

GLOBAL BUSINESS PROGRAM
COURSE SYLLABI
SUMMER SEMESTER 2022



Module	Dates	Bank Holidays	Course	Lecturer	ECTS
1	28.02.2022-04.03.2022		International Consumer Behaviour (1)	Zeynep Bilgin Wührer	week 1&2 = 5ECTS*
1	07.03.2022-11.03.2022		International Consumer Behaviour (2)	Zeynep Bilgin Wührer	
2	14.03.2022-18.03.2022		Information, Global Competition & Organisation (1)	Paul Witman	week 1&2 = 5ECTS*
2	21.03.2022-25.03.2022		Information, Global Competition & Organisation (2)	Paul Witman	
3	28.03.2022-01.04.2022		Cross Cultural Management and Organizational Behavior	Rupert Beinhauer	week 1&2 = 5ECTS*
4	04.04.2022-08.04.2022		International Strategic management	Vito Bobek	2,5 ECTS
	11.04.2022-15.04.2022		EASTER HOLIDAYS		
	18.04.2022-22.04.2022		EASTER HOLIDAYS		
5	25.04.2022-29.04.2022		Economics (1)	Branka Krivokapic Skoko	week 1&2 = 5ECTS*
5	02.05.2022-06.05.2022		Economics (2)	Branka Krivokapic Skoko	
6	09.05.2022-13.05.2022		Managing SMES in disruptive Context	Abdel-Maoula Chaar	2,5 ECTS
7	16.05.2022-20.05.2022		Sales and Key Account Management	Denny N. Seiger	2,5 ECTS
8	23.05.2022-27.05.2022	26.05.2022	Strategic Innovations in Emerging Markets (1)	Rahul Singh	week 1&2 = 5ECTS*
8	30.05.2022-03.06.2022		Strategic Innovations in Emerging Markets (1)	Rahul Singh	
3	06.06.2022-10.06.2022	06.06.2022	Cross Cultural Management and Organizational Behavior	Gerhard Apfelthaler	*
9	13.06.2022-17.06.2022	16.06.2022	Cross Cultural Negotiations	Yahia Zoubir	2,5 ECTS
10	20.06.2022-24.06.2022		Introduction to Controlling as a Management	Ute Berger	2,5 ECTS

NEW COURSE

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

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Module 1: International Consumer Behavior

Course title:	International Consumer Behavior
Semester:	Summer term 2022
Credits:	5 ECTS
Class dates:	February 28 th - March 4 th ; March 7 th - March 11 th
Class times:	9:15h – 13:00h daily
Classroom:	tbd

Professor Contact Information

Name: Prof. Dr. Zeynep Bilgin-Wührer

Phone number: 0699 13201141

Email: bilginfz@gmail.com

Office location: -

Office hours: on appointment

Instructor Bio

Dr. 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: various 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. During the first week of the course, the core external and internal factors (market based and human based) influencing the consumers' needs, values, buying preferences and the decision-making process will be discussed. Here the focus is different geographic market areas of the world. During the second week, a wholistic and trendy understanding of international consumer behavior is aimed with a focus on fast moving and evolving trends in international markets while the digital world affects the customer journey, the preferences, and perceptions of millennials and Generation Z are changing, and while Covid-19 influenced the buying and consumption habits in many markets. Discussions and presentations with an indepth focus on culture specific / geographic differences will help to better understand the big variety to be observed in the consumption experience and choice behavior in world markets.

Overview of Topics and Schedule of Topics and Activities

<i>Days</i>	<i>Dates</i>	<i>Topics</i>	<i>Assignments / Exam</i>
Week 1		Theoretical Background for ICB	individual work: inclass; @ home (Week 1 /Day 1-5 topics) team work: Essay on a topic chosen (Week 1/ Day 1-5 topics)
Day 1	Feb. 28th	<ul style="list-style-type: none">• Introduction in International Consumer Behavior:<ul style="list-style-type: none">- Decision Making Process- Differences in Needs and Values	Focus on different continents <ul style="list-style-type: none">- Latin American- European- Asian Markets
Day 2	March 1st	<ul style="list-style-type: none">• Influencers of Buyer Behavior in World Markets:<ul style="list-style-type: none">- Social Structure- Family and Household	Focus on home market + other countries <ul style="list-style-type: none">- Differences in shopping and budget

		- Reference Groups	allocation (Week 1/ Day 2 topics)
Day 3	March 2nd	<ul style="list-style-type: none"> • Culture Map and People's Behavior: <ul style="list-style-type: none"> - Cultural, Sub-cultural, Cross Cultural factors - Communication Across Cultures 	Focus on core / changing values, communication styles (Week 1/ Day 3 topics)
Day 4	March 3rd	<ul style="list-style-type: none"> • International Buyers' Internal Influencers: <ul style="list-style-type: none"> - Personality and Lifestyle - Perception and Attitudes 	Focus on differences in rural and urban customers' expectations in emerging markets (Week 1/ Day 4 topics)
Day 5	March 4th	<ul style="list-style-type: none"> • Internationalization from another Perspective: <ul style="list-style-type: none"> - Ethno Markets in Austria - White Cheese and Olive Oil Cases 	Focus on domestic and foreign citizens' needs based product choice by visiting ethno stores (Week 1/ Day 5 topics)
Week end		Self Study	HW: Essay as a team of 3 people <ul style="list-style-type: none"> - Being a Consumer (Week 1/ Day 1 – 4 topics) - Being a Consumer (Week 1 Day 5 topics)
Week 2		Recent Topics and Trends in ICB	individual work: inclass; @ home (Week 2 /Day 1-4 topics) team work: Essay on a topic chosen (Week 2/Day 1-4 topics)
Day 1	March 7th	<ul style="list-style-type: none"> • Customer Journey Mapping for World Markets • Hybrid Shopping Mile in Global Markets • Digital Marketing Effects on Consumption Habits 	Presentation of Weekend HWs Designing a journey map for a specific product purchase activity in your home market (Week 2/Day 1 topics)
Day 2	March 8th	<ul style="list-style-type: none"> • Consumption Habits of millennials + Gen Z: <ul style="list-style-type: none"> - Conspicuous Consumption - Corporate Social Responsibility - Ecologically Consciousness 	Country specific focus on Millennials and Gen Z for changing consumption trends in urban and rural settings (Week 2/ Day 2 topics)
Day 3	March 9th	<ul style="list-style-type: none"> • Covid-19 Affects on Consumption: <ul style="list-style-type: none"> - Stay Home Ordering - E-buying Trends - Sustainability @ First - Preference for Regional Products 	Discussion based on Euromonitor Reports and academic articles; Focus on facts in rural and urban lifestyles (Week 2/ Day 3 topics)
Day 4	March 10th	<ul style="list-style-type: none"> • Recent International Trends in Consumer Behavior: 	Discussion of the topics wrt different regions of the world

		- Neuroscience and Consumer Behavior - Health Nutrition + Functional Foods - The Future of the Stores	and urban rural lifestyle differences (Week 2/ Day 4)
Day 5	March 11th	<ul style="list-style-type: none"> • Presentation of Team Works • Short Final Exam 	HW: Team Work Study Based on Week 2/ Day 1-4 Topics

Student Learning Objectives/Outcomes

Student centered, inquiry-based learning and teaching including lectures, self-directed learning (in class work and homeworks – self study and team work-) and discussions. Familiarity with the content increases the stimulation and creative thinking during the class hours. So it is advised to read relevant additional material prior to lecture or to do some brainstorming before coming to class.

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 (2021-2022), International Consumer Behavior Lecture Notes
Reports and Articles from various sources like Euromonitor and 2020-2021 articles published in academic journals.

Assessment, Assignments & Academic Calendar

According to the **E-study an Examination Regulations** of FH JOANNEUM, University of Applied Sciences

*“The assessment of an examination or a pre-academic or academic student thesis will be declared invalid if the examination results have been obtained **fraudulently**.*

The annulled examination shall count towards the total number of examination attempts.

*The consequences of fraudulent acts such as **plagiarism** or **ghostwriting** shall be subject to Sec. 20 of the FHG.*

In addition, the "FH JOANNEUM measures for checking plagiarism in pre-academic and academic student theses" and the "Guideline for Good Scientific Practice and Prevention of Research Misconduct" as amended and approved by the Board shall apply”

Assessment: (good class participation can help you upgrade your efforts to a higher point in the scale)

Total Points	100
In class exercises – group work	20
Daily homeworks – individual work	20
Two team work presentations (also submitted written)	40
Exam	20

Grading Policy

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

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

Course & Instructor Policies

Make-up exams: according to the examination rules of FH JOANNEUM, students are eligible to take a make-up exam with a logical reason for their missing the 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.

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

Course title:	Information, Global Competition, and Organizations
Semester:	Summer Term 2022
Credits:	5 ECTS
Class dates:	March 14 th – March 18 th ; March 21 st – March 25 th
Class times:	TBD, Graz time
Classroom:	TBD, (pending on travel possibilities)

Professor Contact Information

Name: Paul Witman

Phone number: +1-818-292-3949

Email: witman@ieee.org

Office location: via Teams – contact instructor for details

Office hours: 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 Graduate programs in Information Technology. 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	14/3	Intro to Course Impact of information on organizations Information Quality and Ethics	Chapters 1-3 Nicholas Carr and Why IT Doesn't Matter
2	15/3	Online Commerce Storing, organizing, and using information Analyzing data for decision-making	Chapters 4-6
3	16/3	Interoperability, Scalability, Standards Scalability case study – Viral demand swings Information Security Privacy Information Security Case Study – Twitter	Chapters 8-9
4	17/3	Artificial Intelligence Cryptocurrency Big Data Quiz 1	

5	18/3	Developing Information Systems Deciding what to build Buy vs. Build Use Case Modeling Mendix	Chapter 10
6	21/3	Business Process Management Project Management Enterprise Systems	Chapters 11-12
7	22/3	Global IT Strategy, Outsourcing and Offshoring Black Box Thinking – Outsourcing Case study <i>Disruptive Tech</i>	Chapter 14 Outsourcing Case Study – to be provided <i>Chapter 13</i>
8	23/3	Geographic Information Systems „Free“ Business models Quiz 2	Anderson article on „free“ – to be provided.
9	24/3	Gartner Hype Cycle Topical debates on current technology issues	
10	25/3	Presentations – defend your project Final exam	

Student Learning Objectives/Outcomes

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

1. Define and describe information technology concepts, methods and terminology
2. Distinguish between data, information and knowledge

3. Draw and describe various application architectures
4. Describe the various types of IS in support of operational, managerial and executive-level processes.
5. Explain the strategic factors of both legacy systems and new technology
6. Explain and analyze the methods employed to design, build and implement information systems that support the enterprise
7. Describe the role of information technology in the design of new streamlined business processes and integration across boundaries
8. Discuss the use of IS for automation, integration, organizational learning, reengineering, and strategy
9. Describe database management systems and how they work, as well as how they support data integrity and security
10. Explain concepts of interoperability and scalability as well as the role of standards
11. Describe the global evolution of e-business and how e-business is transforming organizations and markets
12. Explain concepts related to new technologies and how they can be assessed and applied to business, including such things as Web 2.0
13. Describe unique features of information economics – network effects, versioning and pricing of information products, lock-in, positive feedback, tipping points, and so on
14. Explain the importance of enterprise-wide business processes and associated IS roles
15. 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

- Discussion of selected questions, finding of examples, answering of questions etc. in class
- Practice:
 - Preparation of short assignments (simulations, exercises or cases) by students before class.
 - Presentation and discussion of results in class by students
 - Problem-solving and learning exercises in class
- Class Projects:
 - Team research project on selected topics
 - Development of an IT data analysis as a team exercise

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

Required Textbooks and Materials

Information Systems for Business: An Experiential Approach. Belanger & Van Slyke - (Available online or in paperback as print-on-demand). Be sure you get the 4th edition; the online version is ISBN 978-1-943153-87-9, available from two different vendors with the same price, slightly different terms. The print-on-demand version is ISBN 978-1-943153-88-6. Visit <https://www.prospectpressvt.com/textbooks/belanger-information-systems-for-business-4-0> for ordering information.

Suggested/Additional Course Materials

To be provided during the class

Assessment, Assignments & Academic Calendar

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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"> • Present, not disruptive. • This person has said little or nothing in this workshop or class. Hence, there is no adequate basis for evaluation. • If this person were not a member of the class, the quality of the discussions would not be changed.
Unsatisfactory contributor C	<ul style="list-style-type: none"> • 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. • Integrative comments and effective arguments are completely absent. • Class contributions are, at best, "time fillers" efforts to make isolated, obvious, or confusing points. • If this person were not a member of the class, valuable class time would be saved.
Adequate contributor B	<ul style="list-style-type: none"> • Adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them. • If this person were not a member of the class, the quality of the discussions would be diminished somewhat.
Good contributor A-	<ul style="list-style-type: none"> • Demonstrates good preparation: knows case or reading facts well, has thought through implications of them. • Offers interpretations of material (more than just facts) to class. • If this person were not a member of the class, the quality of the discussion would be diminished considerably.

Outstanding contributor	<ul style="list-style-type: none"> • Demonstrates excellent preparation to readings and other material. • Offers analysis, synthesis, and evaluation. Puts together pieces of the discussion to develop new approaches that take the class further.
A	<ul style="list-style-type: none"> • If this person were not a member of the class, the quality of discussions would be diminished significantly.

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

www.networkworld.com

www.eweek.com

www.infoworld.com

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 12-14 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 150 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. Company History (how long in business, how they started, major milestones...etc.)
- VI. 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?
- VII. 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.
- VIII. 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?
- IX. Major Customers - Who are some of the major companies (e.g., Fortune 1000) using their products and services?
- X. 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
- XI. 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?
- XII. 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)

XIII. 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 470-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)
TOTAL	470

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.

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: Cross-cultural Management and Organizational Behavior

Course title:	Cross-cultural Management and Organizational Behavior
Semester:	Summer term 2022
Credits:	5 ECTS
Class dates:	March 28 th -April 01 st & June 06 th -June 10 th
Class times:	9:15h – 13:00h daily
Classroom:	FH Joanneum

Professor Contact Information:

Name: Dr. Gerhard Apfelthaler

Phone number: 1.805.338.5879

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Office location: Institute of International Management, Campus A, 4th floor,
room number 410 (only during week of class)

Office hours: upon request.

Web : 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

Office location: Institute of International Management, Campus A, 4th floor,
room number 470

Office hours: upon request

Web: [https://www.fh-](https://www.fh-joanneum.at/aw/home/Studienangebot_Uebersicht/department_management/mig/Menschen/Team/~bapo/miq_teamdetails/?perid=4295575311&lan=en)

[joanneum.at/aw/home/Studienangebot_Uebersicht/department_management/mig/Menschen/Team/~bapo/miq_teamdetails/?perid=4295575311&lan=en](https://www.fh-joanneum.at/aw/home/Studienangebot_Uebersicht/department_management/mig/Menschen/Team/~bapo/miq_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 India, Russia, Chile, Thailand, Iran and Vietnam) and providing scientific input and project coordination in a number of multinational research teams concerned with educational projects. the world.

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:

1st Week: Rupert Beinhauer

Day	Topics	Readings
Monday	Introduction session. A modern view on Culture. Macro-, Meso- and Mikro Views. Value Orientation Theory. Layers of a culture.	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
Tuesday	Defining a company culture. Elements of Company Cultures. Assignment one – Analysing company cultures from the outside.	
Wednesday	Presentations of assignment one	

	<p>The Importance of perception (Advanced) Stereotypes. Comparing Cultures.</p> <p>Examples of working fields, how to apply the competences gained in this course.</p>	
Thursday	<p>Cultural Incidents Cultural Assimilators</p> <p>Assignment two – Defining a cultural assimilator exercise</p>	
Friday	<p>Presentations of assignment two.</p> <p>Writing a good paper.</p> <p>A short paper writing workshop.</p>	

2nd Week: Gerhard Apfelthaler

Day	Topics	Readings
1	Introduction to cross-cultural differences and their influence on management, marketing, and leadership.	<p>Required Readings (will be made available via Moodle):</p> <p>Apfelthaler, G. (2021). International Market Entry Strategies, Chapter 7.</p> <p>Behfar, K. et. al. (2015). The Influence of Cultural Values on Business Practice. Darden Business Publishing / University of Virginia.</p> <p>Hofstede, G. (1993). Cultural constraints in management theories. <i>The Academy of Management Executive</i>, 7(1), 81-94.</p> <p>Kirkman, B. et. al. (2016). Research: The biggest culture gaps are within countries, not between them, Harvard Business Review, retrieved from https://hbr.org/2016/05/research-the-biggest-culture-gaps-are-within-countries-not-between-them.</p>

2	The dimensions of Hofstede: Power Distance and Individualism	<p>Optional Readings (will be made available via Moodle):</p> <p>Hahn, M. & Molinsky, A. (2016). Having a difficult conversation with someone from a different culture, Harvard Business Review, retrieved from https://hbr.org/2016/03/having-a-difficult-conversation-with-someone-from-a-different-culture</p> <p>Knight, R. (2015). How to run a meeting of people from different cultures, Harvard Business Review, retrieved from https://hbr.org/2015/12/how-to-run-a-meeting-of-people-from-different-cultures.</p>
3	The dimensions of Hofstede: Uncertainty Avoidance and Masculinity	<p>Meyer, E. (2016). How to give and receive feedback across cultures, Fast Company, retrieved from https://www.fastcompany.com/3056385/how-to-give-and-receive-feedback-across-cultures</p> <p>Meyer, E. (2015). Getting to Si, Ja, Oui, Hai, and Da, Harvard Business Review, retrieved from https://hbr.org/2015/12/getting-to-si-ja-oui-hai-and-da</p> <p>Molinsky, A. & Moriarty, R. (2016). Adapting your organizational processes to a new culture, Harvard Business Review, retrieved from https://hbr.org/2016/10/adapting-your-organizational-processes-to-a-new-culture</p>
4	The dimensions of Hofstede: Long-term orientation and Indulgence	<p>Moran, G. (2016). 5 Essentials to managing multinational teams, Fast Company, retrieved from https://www.fastcompany.com/3058037/5-essentials-to-managing-multicultural-teams.</p> <p>Swanson, A. (2016). The secret to disagreeing with people from 20 different countries, in one chart, The Washington Post, retrieved from https://www.washingtonpost.com/news/wonk/wp/2016/05/11/the-secret-to-disagreeing-with-people-from-20-different-countries-in-one-chart/?utm_term=.526712ba40da</p>
5	Final presentations and concluding discussion	

Student Learning Objectives/ Outcomes:

- To develop an appreciation of cultural differences which businesses encounter in international business environments.
- To understand how cultures can be empirically compared along various cultural dimensions.
- To acquire field-specific knowledge of the impact of cultural differences on selected business areas.
- To learn skills related to the formulation of strategies and tactics to cope with cultural differences in individual and group interactions.

- To be able to understand and analyze cultural standards and to adequately cope with them.
- To refine of written and oral communication skills.
- To enhance the ability to think creatively and critically.

Teaching Approach:

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.
- **Please note that in case of restrictions concerning presence meetings, because of the Covid pandemic, the teaching method change to online methods. If it should be necessary, the syllabus will be updated accordingly**

Required Textbooks and Materials:

1. Apfelthaler, G. (2021). International Market Entry Strategies, Chapter 7.
2. Behfar, K. et. al. (2015). The Influence of Cultural Values on Business Practice. Darden Business Publishing / University of Virginia.
3. Hofstede, G. (1993). Cultural constraints in management theories. *The Academy of Management Executive*, 7(1), 81-94.
4. Kirkman, B. et. al. (2016). Research: The biggest culture gaps are within countries, not between them, Harvard Business Review, retrieved from <https://hbr.org/2016/05/research-the-biggest-culture-gaps-are-within-countries-not-between-them>

Suggested/ Additional Course Materials:

Not required, only as back-up and further reading:

1. 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
2. Hofstede, G. (2001) Culture's Consequences. Comparing Values, Behavior, Institutions, and Organizations Across Nations. 2nd edition. Thousand Oaks/London/New Delhi:Sage.
3. House, R. J., Hanges, P. J., Javidan, M. & Dorfman, P. (2004). Culture, Leadership and Organizations. The GLOBE Study of 62 Societies. Thousand Oaks: Sage.
4. Trompenaars, Fons and Hampden-Turner, Charles (2012). Riding the Waves of Culture. New York: McGraw-Hill, 3rd edition

Assessment, Assignments & Academic Calendar:

According to the **E-study an Examination Regulations** of FH JOANNEUM, University of Applied Sciences

*"The assessment of an examination or a pre-academic or academic student thesis will be declared invalid if the examination results have been obtained **fraudulently**.*

The annulled examination shall count towards the total number of examination attempts.

*The consequences of fraudulent acts such as **plagiarism** or **ghostwriting** shall be subject to Sec. 20 of the FHG.*

In addition, the "FH JOANNEUM measures for checking plagiarism in pre-academic and academic student theses" and the "Guideline for Good Scientific Practice and Prevention of Research Misconduct" as amended and approved by the Board shall apply"

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	Befriediegend	Satisfactory
70-61	4	Genuegend	Sufficient
60-0	5	Nicht genuegend	Failed

Assessment	Points
Attendance & Participation (2 pts per day)	20
Group Projects: Presentations	40
Final Paper	40
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%

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.

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: International strategic management

Course title:	International strategic Management
Semester:	Summer term 2022
Credits:	2,5 ECTS
Class dates:	April 4 th – April 8 th
Class times:	9:15h – 13:00h daily
Classroom:	tbd

Professor Contact Information

Name: Prof. Dr. Vito Bobek

Phone number: +43 316 5453-6829

Email: vito.bobek@fh-joanneum.at

Office location: Eggenberger Allee 11, 8020 Graz, Austria, Room 468

Office hours: upon previous arrangement

Web (if available): <https://www.fh-joanneum.at/en/university/person/vito-bobek/>

Instructor Bio

Vito Bobek works as a professor for international management at the University of Applied Sciences FH Joanneum (Graz, Austria). He published over 500 units in his academic career and visited 22 universities worldwide as a visiting professor. He is a member of editorial boards of six international journals and an Open Access publisher Intech in London. He also serves as a member of the Strategic Council of the Minister of Foreign Affairs of the Republic of Slovenia. He has a long history in academia, consulting, and entrepreneurship. In 2010, he founded the consulting firm Palemid, where he has managed 20 significant projects such as Cooperation Program Interreg V-A (2014 Slovenia-Austria - 2020) and Capacity Building for the Serbian Chamber of Enforcement Agents. He has also participated in many international projects in Italy, Germany, Great Britain, the USA, Spain, Turkey, France, Romania, Croatia, Montenegro, Malaysia, and China. He is also a co-founder of the Academy of Regional Management in Slovenia.

Among his previous functions, he was a member of the Supervisory Board of KBM Infond Management Company Ltd, which belonged to the Nova KBM, Plc. Banking group, a member of the Team Europe Slovenia, member of the academic expert group in the Commission of the EU (DG Education) to evaluate Erasmus projects, and advisor to the Ministry of Economic Relations Development of Slovenia for the strategy of International Economic Relations.

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

None.

Course Description

The overall objective of this course is to get a deeper insight into companies' strategic responses to complex problems in the internationalization process. Above that, specific strategic management competences as well as generic competences shall be strengthened.

Overview of Topics and Schedule of Topics and Activities*

Day	Date	Topics	Readings
1	April 4	Definition of critical terms and concepts	Folder 1 on Moodle
2	April 5	Business Environment	Folder 2 on Moodle
3	April 6	Business Intelligence, Data and Tools	Folder 3 on Moodle
4	April 7	International Market Entry Strategies	Folder 4 on Moodle
5	April 8	Presentation of the seminar papers	Own selection

Student Learning Objectives/Outcomes

Specific competences - Upon successful completion, participants will:

1. Contrast and compare related theoretical concepts presented in the lectures and readings, and understand the differences between single market and international/global strategic management.
2. Comprehend companies' strategic directions in dealing with challenges in the internationalization process through company presentations and informed discussions.

This enables participants to:

- Create, develop and design strategic concepts in the areas of international strategic market entry that are high in theoretical quality and practical value for the company.

- Develop decision-making skills in international strategic management by bridging theory and practice.

Generic competences - Upon successful completion of ISM participants will use generic competences in the areas of critical analysis, synthesis, leadership, teamwork, communication and presentation. This enables participants to:

- Feel confident in arguing a strategic position based on well researched evidence and a strong theoretical base.

Work successfully in teams and learn leader and follower roles through competitive role play

Teaching Approach

Types of learning/teaching:

- Frontal teaching
- Work in smaller groups or pair work
- Independent students work
- E-learning

Teaching methods:

- Explanation
- Conversation/discussion/debate
- Work with texts
- Case studies
- Different presentation

Required Textbooks and Materials

- Lasserre, Philippe. 2017. Global strategic management. Houndmills, Basingstoke, New York: Palgrave Macmillan.
- Materials uploaded to the Moodle Web-site.

Suggested/Additional Course Materials

- Grant, Robert M. 2018. Contemporary strategy analysis. 10th ed. Hoboken (N.J.): Wiley.
- Ghemawat, Pankaj. 2007. Redefining global strategy: crossing borders in a world where differences still matter. Boston (Mass.): Harvard Business School Press.

Assessment, Assignments & Academic Calendar

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The annulled examination shall count towards the total number of examination attempts.

The consequences of fraudulent acts such as **plagiarism** or **ghostwriting** shall be subject to Sec. 20 of the FHG.

In addition, the "FH JOANNEUM measures for checking plagiarism in pre-academic and academic student theses" and the "Guideline for Good Scientific Practice and Prevention of Research Misconduct" as amended and approved by the Board shall apply"

- Seminar paper – document 25%
- Seminar paper - presentation 25%
- Exam 50%

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

Assessment*	Points
Seminar paper – document	25
Seminar paper - presentation	25
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%

Document upload and naming conventions*: ISC_seminar_paper_family_name_2022

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.

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: Economics

Course title:	Economics
Semester:	Summer term 2022
Credits:	5 ECTS
Class dates:	April 25 th - April 29 th ; May 02 nd - May 05 th
Class times:	9:15h – 13:00h daily
Classroom:	tbd

Professor Contact Information

Name: Associate Professor Branka Krivokapic – Skoko

Email: bkrivoka@gmail.com

Office location: MS Teams

Office hours: -

Instructor Bio

Professor 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). 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	25 April	What is Economics?	Thinking like an economist Chapter 1 Appendix to Chapter 1
2	26 April	Demand and Supply	Market demand and supply Chapter 3
3	27 April	<u>Multiple choice quiz (Assessment 1)</u> Elasticity & Applications	Elasticity of demand and supply Chapter 5
4	28 April	Market in Action (a) Market in Action (b)	Market failure Chapter 4 Policy Issues/Climate change Chapter 10
5	29 April	<u>In class test (Assessment 2)</u>	

6	2 May	Production and costs Market Structures	Production and costs (brief overview) Chapter 6 Perfect competition and Monopoly Chapter 7 (pp165-170) & Chapter 8
7	3 May	Basic Macroeconomic Concepts	Inflation and Unemployment Chapter 13
8	4 May	<u>Multiple choice quiz (Assessment 3)</u> Aggregate Demand and Aggregate Supply	A simple model of the macro economy Chapter 14
9	5 May	Monetary and Fiscal policy	Macroeconomic policy I: Monetary policy Chapter 16 Macroeconomic policy II: Fiscal policy Chapter 17
10	6 May	<u>Exam (Assessment 4)</u>	

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 market failure and apply it to the case of public goods and externalities

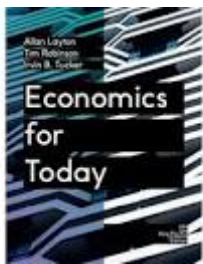
- Skills and knowledge necessary for analyzing the impacts of monetary and fiscal policy on major economic variables such as inflation, unemployment and gross domestic product
- Skills to construct graphs and diagrams to demonstrate how economic concepts and principles work in practice

Teaching Approach

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

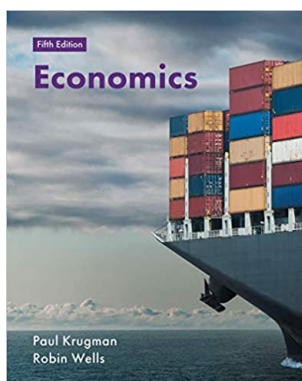
Required Textbooks and Materials

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

According to the **E-study an Examination Regulations** of FH JOANNEUM, University of Applied Sciences

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Assessment:

	Assessment	Points
1	Quiz 1 (Multiple choice questions)	10.0
2	In class test (short answers)	30.0
3	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.

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: Managing SMES in disruptive Context

Course title:	Managing SMEs in disruptive contexts
Semester:	Summer term 2022
Credits:	2,5 ECTS
Class dates:	May 09 th - May 13 th
Class times:	9:15h – 13:00 pm daily
Classroom:	tbd

Professor Contact Information

Name: Abdel-Maoula CHAAR

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Email: abdelmaoula.chaar@gmail.com

Office location: -

Office hours: -

Instructor Bio

Abdel-Maoula Chaar holds a PhD in Business Administration from the French University Paris-Est. He is a professor at ESA Business School – Beirut where he heads the Centre of Research. He is also member of the Scientific Board of the School, scientific co-director of the School DBA and co-director of the “Scenario Factory”; a think-tank which conducts foresight studies on the long-term implications of major societal or economic issues in Lebanon and the Middle East.

Pr. Chaar has a multi-disciplinary background (strategic management, organization, entrepreneurship, and finance) and an extensive experience in working with politically sensitive issues and projects as advisor and evaluator at ministerial level.

Abdel-Maoula teaches DBA and master level courses in methodology, management, and organizational theory. He has also an extensive experience in designing and delivering workshop to a broad range of stakeholders. His research focuses on entrepreneurship in its various forms, management in extreme contexts, and resilience of post-conflict cities.

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

None

Course Description

Since March 2020, the world is suffering a pandemic caused by the COVID-19 virus which affects economies, cultural habits, and the lifestyle of populations across the planet.

The disruptive context created by the pandemic alters also profoundly the structures and mode of operation of organizations. All major consulting firms (BCG, McKinsey, EY, etc.) are working on the issue. They regularly issue recommendations to enable firms to adapt as well as possible to the new normal. These analyzes implicitly target large companies modeled on that of the S&P 500, whereas this type of firms represents only a fraction of those which participate in socio-economic well-being. In fact, 90% of worldwide companies are small or medium sized (SME). According to the World Bank, they provide more than 50% of employment worldwide and contribute up to 40% of GDP in emerging economies¹.

This course focuses on this type of companies. It uses the case of Lebanon to discuss the methods that SMEs use to face disruptive contexts. Lebanon is the scene of four major crisis: sanitary, of course, but also political, economic, and financial. The intensity of these crises is such that they are calling into question the socio-political and economic structures of the country. In spite of this dramatic context, some of the companies of the country are managing to coop with the situation and even to develop their activities. The objective of this course is to understand how these companies are weathering the crises and learn from this experience in order to use it in alternative settings.

Overview of Topics and Schedule of Topics and Activities*

Day	Date	Topics	Readings
1	9/05/22	Classes of crisis, types of business contexts and resilience <i>(Description of the different type of crisis, Typologies of the contexts created by each type of crisis, Detailing the organizational behavior during crisis (potential and actual) triggered by flaw in the core activity of organizations, Detailing the characteristics of disruptive context, especially their unforeseeable character, Introducing resilience and its different modes).</i>	NONE
2	10/05/22	Crisis identifications <i>(Introducing Lebanon's case study (context / companies studied), Professionals' subjective approach to crisis, Organization as interpretation systems and the consequences of this approach (Notion of dominant logic, Notion of</i>	NONE

¹ <https://www.worldbank.org/en/topic/sme/finance>

		<i>sensemaking), Organization as artefact striving for a fit with the environment (Notion of resource (tangible / intangible; Human / non-human; The business model as a heuristic to articulate resources).</i>	
3	11/05/22	Shock absorption <i>(Making sense of the unknown (organizational sensemaking), The relation between action and sensemaking, Coping with the unknown (organizational learning).</i>	NONE
4	12/05/22	Adaptation to the new situation <i>(Strategies in Disruptive contexts (Organizational agility, resources redeployment), Adaptative leadership)</i>	NONE
4	13/05/22	Bouncing back <i>This part is based on the analysis of a Lebanese company (“7 express”) that modified radically its business model to save the jobs of its employees. In doing so, the company has created a new field of activity that it is currently developing.</i>	NONE

Student Learning Objectives/Outcomes

This course will provide students with conceptual tools that will help them to contribute effectively to the resilience of the companies that will employ them. This goal is all the more relevant as they will be called upon to quickly occupy positions of responsibility and that middle-management is an important vector of firms’ resilience.

During this seminar, students will:

- Identify different type of extreme events and relate each of them to specific contexts of action,
- Assess the relevance of each of its types of resilience (absorptive, adaptive, and transformative) according to the contexts in which firms are embedded,
- Take note of the importance of organizational interpretation to make sense of the equivocal situation created by disruptive context,
- Discuss the specificities of organizations considered as interpretation system,
- Utilize Business Model Innovation to reorganize firm’s resources to adapt to contexts created by crisis and thus induce resilience.

Teaching Approach

This course uses an inductive approach based on the analysis of case studies developed out of in-depth interviews of the top managers of 10 Lebanese SMEs. It is made by an on-going conversation between the instructor and the students based on the preparation / analysis of these case studies.

The analysis of each case study is preceded or followed by a presentation detailing the principles and theories used during the discussion of the cases. They are prepared during group or break-room sessions before being discussed in plenary sessions. The instructor “roams” between the groups to precise if needed some theoretical notions and make sure that the work goes in the proper direction.

Required Textbooks and Materials

Session 1. Classes of crises, types of business context and resilience	Hällgren, Rouleau, & De Rond (2018). “What are extreme context”, pp. 113-115 Tanner, Bahadur, & Moench (2017). “Interpreting resilience”, pp.7-10
Session 2. Crisis identification	Daft & Weick (1984). Interpretation, Definition of interpretation“, pp. 284-286.
Session 3. Shock absorption	Weick (1988). Introduction, The enactment perspective, pp. 305-307
Session 4. Adapting to new situation	BCG (2010), New leadership rules. Ospina & Foldy (2016). Collective dimensions of leadership, pp. 1-6
Session 5. Bouncing back	Creately (2020). The Easy Guide to the Business Model Canvas https://creately.com/blog/diagrams/business-model-canvas-explained/ Girotra & Netessine (2014). Four paths to Business Model Innovation

Beck, T. E., & Plowman, D. A. (2009). Experiencing rare and unusual events richly: The role of middle managers in animating and guiding organizational interpretation. *Organization Science*, 20(5), 909-924.

Daft, R. L., & Weick, K. E. (1984). Toward a model of organizations as interpretation systems. *9*, 284-295.

Girotra, K., & Netessine, S. (2014, July-August). Four paths to business model innovation. *Harvard Business Review*.

- Hällgren, ,. M., Rouleau, L., & De Rond., M. (2018). A matter of life or death: How extreme context research matters for management and organization studies. *Academy of Management Annals*, 12(1), 111-153.
- Ospina, S., & Foldy, G. (2016). Collective dimensions of leadership. In *Global Encyclopedia of Public Administration, Public Policy and Governance*. Springer. doi:10.1007/978-3-319-31816-5_2202-1
- Tanner, T., Bahadur, A., & Moench, M. (2017). Tanner, Thomas, Aditya Bahadur, and Marcus Moench. "Challenges for resilience policy and practice." (2017). London: Overseas Development Institute.
- Weick, K. E. (1988). Enacted sensemaking in crisis situations. *Journal of management studies* , 25(4), 305-317.

Suggested/Additional Course Materials

None

Assessment, Assignments & Academic Calendar

According to the **E-study an Examination Regulations** of FH JOANNEUM, University of Applied Sciences

*"The assessment of an examination or a pre-academic or academic student thesis will be declared invalid if the examination results have been obtained **fraudulently**.*

The annulled examination shall count towards the total number of examination attempts.

*The consequences of fraudulent acts such as **plagiarism** or **ghostwriting** shall be subject to Sec. 20 of the FHG.*

In addition, the "FH JOANNEUM measures for checking plagiarism in pre-academic and academic student theses" and the "Guideline for Good Scientific Practice and Prevention of Research Misconduct" as amended and approved by the Board shall apply"

Assessment:

Type	Weight in final grade	Comments / Remarques
Participation & Attendance <i>Participation & Présence</i>	5%	Participation. Attendance is compulsory
Individual project <i>Projet Individuel</i>		
Group project <i>Projet de Groupe</i>	45%	
Exam <i>Examen</i>	50%	Case study

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

Assessment*	Points
In class participation	5
Group works	45
Individual final 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%

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.

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 : Sales and Key Account Management

Course title:	Sales and Key Account Management
Semester:	Summer term 2022
Credits:	2,5 ECTS
Class dates:	May 16 th – May 20 th
Class times:	9:15h – 13:00h daily
Classroom:	tbd

Professor Contact Information

Name: Denny N. Seiger

Phone number: -

Email: Denny.Seiger@fh-joanneum.at

Office location: Institute of International Management; Campus A, 4th floor

Office hours: -

Instructor Bio

Mr Denny N. Seiger has worked in international marketing and sales for over 30 years. He holds a Master's degree (Magister) in Business Administration from University of Commerce (Wirtschaftsuniversität) in Vienna and is Sloan Fellow of the London Business School. Before joining the faculty at FH-Joanneum he held senior management positions in Austrian SME's, including Head of OEM Business at a world leading manufacturer of professional audio equipment; Marketing Director at a supplier of industrial products and subassemblies to the automotive, communications and robotics industry and Managing Partner in a digital communications agency.

Denny has lectured B2B marketing at the University of Stockholm School of Business (Sweden) and institutions in Spain, Turkey and Slovenia. He is also practising what he preaches as freelance sales consultant for a company specializing in digital learning solutions.

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

Knowledge about marketing (at least the 4P concept).

Course Description

The course follows the content of selected chapters of the books Business Marketing Management by Michael Hutt, Thomas W. Speh, Key Account Management by Malcolm MacDonald and Sales Management by Donaldson, SPIN Selling by Neil Rackham, and covers the below subjects:

Overview of Topics and Schedule of Topics and Activities*

Day		Subject	Material
1		Sales Management, Sales people and selling skills Sales force organisation	Relevant chapters in the course literature, literature distributed on Moodle (online learning platform)
2		SPIN Selling and other methods for personal selling	The book SPIN Selling by Rackham, other literature distributed on Moodle (online learning platform)
3		Strategic Selling	The book Strategic Selling by Robert B. Miller and Stephen E. Heiman, literature distributed on Moodle (online learning platform)
4		Key Account Management	The book by MacDonald, other literature distributed on Moodle (online learning platform)
5		Global Account Management	Relevant chapter in the course literature, literature distributed on Moodle (online learning platform)

Student Learning Objectives/Outcomes

Upon successful completion of the course students will be able to understand the most important tasks of sales management, also what key account management implies and how it can be put into effect in an organization. Moreover, students will learn about the implications and challenges of global account management (typical for large and internationally active companies). Since personal selling is still dominant in business-to-business markets, the course will focus on b2b examples. To experience selling situations the students will learn about selling methods and get a chance to practice it. As an outcome students will be able to make informed suggestions for solutions for specific challenges in b2b selling and critically review these.

Teaching Approach

Learning takes place in two ways: Firstly, core material is presented and then discussed in the lectures, active participation of students is expected. Secondly, students are required to elaborate on any of the material that the lecturer presented by posting to an online discussion forum after each lecture and before the next lecture. Students gain scores according to the quality of their postings.

Required Textbooks and Materials

Mandatory literature:

- Michael Hutt, Thomas W. Speh, Business Marketing Management, EMEA, 2004 edition or later (selected chapters).
- Robert B. Miller and Stephen E. Heiman with Tad Tuleja, The new strategic selling, Warner Books, 2009.
- Neil Rackham, SPIN Selling, McGraw Hill 1988.
- Donaldson, Bill (2007) Sales Management: Principles, Process and Practice
- All material uploaded by the lecturer to the e-learning platform and marked as “mandatory”.

Suggested/Additional Course Materials

Some additional material is provided by the lecturer and distributed through the online learning platform.

Assessment, Assignments & Academic Calendar

According to the **E-study an Examination Regulations** of FH JOANNEUM, University of Applied Sciences

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The annulled examination shall count towards the total number of examination attempts.

*The consequences of fraudulent acts such as **plagiarism** or **ghostwriting** shall be subject to Sec. 20 of the FHG.*

In addition, the "FH JOANNEUM measures for checking plagiarism in pre-academic and academic student theses" and the "Guideline for Good Scientific Practice and Prevention of Research Misconduct" as amended and approved by the Board shall apply”

Factors and weight contributing to final grade:

Total points gained in Online Forum postings after each classroom/online session.

Grading Policy

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

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

Course & Instructor Policies

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

Extra credit: not possible-

Class attendance: mandatory attendance of 80%

Late work: -

Document upload and naming conventions*: 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.

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: Strategic Innovations in Emerging Markets

Course title:	Strategic Innovations in Emerging Markets
Semester:	Summer term 2022
Credits:	5 ECTS
Class dates:	May 23 rd – May 27 th ; May 30 th - June 03 rd
Class times:	9:15h – 13:00h daily
Classroom:	tbd

Professor Contact Information

Name: Dr Rahul Singh

Email: rahul.singh@bimtech.ac.in

Office location: Institute of International Management Campus A, 4th 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, <https://sloanreview.mit.edu/article/new-strategies-in-emerging-markets/>

EXERCISE – 1. Economic profile of an emerging market, 2. Profile of a company from emerging market

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/>

EXERCISE – review of an article

4. Understanding Markets - CAGE Model and Institutional Voids

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

Discussion:

Exploiting Institutional Voids as Business Opportunities, Harvard Business Review

CASE - Haier – Taking the Chinese Company Global

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

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

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

Globalization: The Strategy of Differences

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

Brief Cases –Dabur India

6. Marketing Strategies of As and not Ps

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

Discussion:

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

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

CASE: Micromax (caselet)

7. 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

8. Innovation Strategies and Digital Transformation

- Learning the needs of users
- Converting non-users into users by innovative solutions

- Searching value and new products and services
- Digital transformation in emerging markets

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: Micro finance

9. Strategies and 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/>

EXAM: 2 questions to be attempted out of 3.

EXERCISE: working on project

10. The Business Plan Project and Project Presentation (GROUP WORK)

A. Business Plan Project Presentation in the class

- Idea of launch of a product / service in emerging market
- About 20 minutes, 10 slides, each participant present, 10 minutes Q&A

B. The Business Plan Project: (Report Submission)

This project is about opening a digital company launching 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.

1. 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.
2. Thus, you are required to name the company, product/service/solution, brand etc.
3. You should register a domain name and create a website using free website domains and servers and templates. Make a logo also.
4. 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.

5. You are required to develop this project within 10 pages. Present the website you have created.

6. The project has two components:

o 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.

o Project Business Plan Report Submission – an elaborated version of the business plan in form of report. It should be within 10 pages, no further presentation is required.

o APA style format

o First page of the report should give details of the project, names, roll number and photo of all members of the group.

o 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

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In addition, the "FH JOANNEUM measures for checking plagiarism in pre-academic and academic student theses" and the "Guideline for Good Scientific Practice and Prevention of Research Misconduct" as amended and approved by the Board shall apply”

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:

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.

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: Cross Cultural Negotiations

Course title: Cross Cultural Negotiations

Semester: Summer term 2022

Credits: 2,5 ECTS

Class dates: June 13th - June 17th

Class times: 9 :15h – 14:00h daily

Classroom: tbd

Professor Contact Information

Name: Yahia H. Zoubir

Phone: +33 614 415 336

Email: yahia.zoubir@kedgebs.com

Office location: -

Office hours: -

Instructor Bio

Yahia H. Zoubir (PhD) is Professor of International Relations and International Management and Director of Research in Geopolitics at KEDGE Business School, France. He has taught at multiple universities in the United States, China, Europe, India, Indonesia, South Korea, and the Middle East and North Africa. He has published several books in international politics, as well as dozens of articles in academic journals, such as Journal of Contemporary China, Foreign Affairs, Third World Quarterly, Mediterranean Politics, International Affairs, Africa Spectrum, Journal of North African Studies, Democratization, Middle East Journal, Arab Studies Quarterly, Africa Today, Middle East Policy, etc. His publications also include many book chapters and he has contributed to various articles in encyclopedias, such as the Oxford Research Encyclopedia on Politics and Religion. His most recent research is on China's health diplomacy and China's Health Silk Road. His next edited volume is, The Routledge Handbook on China Middle East and North Africa Relations (2022). He has been a consultant for major corporations such as Boeing, Honeywell, Motorola, Alcatel, among others.

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

None

Course Description

This course examines the theory and practice of negotiation and the behavior of individuals, organizations, and states in the context of competing or mediating situations. The objectives of this course are to grasp the nature of negotiation, to acquire the indispensable tools for assessing the negotiation process, to develop self-confidence while taking part in the process of conflict resolution, and to improve the analysis concerning behaviors and motives of others in a contentious condition. The other objective of this course is to expose the students to the complexity of international negotiations, which are often more intricate in different cultural settings.

Teaching Approach

In this course, students will learn to analyze cases from a critical thinking perspective through which they will assess some psychological traits of their counterparts in the negotiation simulations. They will also partake in simulations.

During the first sessions, students will learn the most important concepts used to analyze business negotiations. Once they have grasped them, these techniques will prove most valuable in developing negotiating skills or in analyzing and resolving conflicts. To make effective utilization of the learning process, it is imperative that students do their readings before class meetings. Furthermore, those participants who do their readings before the class sessions will benefit most from the lectures/discussions. The required readings are extremely helpful in acquiring theoretical understanding of negotiation.

Overview of Topics and Schedule of Topics and Activities*

Day	Date	Topics	Readings
1		Personal Bargaining Inventory	Lewicki, et al. Sections 5 & 6
		General Principles of Negotiation	Lewicki, et al. Section One
2		Interest-Based v. Position Negotiating	Lewicki, et al. Sections 3 & 4; Read selectively from Section 9, 10, & 12.

		The Importance of Preparation/Pre-negotiation	Malhotra. Negotiating the Impossible
3		Impact of Culture on Negotiation	Lewicki, Section 11; Salacuse
4		Analyzing International Negotiations in a Complex World	Presentations
5		Analyzing International Negotiations in a Complex World	Presentations

Note that sequel may vary according to the pace of the class. Also, the Instructor will run exercises and simulations for you to practice negotiation.

Student Learning Objectives/Outcomes

This course examines the key principles of negotiation and cross-cultural negotiations. The objective is to provide participants with enough opportunity to learn important concepts of negotiation, on the one hand, and to analyze concrete events, on the other hand. The main objectives of the course are:

1. To appreciate the nature of international negotiation and its various facets (personal styles, preparation, strategies, power, and negotiation tactics)
2. To understand how personal and cultural value systems influence managers/politicians/state officials and their perceptions of other groups and individuals
3. To gain the necessary instruments for evaluating the negotiation process
4. To improve one's analysis of behavior, motives, and "profile" of others in various cross-cultural settings
5. To develop an ability to analyze cross-cultural negotiations and to increase one's skills as a global business/political negotiator.

Learning Goals

LG1 Develop a Strategic Perspective based on a solid Understanding of Management Foundations and Techniques

LG2 Demonstrate Business, Communication, Teamwork and Leadership Skills

LG4 Demonstrate Critical Thinking in the specific industrial or function of specialization and the Ability to Excel in a Culturally Diverse environment

LG5. Integrate diversity and globalization in the practice of management

Required Textbooks and Materials

Lewicki, R. A., Bruce Barry, and David Saunders. **Negotiation: Readings, Exercises, and Cases**. 7th Edition, Homewood, Ill: Irwin, 2014 (**Assigned chapters**).

Jeswald W. Salacuse. **The Global Negotiator: Making, Managing and Mending Deals Around the World in the Twenty-First Century**. St. Martin's Press: 2015.

Suggested/Additional Course Materials

Brigid Starkey, Mark A. Boyer, Jonathan Wilkenfeld. **International Negotiation in a Complex World** (New Millennium Books in International Studies). Rowman & Littlefield Publishers; 4 edition (August 22, 2016).

Ho-Won Jeong. **International Negotiation: Process and Strategies**. Cambridge University Press, 2016.

Brigid Starkey, Mark A. Boyer, Jonathan Wilkenfeld. **International Negotiation in a Complex World** (New Millennium Books in International Studies). Rowman & Littlefield Publishers; 4 edition (August 22, 2016).

Assessment, Assignments & Academic Calendar

According to the **E-study an Examination Regulations** of FH JOANNEUM, University of Applied Sciences

*“The assessment of an examination or a pre-academic or academic student thesis will be declared invalid if the examination results have been obtained **fraudulently**.*

The annulled examination shall count towards the total number of examination attempts.

The consequences of fraudulent acts such as **plagiarism** or **ghostwriting** shall be subject to Sec. 20 of the FHG.

In addition, the "FH JOANNEUM measures for checking plagiarism in pre-academic and academic student theses" and the "Guideline for Good Scientific Practice and Prevention of Research Misconduct" as amended and approved by the Board shall apply"

Assessment*	Points
Attendance & effective participation	25
Class Presentation	35
Final Case analysis	40
total points	100

Grading policy

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

Course 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.

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

Course title: Introduction to Controlling as a Management Function

Semester: Summer term 2022

Credits: 2,5 ECTS

Class dates: June 20th - June 24th

Class times: 9 :15h – 13:00h daily

Classroom: tbd

Professor Contact Information

Name: Mag. Ute Berger, MSc

Email: ute.berger@fh-joanneum.at

Office location: on appointment

Office hours: 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 slides 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

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

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Extra credit: not possible

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