



**GLOBAL BUSINESS PROGRAM**  
**COURSE SYLLABI**  
**SUMMER SEMESTER 2017**

**FH | JOANNEUM**  
Management internationaler  
Geschäftsprozesse

## Timetable

No	Dates	Course	Professor	ECTS	No Lecture
1	27.02.-3.3.	Doing business in the emerging market of Russia: experience, developments and trends	Alexander Boldyrikhin	2,5	
2	6.3.-10.3.	International Management	Harry Domicone	2,5	
3	13.3-17.3.	Organisational Behaviour	Otmar Varela	5	
3	20.3.-24.3.	Organisational Behaviour	Otmar Varela		
4	27.3-31.3.	Supply Chain Management	Michael Richter	2,5	
	3.4.-7.4.	STUDY WEEK			
5	24.4.-28.4.	International Marketing	Helena Chui	2,5	
6	2.05 -5.05.	Soft Competencies of International Project Management	Richard McAndrew	5	1.5. Holiday
6	8.5.-12.5.	Soft Competencies of International Project Management	Richard McAndrew		
7	15.5.-19.5.	International Finance	Branka Krivokapic-Skoko	5	
7	22.05.-26.05.	International Finance	Branka Krivokapic-Skoko		25.5. Holiday
8	29.05.-2.6.	Strategies in Emerging Markets	Rahul Singh	5	
8	6.06.-9.06.	Strategies in Emerging Markets	Rahul Singh		5.06. Holiday
9	12.06.-17.06.	Introduction to B2B Marketing and Selling	Denny Seiger	5	15.06. Holiday
9	19.06.-23.06.	Introduction to B2B Marketing and Selling	Denny Seiger		
10	26.06.-30.06.	Introduction to Controlling as a Management Funtion	Norbert Faix	2,5	

## Modules

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<b>Module 7: International Finance</b> .....	<b>35</b>
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## Module 1: Doing Business in the emerging market of Russia: experience, developments and trends

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<b>Course title:</b>	Doing business in the emerging market of Russia: experience, developments and trends
<b>Semester:</b>	summer term 2017
<b>Credits:</b>	2,5 ECTS
<b>Class dates:</b>	February 27 – March 3
<b>Class times:</b>	9 am – 1 pm daily
<b>Classroom:</b>	Campus A, ground floor, seminar room 014

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### Professor Contact Information

**Name:** Alexander A. Boldyrikhin, Ph.D.

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**Office location:** Institute of International Management  
Campus A, 4<sup>th</sup> floor, room number 405

**Office hours:** on appointment

**Web (if available):** [www.inter-action.ru](http://www.inter-action.ru)

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### Instructor Bio

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

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

Alexander teaches International Strategic Management, International Finance, International Business Communications and Public Speaking in Voronezh State University, lectured at FH

JOANNEUM and University of Leuven, Belgium as a visiting teacher and was an online lecturer for the University of Sorocaba, Brazil. At the Department of International Relations of VSU Alexander is also engaged as the International Projects Coordinator.

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

General knowledge about business essentials and emerging markets basics.

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### Course Description

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

In detail the course covers the following topics:

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

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

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

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

### Student Learning Objectives/Outcomes

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

After successful conclusion students will

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

## Required Textbooks and Materials

Mandatory literature:

- 1) Russia: Investment and Business Guide. Vol. 1. Strategic and Practical Information, International Business Publications, 2015.
  - 2) Doing business in Russia, Ernst & Young, 2015.
  - 3) Ade Asefeso, CEO Guide to Doing Business in Russia, AA Global Sourcing Ltd, 2013.
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## Suggested/Additional Course Materials

- 4) Molly O'Neal, Democracy, Civic Culture and Small Business in Russia's Regions: Social Processes in Comparative Historical Perspective, Routledge, 2015 (Chapters 1, 2, 8)  
William B. Gamble, Investing in Emerging Markets: The Rules of the Game, Apress, 2011 (Chapters 1, 5, 8)
- 5) Julian Marr, Cherry Reynard, Investing in Emerging Markets: The BRIC Economies and Beyond, John Wiley & Sons, 2010 (Chapter 4.5)
- 6) Marat Terterov, Doing Business with Russia, GMB Publishing Ltd, 2004.
- 7) Harry G. Broadman, Unleashing Russia's Business Potential: Lessons from the Regions for Building Market Institutions, World Bank Publications, 2002.

Additional material as provided by the lecturer.

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## Assessment, Assignments & Academic Calendar

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

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

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## 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

Assesment*	Points
<b>Written Test (week 1)</b>	
Understanding the material of the course	50
Use of supporting facts and figures	30
Logical structure of answers	20
<b>Total points</b>	<b>100</b>

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## Course & Instructor Policies

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

**Extra credit:** not possible

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

**Late work:**

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

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

## Course Evaluation

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

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**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: International Management

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<b>Course title:</b>	International Management
<b>Semester:</b>	Summer Term 2017
<b>Credits:</b>	2,5 ECTS
<b>Class dates:</b>	March 6 – March 10
<b>Class times:</b>	9 am – 1 pm daily
<b>Classroom:</b>	Campus A, ground floor, seminar room 014

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### Professor Contact Information

**Name:** Prof. Dr. Harry A. Domicone

**Phone number:** +43 (0) 316/5453-6824

**Email:** [domicone@callutheran.edu](mailto:domicone@callutheran.edu)

**Office location:** Institute of International Management, Campus A, 4th floor; Office hours by arrangement

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### Instructor Bio



Dr. Harry Domicone holds a full-time faculty appointment at the rank of (full) Professor in the School of Management at California Lutheran University (CLU), where his teaching and research interests focus on the Strategic Management of International Entrepreneurship and Global Higher Education. Additional responsibilities include School of Management Director of International Relations. His publications appear in national and international journals, and he has presented research findings and participated in panels at workshops and other venues, as well as represented CLU for other purposes in Argentina, Australia, Austria, Belgium, Brazil, Cambodia, Canada, Chile, China, Colombia, Costa Rica, Cyprus, Czech Republic, Denmark, Egypt, Finland, France, Germany, Greece, Hong Kong, Indonesia, Ireland, Italy, Japan, Kenya, Mexico, Netherlands, New Zealand, Northern Cyprus, Norway, Panama, Peru, Philippines, Portugal, Qatar, Russia, Scotland, Singapore, Slovenia, South Korea, Spain,

Sweden, Switzerland, Taiwan, Thailand, Turkey, Ukraine, United Arab Emirates, United Kingdom, Venezuela, Vietnam and, of course, the United States. In addition, Dr. Domicone

has taught courses at select CLU partner universities and other institutions within the European Union, Central America, and Asia. He is strongly interested in the continued internationalization of CLU's academic programs and extensively travels on behalf of the university. He is strongly interested in the continued internationalization of CLU's academic programs and extensively travels on behalf of the university, including over 50 visits to Graz since 2001, where he was present at the inception of the International Management Program at FH-Joanneum.

Prior to a career in academia, Dr. Domicone served as Vice President of Sales and Marketing for a San Francisco-based publishing company. He holds a BGS degree from Ohio University (Athens), an MBA from California Polytechnic State University (San Luis Obispo), and a PhD from the University of Cincinnati (Ohio). Dr. Domicone makes his home on the CLU campus in Thousand Oaks, California (located between Los Angeles and Santa Barbara) along with his spouse, Allison Headrick, (who has served as a member of the CLU faculty). Allison and Harry are the parents of adult three adult children, one of whom is a former student of the GBP program at FH-Joanneum.

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

Admission to the GBP Program at FH-Joanneum.

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### Course Description

**All business is global.** This statement is irrefutable, yet many views, approaches, and considerations of business are ethnocentric, regionally-focused, or constrained to limited views of what constitutes "internationalization." Some business enterprises embrace internationalization as an opportunity for expanded sourcing and expanded market opportunities. Other businesses see increased internationalization as a necessary requisite for competition, as a global presence is demanded by their customers and facilitated by increasing global locations and networks of their suppliers. Still other firms see the globalization of business as a natural evolution made possible, at least in part, by increased logistical and technological sophistication. This view seems to posit that even though at one time the world may have been viewed as being round, the increasing bridging of borders (if not rendering borders, themselves, as being nuisances, if not anachronisms) requires that all organizations wishing to remain in existence strive to become and remain as global as possible in all respects. This course will take a strategic approach to International Management.

This course examines various paradigms of international business. These include the quest for achieving economies of scale and scope, the ability to tailor goods and services to host-country preferences, and the effort to integrate these seemingly disparate goals into an organization that is truly a multinational enterprise.

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## Overview of Topics and Schedule of Topics and Activities

Day	Date	Topics	Readings
1	6 Mar	Competitive Strategies; Foundations of Global Strategy	Indicated sections in course notes
2	7 Mar	Managing Industry Competition	Indicated sections in course notes
3	8 Mar	Leveraging Resources and Capabilities	Indicated sections in course notes
4	9 Mar	Growing and internationalizing the entrepreneurial firm	Indicated sections in course notes
5	10 Mar	Group presentations; Exam	Commensurate with presentations and course notes

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### Student Learning Objectives/Outcomes

1. To provide multiple perspectives and approaches to internationalization and international strategies
2. The explanation and application of theory and theoretical concepts to practical management use
3. Provide students with the opportunity to recognize that multiple paradigms exist concerning the need for, desirability of, and objectives of globalization
4. Develop frameworks of investigation, critical analysis, and extension of extant knowledge

Completion of this class will provide students with the opportunity to better understand the myriad and often competing forces toward (and sometimes against) globalization of business and their strategies.

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### Teaching Approach

This course will combine theory / lecture sessions with various individual and group exercises and projects (both within and outside formal class meeting times). Theory sessions will follow various segments of the comprehensive notes (Phases One and Two), and the exercises and projects will be intended to hone student skills while instilling the self-help competencies intended to be useful in myriad academic and professional settings.

Theory / lecture sessions – one or more of the following:

- Review, as directed by instructor, the relevant sections of the lecture notes

- Presentation of topics in class by instructor
- Discussion of selected questions in class

Individual and group exercises and projects will illustrate the principles learned in theory and will include more active student participation:

Work sessions may include one or more of the following:

- Clarification of questions, deepening of understanding
- Practical exercises in class
- Preparation of short questions/exercises/examples by students before lecture
- Presentation and discussion of results in class

### Required Textbooks and Materials

*Comprehensive course notes will be electronically provided.*

### Suggested/Additional Course Materials (optional)

#### **Global Strategic Management, International Edition, 3<sup>rd</sup> Edition**

Publisher: Cengage Learning

ISBN-13: 9781133953265 ISBN-10: 1133953263

### Grading Components and Scale

Exam	40%	(40 points)
Assigned case, written	20%	(20 points)
Assigned case, oral	20%	(20 points)
Assignments & exercises	10%	(10 points)
<u>Class attendance/participation</u>	<u>10%</u>	<u>(10 points)</u>
<b>SUM</b>	<b>100%</b>	<b>(100 points)</b>

## Grading Scale

%			
	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

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## Course & Instructor Policies

Make-up exams: As agreed by arranged and with GBP staff approval

Extra credit: Does not apply

Class attendance: Required (see evaluative criteria)

Late work: As agreed by arrangement and with GBP staff approval

Document upload and naming conventions: In accordance with GBP practices and policy

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

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***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: Organisational Behaviour

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<b>Course title:</b>	Organisational Behaviour
<b>Semester:</b>	Summer Term 2017
<b>Credits:</b>	5 ECTS
<b>Class dates:</b>	March 13 - March 24
<b>Class times:</b>	9 am – 1 pm daily
<b>Classroom:</b>	Campus A, ground floor, seminar room 014

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### Professor Contact Information

**Name:** Prof. Otmar E. Varela

**Phone number:**

**Email:** oxvarela@ualr.edu

**Office location:** Institute of International Management

Campus A, 4<sup>th</sup> floor, Room number 405

**Office hours:**

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### Instructor Bio

Dr. Varela is an associate professor of Management with the University of Arkansas – Little Rock, College of Business. Dr. Varela earned a Ph.D. with concentration in Organizational Behavior from Tulane University in 2003. He also holds a Master of International Business from Tulane University (2000) and a Master of Business Administration from ICADE – Madrid, Spain (1994).

Dr. Varela's primary area of research deals with Learning. Specifically, Dr. Varela studies the development of managerial skills (e.g., diversity management) and cross-cultural competencies. Additionally, his research explores techniques to managing employee performance. Dr. Varela's research findings have been published in top journals, presented at national and international conferences, and divulged in book chapters.

## Course Description

The goal of this course is to advance your knowledge with respect to managing people in organizations. This goal involves a thorough discussion of the theories that explain the performance of both individuals and groups in organizations. The goal also involves an overview of human resource practices necessary to support the management of employees.

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

Day	Date	Topics	Readings
1	3/13	Intro to Course – Performance	Chapter 5
2	3/14	Stable traits and their role in Performance Management	Chapter 1 & 2
3	3/15	Flexible Traits and their role in Performance Management	Chapter 6 & 7 A day in the life of Alex Sanders
4	3/16	Motivation – Work on project & review prior to first test	Chapter 9, 12, & 13 Daniel Pink – case study
5	3/17	First Test	
6	3/20	Group Theory – HR for teams	Barbara Norris Chapter 15
7	3/21	Diversity Management	Selco – a case study Chapter 16 & 33
8	3/22	Leadership & Conflict	The Mayo Clinic Chapters 19, 20 & 21

9	3/23	Group Project.	
10	3/24	Presentations – defend your project	

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### Student Learning Objectives/Outcomes

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

1. Discern the meaning of individual and group performance.
2. Explain the role that individual variables (e.g., attitude, personality) and processes (e.g., perception, learning) play in the performance of employees.
3. Understand key human resource processes that support the performance of employees – staffing, selection, development, and compensation.
4. Understand group processes (e.g., conflict, cohesiveness) that influence team performance.
5. Develop a strategic view of human resource management.

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### Teaching Approach

Towards the learning objectives above, the course will combine conceptual lectures with a group of activities aimed at exploring the practical view of topics. While standard short-lectures will be part of our daily sessions, in-class (e.g., self-assessments) and out-of-class (e.g., experiential activities) exercises will assist in furthering our understanding of concepts. Also, a series of case studies, debates, and simulations will be utilized throughout the semester. Together, these activities seek to explore how topics transfer to business realities. Your participation is pivotal in making each one of these activities meaningful. The role of the instructor during activities is to facilitate rather than to impose an agenda. I expect an active participation from all students.

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### Required Textbooks and Materials

1. Handbook of Principles of Organizational Behavior: Indispensable Knowledge for Evidence Based Management (2009). E. A. Locke (Ed). Second Edition. Wiley



Case studies to be purchased:

- a. A day in the life of Alex Sanders
  - b. Barbara Norris: Leading Change in the General Surgery Unit
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### Suggested/Additional Course Materials

1. Caruth, D. L., & Humphreys, J. H. (2008). Performance appraisal: Essential characteristics for strategic control. *Measuring Business Excellence*
  2. Behling, O. (1998). Employee selection: Will intelligence and conscientiousness do the job? *The Academy of Management Executive*.
  3. Pentland, A. (2012). The new science of building great teams. *Harvard Business Review*
  4. Timmins, W. J. (1995). Team-based compensation at recently reengineered Zeneca Ag products
  5. Shimoni, B., & Bergmann, H. (2006). Managing in a changing world: From multiculturalism to hybridization. *The Academy of Management Executive*.
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### Assessment, Assignments & Academic Calendar

#### 1) Participation & Attendance

I strongly believe that learning advances through active dialogue in class. Discussions and disagreements facilitate a better grasp of subject materials. Hence, participation plays a central role in this course and, as such, a significant percentage of your final grade hinges on participation (20 % of your final grade). To maximize class contributions, you should read the pre-assigned articles and case studies before the corresponding session. I evaluate your participation in every session based on the quantity (Do you regularly volunteer to participate?) and quality (Does your participation meaningfully contribute to discussion?) of your comments, primarily during discussions of case studies and articles. Although I do not expect an active participation in all sessions, it should be a priority for those of you who aspire to a grade of "1" in this class. I will ask for a self-assessment prior to judging your final participation grade.

The following behaviors describe an exceptional performance in participation:

- a) Student misses no more than one session throughout the course.
- b) Student shares his/her own class-related experiences during our discussions.
- c) Comments are provocative and connect concepts with realities.
- d) Student leads discussions and invites others to participate.

The following behaviors illustrate an unacceptable performance in participation:

- a) Student misses more than 15 % of classes (2 sessions).

- b) Comments are disruptive or personally insult / attack others
- c) Student attends classes but fails to express his/her opinions throughout during the entire semester.

Normally, students who attend regularly and selectively voice their views in class will be graded with a 2. Your participation must be exceptional (as described above) to ensure a grade of 1.

Case studies offer significant opportunities to boost your participation score. A total of four case studies have been selected to discuss the class topics. Each case presents an in-depth analysis of a situation involving an OB topic. The cases are listed in the calendar. You must read the case study before the corresponding session and come to class prepared to actively work on the case. In analyzing case studies, students will be provided about 10-15 minutes to individually draft your responses on a list of questions the instructor will present to the class. Then, working in groups, students will have the opportunity to share their views and, by consensus, find appropriate answers to the questions posted. You will provide an extra term of about 15 minutes to complete the group assignment.

An acceptable group-answer:

- 1) Incorporates the point of view of all group members.
- 2) Builds on the theories discussed in class.
- 3) Utilizes group-members work experiences into the analyses.
- 4) Provides provocative point of views on the issues.

Upon completion of the group assignment, an open debate will serve to synthesize your answers and learn from each other views. The instructor will create the groups at the beginning of each session. You may expect to have different group-mates every session.

## **2) Debates**

A list of topics will be debated from opposite perspective in class (see below). Toward this goal, working in small teams, students will prepare to establish and defend one of the alternative perspectives by researching on articles, evidences, and editorials on the topic. Personal experiences are also valid information to support your position. This information should be brought to the debate and presented in a Power Point.

Each group will be allowed about 10 minutes to establish their case. Then, each side will have about 10 minutes to rebut and question the other side about their position. Then, the rest of classmates will be given opportunities to participate and ask questions. Following the debate, classmates will evaluate each presenter. You will be graded on how well you have established your position, how well you incorporate the researched information, and how well you defend your position. The rubric to evaluate these factors is exhibited below.

## **Debate Topics**

### **# 1: IQ & Personality**

Team A: \_\_\_\_\_

Topic: IQ & personality tell very little about employees' future success.

Team B: \_\_\_\_\_

Topic: IQ & personality are pivotal in understanding the potential of employees.

### **# 2 Emotions & Attitudes**

Team A: \_\_\_\_\_

Topic: Job satisfaction and organizational commitment are invisible competitive advantages for organizations

Team B: \_\_\_\_\_

Topic: Work attitudes (job satisfaction and commitment) are relatively irrelevant in building competitive advantage for organizations.

### **# 3 Motivation**

Team A: \_\_\_\_\_

Topic: Money and incentives are key in boosting employees' motivation.

Team B: \_\_\_\_\_

Topic: Money and incentives are ineffective in motivating people.

### **# 4 Group Theory**

Team A: \_\_\_\_\_

Topic: Teamwork is more of a cliché than a real contribution to organizations.

Team B: \_\_\_\_\_

Topic: The real power of teams has been overlooked in organizations.

### **# 5 Diversity & Multiculturalism**

Team A: \_\_\_\_\_

Topic: In dealing with diversity, employee differences must be emphasized and celebrated.

Team B: \_\_\_\_\_

Topic: In dealing with diversity, the best option is to ignore individuals' differences (color blind)

### **# 6 Leadership**

Team A: \_\_\_\_\_

Topic: Everybody may become an effective leader.

Team B: \_\_\_\_\_

Topic: Leaders are borne. They cannot be systematically developed.

Debate evaluation form

Team A: Topic XXX

Team B: Topic XXX

Instructions: Use the following scale to evaluate different aspects of the presentation by placing the number that most closely corresponds to your perceptions.

Excellent (5)    Good (4)    Average (3)    Decent (2)    Needs Improvement (1)

<b>Quality of Presentation</b>	<b>Team A</b>	<b>Team B</b>
1. Key arguments were clearly communicated	_____	_____
2. Presentation was effective in defending positions	_____	_____
3. The presentation was organized and had a logical flow	_____	_____
<b>Overall Persuasiveness:</b>	<b>Team A</b>	<b>Team B</b>
1. Arguments were convincing	_____	_____
2. The questions asked to others were logical/effective	_____	_____
3. The answer to questions were logical/effective	_____	_____
Which group did win the debate (checkmark)?	_____	_____

### 3) Quizzes

To test the retention of basic information, a series of four 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 10 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

One tests will be applied throughout the semester. Tests are based on essay questions, which will assess your ability to incorporate class material into vivid case studies.

#### 5) Final Group Project

To enhance our understanding of the course topics, working in teams, participants will critically analyze the management of a person holding a simulated job. In doing so, the team must select a job, preferably one you are not familiar with. Creativity in selecting this job is encouraged.

The first step of this project is to provide a description of a target job. Such description must include title, work responsibilities, and location in the organizational chart. Also, a hypothetical performance appraisal must be provided. This appraisal can be a copy of any appraisal available, even if the appraisal was not designed for the job you analyze.

A second step of the project is to provide a detailed description of an individual who hypothetically holds the job. This individual might be one of your teammates or any other subject you wish to assess. In any case, no information leading to identify this person (e.g., name, gender) must be provided in the paper. The description of this person must include a quantitative assessment of his/her: a) work attitudes (satisfaction & commitment), b) personality, c) emotional intelligence, d) motivational drive, e) cultural competency, & f) educational background. With the exception of letter "f," you must use the questionnaires the instructor will provide throughout the semester to quantifying the variables above.

The third and final component of the project consists of answering questions with respect to how to manage the subject in the context of the hypothetical job. The questions are listed below:

- 1) What are the ideal motivational practice(s) to boost this person's morale?
- 2) How do you improve (or sustain) the subject's job satisfaction?
- 3) How do you assess performance? Provide recommendations to the appraisal provided.
- 4) What leadership style would be appropriate to engage the subject? Explain
- 5) How do you think the subject would respond to diversity in the workplace?
- 6) Does the job involve team tasks? If so, classify the task (conceptual classification). How would you ensure the subject engages with the team task?

Make sure your answers to questions above are **grounded on theories**. Bear in mind, the purpose of the project is to apply existing theoretical approaches.

Groups will turn in to evaluation a paper describing the project. This document will have no more than 12 pages in a double space format. Papers are due on the same day groups present their final projects. **No late group projects will be accepted. Late projects will receive no credit.** Also, groups will perform a formal presentation (15 minutes) about their project. To further discuss the project, the instructor and classmates are allowed to pose questions to the team. This presentation will take place during one session fully devoted for presentations on March 24<sup>th</sup> 2017. A decent use of visual aids during team presentation is expected.

Evaluation of the project includes the quality of your arguments during presentation and, more importantly, the correlation between your recommendations (list of questions

provided) and the job reported in the project. A peer evaluation emphasizing teamwork behaviors might also be factored in your evaluation.

The instructor will establish team members at the beginning of the course. To facilitate the advancement of the project, time permitting, we will devote a few minutes during our regular sessions to work on the project.

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## 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

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## Course & Instructor Policies

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

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

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

## Course Evaluation

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I measure your performance based on a 100-point scale, according to the following point distribution:

Requirements:

Participation in class	20 points
Debates	10 points
Exam	20 points
Final Project	40 points
Quizzes	10 points (4 @ 2.5 each)
<b>Total</b>	<b>100</b>

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

## Module 4: Supply Chain Management

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<b>Course title:</b>	<b>Supply Chain Management (SCM)</b>
<b>Semester:</b>	Summer term 2017
<b>Credits:</b>	2,5 ECTS
<b>Class dates:</b>	March 27 – March 31
<b>Class times:</b>	9 am – 1 pm daily
<b>Classroom:</b>	Campus A, ground floor, seminar room 014

### Professor Contact Information

<b>Name:</b>	Richter Herbert Michael
<b>Phone number:</b>	+43 316 5453-8326
<b>Email:</b>	<a href="mailto:herbertmichael.richter@fh-joanneum.at">herbertmichael.richter@fh-joanneum.at</a>
<b>Office location:</b>	Institute of International Management; Campus A, 4 <sup>th</sup> floor, room number 405
<b>Office hours:</b>	tbd.
<b>Web (if available):</b>	<a href="http://www.fh-joanneum.at/iwi">www.fh-joanneum.at/iwi</a>

### Instructor Bio



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

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

None

### Course Description

The course Supply Chain Management is a professional course for management, business administration and technical students. Its objective is to identify and explain logistics definitions, concepts and methods that are relevant for managing the supply chain. Additionally, students learn how supply chains compete in terms of time, cost and quality. All



logistic functions and processes will be explained in detail. Furthermore, the course provides an overview about main aspects of supply chain networks, supply chain design, supply chain planning and supply chain execution, shows instruments and methods in supply chain management, process evaluation, information analysis and how to optimize processes in supply chains. An additional focus is the application of lean methods and techniques in a supply chain.

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

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

### Student Learning Objectives/Outcomes

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

### Teaching Approach

- Lecture
- Case Studies
- Business game
- Presentations and Discussions
- Homework

### Required Textbooks and Materials

1. Sheets given from Lectures (Moodle)
2. Christopher, M., Logistics and Supply Management – Creating value Adding-networks, Harlow 2005

## Suggested/Additional Course Materials

None

## Assessment, Assignments & Academic Calendar

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

**Exam Date:** Friday after lecture week

## Grading Policy

%			
	Numeric	German	English
100 - 91	1	Sehr Gut	Excellent
90-81	2	Gut	Good
80-71	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%

**Late work:** -

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

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

## Course Evaluation

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

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

## Module 5: International Marketing

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<b>Course title:</b>	International Marketing
<b>Semester:</b>	Summer Term 2017
<b>Credits:</b>	2,5 ECTS
<b>Class dates:</b>	April 24 - April 28
<b>Class times:</b>	9 am – 1 pm daily
<b>Classroom:</b>	Campus A, ground floor, seminar room 014

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### Professor Contact Information

**Name:** Prof. Helena Chiu

**Phone number:**

**Email:** helena@nkfust.edu.tw

**Office location:** Institute of International Management

Campus A, 4<sup>th</sup> floor, room number 405

**Office hours:**

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### Instructor Bio

Dr. Chiu studied business administration at the Johannes Kepler University in Austria, where she received her master and doctorate degree with focus on production management, information management, and marketing. She has several years of work experience in the IT and industrial service industry. An associate professor of marketing at the National Kaohsiung First University of Science and Technology, her teaching and research interests are in the areas of international marketing, technology marketing, and business marketing. Her research has been published in several international academic journals.

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

Students ideally have some basic knowledge of marketing management

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## Course Description

In a rapidly evolving market environment that can be characterized by growing competition, rising customer requirements, technological advancement and emerging trade blocs, the decision to enter global markets represents a major challenge to the marketer.

This course will focus on the marketing mix (4P) from the perspective of an international marketer. Students will learn about the specific challenges confronting the marketer in the design and implementation of an international product, channel, communication, and pricing strategy. Given the disparity of market environments in different countries, a critical factor for international marketing success is finding the right balance between standardization and localization of the elements in the marketing mix. Here, the benefits and disadvantages of a standardized solution must be weighed against the pros and cons of a more localized strategy.

Students will learn to appreciate and solve problems in this area through in-class discussions, analysis of case studies, and finally, the development of an international marketing plan with other team members.

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

Day	Date	Topics	Readings
1	April 24	Introduction to International Marketing Marketing Mix I: International Product Management	
2	April 25	Marketing Mix II: International Channel Management	
3	April 26	Marketing Mix III: Integrated Marketing Communication	
4	April 27	Marketing Mix IV: International Pricing	
5	April 28	Trends in International Trade Final exam: Essay / Reflections Presentation of International Marketing Plan Conclusion	

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## Student Learning Objectives/Outcomes

This course provides a framework for understanding managerial and operational problems in the field of international marketing. It draws attention to the challenges that international marketers face and how they are solved in practice.

## Teaching Approach

This course uses a combination of classroom lecture, case study analysis, and in-class discussion to explore the given topics. Assignments include the drafting of an international marketing plan, so that students can implement what they have learned in this course.

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## Required Textbooks and Materials

Teachings materials will be provided in the form of PPT slides and e-files of additional teaching material at beginning of the course.

As for textbook, students may want to get hold of any of below titles (optional):

Keegan & Green: Global Marketing Management, 8th edition, Pearson.

Cateora, Graham, & Gilly: International Marketing, 17th edition, McGraw-Hill.

Doole & Lowe: International Marketing Strategy, 6th edition, Cengage Learning.

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## Suggested/Additional Course Materials

to be provided by instructor at beginning of the course

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## Assessment, Assignments & Academic Calendar

Information to be provided by instructor at beginning of the course

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## 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

Assesment*	Points
Participation in plenary discussion	25
International marketing plan	40
Final exam	25
Attendance	10
total points	100

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### Course & Instructor Policies

***Make-up exams:***

***Extra credit:***

***Class attendance:***

***Late work:***

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

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

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### Course Evaluation

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25% Discussion

40% International Marketing Plan

25% Final exam

10% Attendance

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***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: Soft Competencies of International Project Management

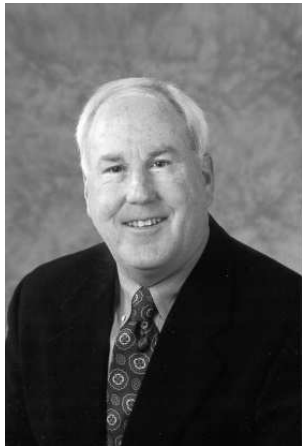
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<b>Course title:</b>	Soft Competencies of International Project Management
<b>Semester:</b>	Summer Term 2017
<b>Credits:</b>	5 ECTS
<b>Class dates:</b>	May 02-05 (first week); May 8-May 12 (second week)
<b>Class times:</b>	First week: 8 am -1 pm, Second week: 9 am – 1 pm daily
<b>Classroom:</b>	Campus A, ground floor, seminar room 014

### Professor Contact Information:

Name:	Richard McAndrew
Phone number:	808-281-7399 (cell USA)
Email:	mcandrew@clunet.edu
Office location:	Institute of International Management, Campus A, 4 <sup>th</sup> floor, room number 405
Office hours:	tba

### Instructor Bio:



Mr. McAndrew, Executive-in-Residence at California Lutheran University (CLU) has been providing technology and leadership education for over 20 years. In 1995, he designed CLU's Information Technology Management Program for the graduate School of Business. Additionally, for over 11 years Richard has been adjunct faculty at FH Joanneum University in Graz Austria and INSEEC University in Lyon France where he lectures in International Business, International Negotiations, HR Leadership, Project Management and Information Technology at the graduate and undergraduate level. Prior to CLU, Richard spent 11 years at Dun & Bradstreet Software (DBS) as a Vice President and Regional Manager. DBS provides Global Enterprise Application solutions to Fortune 1000 companies. His responsibilities included sales, professional services, implementation support & operations. During Richard's technology career he has had responsibilities for over 400 large-scale software implementations for major global corporations.

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

None Required

## Course description:

Project Management (PM) is both “Science” and “Art”. The PM methodology can be considered the science. It is a step-by-step approach for managing a project’s phases, tasks & deliverables. Soft Skill competencies represent the art of project management. They are essential to managing the human/cultural side of a project and critical to project outcome. When the project has international dimensions, the soft skill competencies play an even greater role in project success.

This course will provide an overview of the general aspects of project management and then focus on understanding, learning and practicing soft skill competencies that can be applied in

project activities in an international context. This course addresses the impact that culture, organizational structure, international orientation & politics have on the project lifecycle.

This course will combine theory & lecture sessions with various individual and group practice exercises, role plays and projects. The exercises and projects will be intended to further develop student’s competencies and working knowledge of the soft skills of international project management.

The course is designed, structured & delivered using a 3 level learning process:

- **Foundation:** Students are introduced to the key components of a structured PM methodology through lecture & discussion. Examples of the practical use of these concepts & theory in an international business setting will be examined.
- **(2) Method:** Students learn proven soft skill methods & tools that support and complement methodology throughout the entire project lifecycle to include; situational management, international project team selection & structure, issues resolution & decision making, managing stakeholder & executive expectations, negotiating, and leveraging the “lessons learned” from projects that foster a corporate culture or learning.
- **(3) Application:** Students are given case studies with international business considerations; individual and group exercises/projects that illustrate the concepts presented, and require the application of soft skill competencies.

Today, more than ever, projects are the vehicles that enable organizations to implement their strategy, reinvent business processes and/or leverage a business opportunity. Effective project managers are a recognized asset of any organization. Completion of this class will provide students with an in depth understanding and a working competency of the soft skill methods & techniques that can be applied in international project management.

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

Day	Date	Topics	Readings
1	May 2	Class Intro, Form Teams, Project Failure Analysis	Kodak vs. Fujifilm
2	May 3	Project Case #1 Exercises 1-6	HMI Case Study
3	May 4	Global Structures & PM, Global HR, Team Exercise: Project Alignment	TOP 10 PM Mistakes
4	May 5	Case #2 WBI & Team Exercises	WBI Case Study



5	May 6	Adoption & Culture, Project Control, Quiz Week 1	Project Mgmt Team Selection
6	May 8	Team Presentations WBI Case, Negotiations & Project Mgmt, Role Plays: Putting on the Breaks	Negotiating is not a Competitive Sport
7	May 9	Project Manager Tool Box, Team Exercise on Situational Mgmt	
8	May 10	Project Leadership: Why People Follow, Emotional Intelligence & the PM	Project Leadership & Emotional Intelligence
9	May 11	Team Exercise: Lessons Learned, Final Exam Prep & Review	
10	May 12	Team Presentations: Lessons Learned, Final Exam	

### Student Learning Objectives/ Outcomes:

1. To be knowledgeable about project management methodology.
2. To practice project methodology methods & collaboration thru team case study.
3. Investigate the critical Importance of project management soft skills.
4. To analyze & practice project management soft skills thru team case study.
5. To be able to understand the importance of organization strategy & structure and its' impact on project strategy & team structure design.
6. To examine the impact of culture and its' impact on project teams, adoption & project diffusion.
7. To be knowledgeable about on negotiation methodology & the role of the PM.
8. To understand why projects are of critical importance to business transformation & competitive survival.
- 9.

### Teaching Approach:

Student centered, inquiry based learning and teaching approaches including evaluation, lectures, self-directed learning, team case studies, student/team presentation, and team collaboration of project management methods using business project abstracts.

### Required Textbooks and Materials:

Materials from scholarly Journals (Harvard Business Review) and other business publications will be provided to students.

### Suggested/ Additional Course Materials:

Articles & other business publications to be provided during class sessions.

## Assessment, Assignments & Academic Calendar:

### Assessment:

Team Collaboration & Briefings HMI Case #1 May 3, 2017

Team Collaboration & Briefings WBI Case #2 May 5, 2017

Quiz May 6, 2017

Lessons Learned Team Exercise May 12, 2017

Final Exam May 12, 2017

Team Project Charter: HMI Case #1 May 27, 2017

### Grading:

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

Assessment	Points
Team Briefing	30
Case Study #1 HMI	30
Case Study #2 WBI	30
Lessons Learned Team Exercise	10
Quiz Days Week 1	10
Final Exam (Open Book)	40
Project Charter Document	30
Active Participation in class	10
Attendance	10
Total Points	<b>200</b>

### Course Evaluation

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

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

## Module 7: International Finance

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<b>Course title:</b>	International Finance
<b>Semester:</b>	2
<b>Credits:</b>	5 ECTS
<b>Class dates:</b>	May 15 - May 19 (first week); May 22 - May 26 (second week)
<b>Class times:</b>	Week 1: 9 am – 1 pm daily Week 2: 8 am – 1 pm daily
<b>Classroom:</b>	Campus A, ground floor, seminar room 014

### Professor Contact Information

Name: Associate Professor Branka Krivokapic - Skoko  
Email: bkrivokapic@csu.edu.au  
Office location: Institute of International Management, Campus A, 4<sup>th</sup> floor, room number 405  
Office hours: 2.00 pm- 4.00 pm every teaching day

### Instructor Bio



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

Branka has more than twenty years of experience in teaching International Business Management, Asia-Pacific Business, International Economics and International Financial Management for both undergraduate and postgraduate students in Australia and New Zealand. She has also developed short courses in banking research for some corporate clients such as Commonwealth Bank of Australia. Branka is currently supervising a number of students doing Doctorates of Business Administration and regularly running research workshops for doctoral students and early career researchers. She is a reviewer for the Australian Research Council, European Union FP7 framework (Economic and Human Sciences panel) and the Belgium Scientific Fund.

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

Student doing International Finance are generally expected to have finished some undergraduate introductory courses, such as Principles of Economics, or Business Economics, or Principles of Financial Management.

## Course Description

The subject examines financial decision making in the international environment. It builds on and extends the domestic corporate finance framework to the international dimension. In reaching beyond national frontiers the risk management aspect of corporate finance assumes greater prominence. On the one hand there are opportunities for risk reduction through international diversification; on the other hand there is exposure to risks - such as foreign exchange risk - not normally encountered in a domestic setting. Topics covered include the foreign exchange market, risk management and foreign investment analysis in international business.

International Finance is a dynamic and innovative industry that can be expected to play an increasingly important role in the creation of national and regional wealth. The practice of international finance is thus an increasingly specialist function offering exciting opportunities for those students seeking careers within financial institutions.

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

Day	Date	Topics	Readings
1	15 May	The international monetary system; fixed and flexible exchange rate systems	<b>The international monetary system</b> Eiteman et al, Chapter 3, pp.79-87
2	16 May	The foreign exchange market	<b>The foreign exchange market</b> Eiteman et al, Chapter 6, pp. 180-199 and Chapter 7, pp. 216-224
3	17 May	Foreign currency speculation	
4	18 May	Revision /Options contracts	<b>Currency Derivates</b> Eiteman et al , Chapter 8, pp.239-253
5	19 May	Inclass test (Assessment 1)	
6	22 May	Options contracts (cont)/ Transaction exposure	<b>Currency Derivates</b> Eiteman et al, Chapter 10, pp. 297-331
7	23 May	Transaction exposure (cont)	<b>Transaction exposure</b> Eiteman et al, Chapter 10, pp. 297-331
8	24 May	Revision/case studies	
9	25 May	Public holiday- no classes	
10	26 May	Exam (Assessment 2)	

### Student Learning Objectives/Outcomes

1. An understanding of the basic concepts and terms in International Finance
2. Familiarity with the International Monetary System
3. A good knowledge of the functions foreign exchange markets, such as spot and forward exchange rates, hedging and speculation
4. A good knowledge of the techniques available for managing foreign exchange risk and exposure and being able to apply them to the firms operating in international environment

### Teaching Approach

While the course discusses theoretical basis on the various issues, it relies on both empirical evidence and discussion of the multinational firms' activities. The teaching style is mostly lectures, video context, class discussions, practical examples of calculations, quantitative problem sets and case studies.

### Required Textbooks and Materials

Eiteman, D. K, Stonehill, A.I. and Moffett, M.H. (2013) Multinational Business Finance. 13th Global Edition/ Addison Wesley, Boston, Mass.

### Suggested/Additional Course Materials

1. Handouts will be provided for each of the topics
2. The Financial Times and Wall Street Journal will be provided in the class and used for discussing case studies

### Grading Policy

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

Assessment	Points
In class test	40.0
The Final exam	50.0
Attendance	10.0
Total points	100.00

### 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\*:**

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

### Course Evaluation

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

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

## Module 8: Strategies in Emerging Markets

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<b>Course title:</b>	Strategies in Emerging Market
<b>Semester:</b>	Summer Term
<b>Credits:</b>	5 ECTS
<b>Class dates:</b>	May 29 – June 06 (first week), June 6 – June 9 (second week)
<b>Class times:</b>	First week: 9 am – 1 pm daily, Second week: 8 am – 1 pm
<b>Classroom:</b>	Campus A, ground floor, seminar room 014

### Professor Contact Information:

Name: Dr Rahul Singh

Email: [rahul.singh@bimtech.ac.in](mailto:rahul.singh@bimtech.ac.in)

Office location: Institute of International Management, Campus A, 4<sup>th</sup> floor, room number 405

Office hours:

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### Instructor Bio:

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

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

None

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### 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 standard 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.

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

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

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

#### Discussion –

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

New Strategies in Emerging Markets,

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

### 2. Evaluating Business Environment in New Markets

- Emerged markets vs emerging markets characters



- Understanding the basic issues and appreciating
- Models of business environment evaluation

**Discussion –**

Strategies that fit emerging markets (HBR);

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

How multinationals can win in India (Mckinsey).

**3. 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 - Metro Cash and Carry**

**4. 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/>

**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 – Micromax and Dabur India

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

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

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

**Discussion:**

Customer-Centricity in Emerging Markets: 4A's and Value Co-Creation ;  
<http://ir.stthomas.edu/cgi/viewcontent.cgi?article=1000&context=ocbmktgwp>  
CASE: Micromax (caselet)

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

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

Discussion:

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

The Reverse Innovation Paradox

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

CASE: Deposita - Whether to Dominate the Value Chain or Not

## 8. Sustainability – A Business Model / CSR

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

Discussion:

Think Global Act Local,

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

CASE: Vedanta (caselet)

## 9. New Opportunities – Bottom of Pyramid

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

Discussion:

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

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

## 10. Emerging Market Entry Framework – Debate and Project Presentation

- This requires one to systematically find a country and a sector (if company is a multi-sector multinational) for investment. The project should present a logical decision for the selection of the country and the selection of the sector. The strategic tools and frameworks should be applied to learn application of the models and reach to a logical conclusion based on evidence and models. Detailed description to help the project is presented as annexure of the syllabus.

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### Student Learning Objectives/ Outcomes:

1. Develop a comprehensive understanding of global economic environment and the shift of economic action from developed markets to emerging markets
2. Understanding the ways to new competition and the forces that shape the sector and industry in emerging markets and at global level
3. Understanding sustainable strategies in an unstable environment and from flexible (non-standard) approaches to manage long-term corporate advantage
4. Learn the newer concepts of reverse innovations, institutional voids, bottom of pyramid, reverse branding, 4A marketing mix and responsible business.

### Learning Outcomes:

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

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### 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 EMEF project as mentioned above should start soonest to develop a good understanding of the entry logic of the chosen company, submission of the project is on Thursday, a day before final presentation on last day.

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### Required Textbooks and Materials:

- Khanna, T., Palepu, K.G. 2010. Chapter 7. The Emerging Arena: An Agenda for Developing and Executing Strategy in Emerging Markets. In Khanna and Palepu. **Winning in Emerging Markets**, Harvard Business Publishing.
- Competing in Emerging Markets: Cases and Readings” by Hemant Merchant, Routledge (Taylor & Francis Group), 2008.

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### Suggested/ Additional Course Materials:

- Harvard Business Review on Emerging Markets," Harvard Business School Publishing, 2008
  - Emerging Markets: Lessons for Business Success and the Outlook for Different Markets," by Nenad Pacek and Daniel Thorniley, Profile Books Limited for "The Economist," Second Edition, 2007
  - The Emerging Markets Century: How a New Breed of World-Class Companies is Overtaking the World" by Antoine van Agtmael, Simon & Schuster, 2007
  - Black, J. S., & Morrison, Allen J. 2010. A cautionary tale for emerging market giants. *Harvard business review*, 88(9): 99-103.
  - D'Andrea, Guillermo, Marcotte, David, & Morrison, Gwen D. 2010. Let emerging market customers be your teachers. *Harvard business review*, 88(12): 115-120.
  - Immelt, Jeffrey R., Govindarajan, Vijay, & Trimble, Chris. 2009. How GE is disrupting itself. *Harvard business review*, 87(10): 56-65.
  - London, Ted. 2009. Making better investments at the base of the pyramid. *Harvard business review*, 87(5): 106-113.
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### Assessment, Assignments & Academic Calendar:

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

Group Case Discussion & submission (4 cases) – 10 marks each = 40  
 Group Project report submission and Presentation = 30 (15+15)  
 One written exam: 20  
 Attendance - 10

Project report will be evaluated in group however presentation will be evaluated individually.

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

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### 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

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

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### Assessment, Assignments & Academic Calendar

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

**Topics:** as mentioned

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

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

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

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

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### Emerging Market Entry Framework (EMEF):

You are required to develop a framework in which you plan to enter to an emerging market in a particular sector. The Market Entry Framework should reflect the opportunities that country will offer you to do your business and make profit. It should also cover all the aspects of challenges and risks. You may consider some of the following indicators as input to your project.

Choose an industry/sector and develop a framework to enter in any of the emerging markets. You can choose a company from any other country to enter in one specific emerging market.

You can choose your own model to work for entry in new market.

## Module 9: Introduction to International B2B Marketing and Selling

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<b>Course title:</b>	Introduction to International B2B Marketing and Selling
<b>Semester:</b>	Summer term 2017
<b>Credits:</b>	5 ECTS
<b>Class dates:</b>	June 12 – June 17 (first week), June 19 - June 23 (second week)
<b>Class times:</b>	9 am – 1 pm daily
<b>Classroom:</b>	Campus A, ground floor, seminar room 014

### Professor Contact Information

<b>Name:</b>	Denny N. Seiger
<b>Phone number:</b>	+43 316 5453 6827
<b>Email:</b>	DennyN.Seiger@fh-joanneum.at
<b>Office location:</b>	Institute of International Management Campus A, 4 <sup>th</sup> floor, room number 406
<b>Office hours:</b>	on appointment

### Instructor Bio



Denny N. Seiger has worked in international marketing and sales for over 20 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 academic director of the Top-Diploma course on Sales & Account Management at the WIFI Wien and sales director at Webducation, a company specializing in rich media e-learning solutions.

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

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

## Course Description

Business organizations do not only sell. They also buy vast quantities of raw materials, manufactured components, plants and equipment, supplies and business services. Sellers need to understand these organizations' needs, resources, policies, and buying procedures.

In detail the course covers the following topics:

Business markets and buying behavior / Derived demand and accelerator effect / The significance of inter firm relationships and networks in B2B selling / Relationship portfolio management / Approaches to business marketing strategy, resource-based view, rational planning approach, strategy as management of networks / Market research, segmentation, targeting and positioning in business markets / Communication strategies, market communication & relationship / The relationship between sales & marketing / Buying centre and selling centre / What is strategic selling and why it is so important in B2B exchanges / Opportunity management / Who really does the buying in major sales / Selling techniques / Finding and formulating convincing customer value propositions / Management of the sales force / Account planning and account management / key accounts - global accounts - strategic account - major account.

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

Day	Topics	Readings
1	Introduction and eLearning Assignment	Relevant chapter in the course literature, literature distributed on Moodle (online learning platform)
2	Business marketing vs. consumer marketing, characteristics of business markets, marketing's cross functional relationships, the supply chain and the importance of relationships, derived/fluctuating/stimulating demand, price elasticity, accelerator effect	
3	Organizational buying behaviour, the buying process, the buy-grid and impacts on strategy, influencing forces on the buying behaviour, the buying center. Relationship marketing: types of relations (transactional - value added - collaborative), customer profitability. Inter firm relationships and networks, relationship portfolio management, the IMP model, approaches to business marketing strategy, resource-based view, rational planning approach, and strategy as management of networks.	Relevant chapter in the course literature, literature distributed on Moodle (online learning platform)
4	Highlighting some elements of the marketing mix (product, price,..)	Relevant chapter in the course literature, literature distributed on Moodle (online learning platform)

5	Highlighting some elements of the marketing mix (place, promotion)	Relevant chapter in the course literature, literature distributed on Moodle (online learning platform)
6	Sales and Sales Management	Relevant chapter in the course literature, literature distributed on Moodle (online learning platform)
7	SPIN Selling Exercise	Research and learn about the SPIN Selling method, developed by Neil Rackham.
8	Key Account Management	Relevant chapter in the course literature, literature distributed on Moodle (online learning platform), Case study
9	t.b.a.	
10	Exam	

### Student Learning Objectives/Outcomes

The objective of this course is to introduce students to both marketing & selling strategies and methods. Emphasis will be put on mutual understanding of the contribution of each discipline to the common goal: profitable, long term business.

After successful conclusion students will

- 4) know the differences and similarities of b2b and b2c marketing,
- 5) be able to apply their understanding of b2b marketing fundamentals in analyzing a business situation,
- 6) have experienced a selling situation

### Teaching Approach

- Lecture
- Case Studies
- Business game
- Presentations and Discussions
- Homework

### Required Textbooks and Materials – Mandatory Lecture

- 8) Michael Hutt, Thomas W. Speh, Business Marketing Management, 8th edition, 2004 (parts 1 to 3 and selected chapters from part 4).
- 9) Bill Donaldson; Sales Management, Third Edition, 2007 chapters 1-3.



## Suggested/Additional Course Materials

- 1) Robert B. Miller and Stephen E. Heiman with Tad Tuleja, The new strategic selling, Warner Books, 2009.
- 2) Neil Rackham, SPIN Selling, McGraw Hill 1988.
- 3) Malcolm McDonald, Diana Woodburn, Key Account Management 2nd edition, Butterworth-Heinmann 2007.

## Assessment, Assignments & Academic Calendar

Assessment: Two written tests (one at the end of each week) to test knowledge of theory (single and multiple choice questions) and the ability to apply this knowledge in essays and/or case studies (each test 50% of total grade).

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

## 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

Assessment*	Points
Multiple Choice Test (week 1)	50
Essay / Case Study (week 2)	50
total points	100

## Course & Instructor Policies

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

**Extra credit:** not possible

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

**Late work:**

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

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

### **Course Evaluation**

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

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

## Module 10: Introduction to Controlling as a Management Function

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<b>Course title:</b>	Introduction to Controlling as a Management Function
<b>Semester:</b>	2
<b>Credits:</b>	2,5 ECTS
<b>Class dates:</b>	June 26 - June 30
<b>Class times:</b>	9 am – 1 pm daily
<b>Classroom:</b>	Campus A, ground floor, seminar room 014

### Professor Contact Information

<b>Name:</b>	Mag. Mag. rer. soc. oec. Norbert Karl Faix, Bakk.
<b>Phone number:</b>	+43 (316) 5453-6727
<b>Email:</b>	norbert.faix@fh-joanneum.at
<b>Office location:</b>	Institute of International Management Campus A, 4 <sup>th</sup> floor, room number 405
<b>Office hours:</b>	by agreement

### Instructor Bio

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

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

All the readings have to be done before the lectures start on June 26.

### Course Description

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

### Teaching Approach

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

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

Day	Date	Topics	Readings
1	26 <sup>th</sup> June	Introduction / The practice of controlling / Controlling as an academic discipline.	Introduction to Controlling: chapter 1, p. 1 – 18. Organizing the World Café.
2	27 <sup>th</sup> June	Controlling conceptions / Selected controlling-related accounting theories.	Introduction to Controlling: chapter 1, p. 19 – 36
3	28 <sup>th</sup> June	World Café and class discussions.	Introduction to Controlling: chapter 1
4	29 <sup>th</sup> June	World café and class discussions.	Introduction to Controlling: chapter 1
5	30 <sup>th</sup> June	Exam	Introduction to Controlling: chapter 1

### Student Learning Objectives/Outcomes

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

## Teaching Approach

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

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## Required Textbooks and Materials

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

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## Suggested/Additional Course Materials

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

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## Assessment, Assignments & Academic Calendar

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

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

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

**Exam:** 50 points

**Exam Date:** 30<sup>th</sup> of June 2017, 9:00 am

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## Grading policy

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

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

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

### Course & 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:** withdraw of 1 point per half an hour or part thereof missed in class

### Course Evaluation

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

***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.***