertisement purposes for international market. 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 Monday May 3	09:00-13:00	Course Overview Introduction on international marketing in a digitalized world	Chapter 1 (Kolter) Chapter 1(Kaufmann & Manarioti)  PREPARATION Invite 3 classmates to form your group
Lecture 2 Tuesday May 4	09:00-13:00	E-Marketing Management Consumer Engagement in Social Media Platforms Product: The online offer Landing Page Website 	Chapter 7(M & D) Chapter 4(K & M)  ASSIGNMENT 1 An in-website advergaming to help site owners and eCommerce stores attract more site traffic
Lecture 3 Wednesday May 5	09:00-13:00	E-Marketing Management Content is King: The role of content management in online marketing	Chapter 5(K & M)

Lecture 4 Thursday May 6	09:00-13:00	E-Marketing Management Towards an Integrated online-offline marketing design	Chapter 8(M & D) Chapter 11(Strauss & Frost)  ASSIGNMENT 2 A mobile/in-app game for lead generation, increasing engagement, leaderboards and competition, or distributing rewards & giveaways
Lecture 5 Friday May 8 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

Philip Kotler, Hermawan Kartajaya, and Iwan Setiawan(2017), Marketing 4.0: Moving from Traditional to Digital, , John Wiley & Sons.

Hans Ruediger Kaufmann and Agapi Manarioti(2017), Encouraging Participative Consumerism Through Evolutionary Digital Marketing: Emerging Research and Opportunities, IGI Global.

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

Pratika Mishra and Swati Oberoi Dham(2019), Application of Gaming in New Media Marketing, IGI Global.

## Suggested/Additional Course Materials

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

## 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

%	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

## 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%

**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 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 6: Cross Cultural Management

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<b>Course title:</b>	Cross Cultural Management
<b>Semester:</b>	Summer term 2021
<b>Credits:</b>	5 ECTS
<b>Class dates:</b>	May 10 <sup>th</sup> -May 14 <sup>th</sup> & June 14 <sup>th</sup> -June 18 <sup>th</sup>
<b>Class times:</b>	9:15h – 13:00h daily
<b>Classroom:</b>	Campus A, ground floor, seminar room 014/ Virtual room MS Teams

### Professor Contact Information:

**Name:** Dr. Gerhard Apfelthaler  
**Phone number:** 1.805.338.5879  
**Email:** [apfelthaler@callutheran.edu](mailto:apfelthaler@callutheran.edu)  
**Office location:** Institute of International Management, Campus A, 4<sup>th</sup> floor, room number 410  
**Office hours:** upon request.  
**Web :** [http://www.callutheran.edu/management/faculty/profile.php?profile\\_id=478](http://www.callutheran.edu/management/faculty/profile.php?profile_id=478)

**Name:** Dr. Rupert Beinhauer  
**Phone number:** +43 5453 6822  
**Email:** [Rupert.Beinhauer@fh-joanneum.at](mailto:Rupert.Beinhauer@fh-joanneum.at)  
**Office location:** Institute of International Management, Campus A, 4<sup>th</sup> floor, room number 470  
**Office hours:** upon request  
**Web:** [https://www.fh-joanneum.at/aw/home/Studienangebot\\_Uebersicht/department\\_management/mig/Menschen/Team/~bapo/mig\\_teamdetails/?perid=4295575311&lan=en](https://www.fh-joanneum.at/aw/home/Studienangebot_Uebersicht/department_management/mig/Menschen/Team/~bapo/mig_teamdetails/?perid=4295575311&lan=en)

### 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:

### 1<sup>st</sup> Week: Rupert Beinhauer

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

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-communicate-with-people-from-different-cultures_b_9300246.html">http://www.huffingtonpost.in/minnie-k-juneja/are-you-skilled-to-communicate-with-people-from-different-cultures_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> <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>
4	The dimensions of Hofstede: Long-term orientation and Indulgence	<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/">https://www.washingtonpost.com/news/wonk/wp/2016/05/</a></p>

		<a href="https://www.researchgate.net/publication/311111111/the-secret-to-disagreeing-with-people-from-20-different-countries-in-one-chart/?utm_term=.526712ba40da">11/the-secret-to-disagreeing-with-people-from-20-different-countries-in-one-chart/?utm_term=.526712ba40da</a>
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:

#### In this course, we use a multitude of didactical methods, including:

- 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:

- 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
- 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

## 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%

**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 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 7: Supply Chain Management

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<b>Course title:</b>	<b>Supply Chain Management (SCM)</b>
<b>Semester:</b>	Summer term 2021
<b>Credits:</b>	2,5 ECTS
<b>Class dates:</b>	May 17 <sup>th</sup> - May 21 <sup>st</sup>
<b>Class times:</b>	9:15h – 13:00 pm daily
<b>Classroom:</b>	Campus A, ground floor, seminar room 014/ Virtual room MS Teams

### 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%

**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 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: Financial Statements- Interpretation and analysis

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<b>Course title:</b>	Financial Statements - interpretation and analysis
<b>Semester:</b>	Summer term 2021
<b>Credits:</b>	2,5 ECTS
<b>Class dates:</b>	May 25 <sup>th</sup> -May 28th
<b>Class times:</b>	9:15h – 13:00h daily
<b>Classroom:</b>	Campus A, ground floor, seminar room 014/ Virtual room MS Teams

### Professor Contact Information

<b>Name:</b>	FCCA, Anh Do Van
<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</i> , 3 <sup>rd</sup> Ed., 2013, Cengage Learning – Chapter 1
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</i> , 3 <sup>rd</sup> Ed., 2013, Cengage Learning- Chapter 1
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</i> , 9 <sup>th</sup> Ed., 2018, Cengage Learning – Chapter 4
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</i> , 9 <sup>th</sup> Ed., 2018, Cengage Learning – Chapter 5
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. A written report on the company will be submitted on Moodle.

## **Required Textbooks and Materials**

Will be provided by lecturer on Moodle

## **Suggested/Additional Course Materials**

Palepu, K.G., Healy, P.M., Wright, S., Bradbury, M & Lee, P., Business Analysis and Valuation – IFRS edition, 3rd Ed., 2013, Cengage Learning.

Wahlen, J.M., Baginski, S.P., Bradshaw, M., Financial Reporting, Financial Statement Analysis, and Valuation, 9th Ed., 2018, Cengage Learning.

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

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

**Presentation:** *Students will present their analysis of financial statements of a real company in the last day of the course.*

**Written Assignment:** *Students will submit a written group report on the detailed analysis of the chosen company. Due date for the assignment is 1 week after the last class.*

## 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 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\*:** defined by lecturer

### 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 9: Strategic Innovations in Emerging Markets

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<b>Course title:</b>	Strategic Innovations in Emerging Markets
<b>Semester:</b>	Summer term 2021
<b>Credits:</b>	5 ECTS
<b>Class dates:</b>	May 31 <sup>st</sup> - June 4 <sup>th</sup> ; June 7 <sup>th</sup> - June 11 <sup>th</sup>
<b>Class times:</b>	9:15h – 13:00h daily
<b>Classroom:</b>	Campus A, ground floor, seminar room 014/ Virtual room MS Teams

### Professor Contact Information

<b>Name:</b>	Dr Rahul Singh
<b>Email:</b>	rahul.singh@bimtech.ac.in
<b>Office location:</b>	Institute of International Management Campus A, 4 <sup>th</sup> floor, room number 410

### Instructor Bio

Prof. Rahul Singh is Professor and Chair of Strategy, Innovation and Sustainability at Birla Institute of Management Technology. He is also founder of WRDF and Innovant International. His primary areas of researches are in Strategic Management, Globalization, Emerging Markets and Sustainability. Dr Singh is Board Members at DDU College, University of Delhi, SS foundation and 3 companies in India. He is also European Higher Education Experts (EHEE) by European Union and visiting professor at FH Joanneum University Austria and KEDGE Business School, France. Dr Singh has published in top-tier 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. He has also been founding editor-in-chief of two international journals. He has contributed in Higher Education and represented different organizations to chambers, government, and parliamentary committee on related issues. His research and consultancy assignments by Confederation of Indian Industry, European Union, British Council and USAID. Prof. Singh has received large funding for various research projects. His noted contributions include framing market principles for Micro Insurance industry of India, preparing Vision@2022 for three states of India, and first Think Tank survey of India. Prof Singh is also the founder of a Foundation and the Startup in Edtech industry.

### 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, role of digital economy
- Emergence of new market and growth markets
- The geo-political and economic growth 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=ocbmtgwp>

CASE: Micromax (caselet)

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

- 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 in an emerging market and making it a saleable idea. Your approach should be to identify a problem and offer the solution for a new/emerging market. It can be a product or a service, or a solution. Your product or offering should be a digital one for emerging market so as to offer unique value in the 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 (not detailed but you have to defend it on costing and revenue) financial model, investment method and return model. Work as an entrepreneur and not like a manager.
- You are required to develop this project within 12-15 pages. Present the website you have created.
- The project has two components:
  - Project 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.
  - Project Business Plan Report Submission – an elaborated version of the business plan in form of report. It should be within 12-15 pages, no further presentation is required.
  - 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 TWO weeks 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 and role of digital economy in that.
- 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. 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).

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

- Harvard Business Review on Emerging Markets," Harvard Business School Publishing.
- *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.
- Black, J. S., & Morrison, Allen J. A cautionary tale for emerging market giants. *Harvard business review*, 88(9): 99-103.
- D'Andrea, Guillermo, Marcotte, David, & Morrison, Gwen D. Let emerging market customers be your teachers. *Harvard business review*, 88(12): 115-120.
- Immelt, Jeffrey R., Govindarajan, Vijay, & Trimble, Chris. How GE is disrupting itself. *Harvard business review*, 87(10): 56-65.

- London, Ted. Making better investments at the base of the pyramid. *Harvard business review*, 87(5): 106-113.

## Assessment, Assignments & Academic Calendar

**Assessment:** Group assignment, Case study, Project & presentation, one written exam

**Topics:** as mentioned

**Reading Assignments (if any):** as mentioned in the session plan

**Written Assignments (if any):** as mentioned in the session plan

**Due Date:** as mentioned in the session plan

**Exam Date:** as mentioned in the session plan

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 Study (4 cases) = 40 (10 marks each)

Group Project report submission and Presentation = 20 (10 marks each)

Two class assignments (surprise) = 20 (10 marks each)

Group Final report evaluation = 20 marks

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.

## 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

Assesment*	Points
Case Study (4)	4x10
Project report & presentation (EMF)	15+15
One written exam (1)	20
Class attendance	10
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

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

**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 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: 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 2021
<b>Credits:</b>	2,5 ECTS
<b>Class dates:</b>	June 21st - June 25 <sup>th</sup>
<b>Class times:</b>	9 :15h – 13:00h daily
<b>Classroom:</b>	Campus A, ground floor, seminar room 014/ Virtual room MS Teams

### Professor Contact Information

<b>Name:</b>	Mag. Ute Berger, MSc
<b>Email:</b>	ute.berger@fh-joanneum.at
<b>Office location:</b>	Virtual Classroom MS Teams
<b>Office hours:</b>	on appointment

### Instructor Bio

Ute Berger has been teaching courses in business and economics at the Institute of International Management at FH JOANNEUM, Graz, Austria since 2015. Prior to that, she worked for more than 20 years in the field of mail order sales, accounting, management, business administration, organization and international trade in positions as a manager, assistant to the CEO and instructor.

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

None

### 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

**Lecture:** Presentation of topics in class by using PowerPoint slices and Handouts.

**Practice and Application:** Preparation of presentation by students in groups on a selected topic, presented at the end of the group assignment.

**Discussion and Peer Review:** Group Presentation will be discussed in class and reviewed by all students.

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

Day	Topics
1	1.1 Introduction 1.1.1 Terminology 1.1.2 Basic approach 1.2 The practice of controlling: first impressions 1.2.1 A brief description of how controller positions emerged in the USA
2	1.2.2 The evolution of controllership in Germany 1.2.3 Empirical findings on the current state of controllership
3	1.3 Development of controlling as an academic discipline 1.4 Controlling conceptions 1.4.1 The IVC's practice-based conception of controlling 1.4.2 Controlling conceptions in the German-language literature
4	1.4 Controlling conceptions 1.4.2 Controlling conceptions in the German-language literature 1.4.2.1 Controlling as an information supply function 1.4.2.2 Controlling as results-oriented control 1.4.2.3 Controlling as a coordination function 1.4.2.4 Controlling as assuring the rationality of management
5	1.5 Selected controlling-related accounting theories 1.5.1 Accountin theory based on institutional economics 1.5.2 Behavioral approaches: behavioral accounting and controlling 1.5.3 Alternative accounting theories 1.6 Summary1.

### Student Learning Objectives/Outcomes

After passing the course positively Students have knowledge as follows:

- How controlling developed in practices,
- which tasks and activities controllers do,
- how controlling differs from country to country,
- how controlling developed as an academic discipline,
- which different types of controlling conceptions exist,
- which impact different accounting theories have on controlling.

### 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

### Assessment, Assignments & Academic Calendar

Assessment Criteria	Assessment Definition	Points
<b>Attendance</b>	Mandatory attendance of 80 %. Loss of 1 point per hour missed in class.	20
<b>Presentation and Assignment</b>	The group projects on selected topics consist of two elements, the presentation and the paper.	30 10
<b>Short Tests</b>	Each day immediately after the end of class there will be a short test.	40
<b>Total points</b>		100

## Grading policy

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

## 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%

## 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.***