



**GLOBAL BUSINESS PROGRAM**  
**COURSE SYLLABI**  
**SUMMER SEMESTER 2019**

**FH | JOANNEUM**  
Management internationaler  
Geschäftsprozesse

## Timetable

GBP Summer term 2019				
	Holidays	Course	Lecturer	ECTS
February 25th-29th		Persuasive Communication and Business Negotiation	Linde Wade	2,5
March 4th-March 8th		Entrepreneurship and Innovation (1)	Bojan Jovanovski	week 1 and 2; 5 ECTS*
March 11th- March 15th		Supply Chain Management	Herbert Michael Richter	2,5
March 18th-March 22nd		Entrepreneurship and Innovation (2)	Bojan Jovanovski	week 1 and 2; 5 ECTS*
March 25th- March 29th		Social Media Strategies	Edith Podhovnik	2,5
April 1st- April 5th		Strategies in Emerging Markets (1)	Rahul Singh	week 1 and 2; 5 ECTS*
April 8th-April 12th		Cross Cultural Organisational Behaviour and Management (1)	Gerhard Apfelthaler	week 1 and 2; 5 ECTS*
April 15th-April 19th		<b>EASTER HOLIDAYS</b>		
April 22nd-April 26th		<b>EASTER HOLIDAYS</b>		
April 29th-May 3rd		International Human Resource Management	Regis Zombeire	2,5
May 6th-May 10th		Cross Cultural Organisational Behaviour and Management (2)	Rupert Beinbauer	week 1 and 2; 5 ECTS*
May 13th-May 17th		Doing Business in the Emerging Market of Russia: Experience, Developments and Trends	Alexander Boldyrikhin	2,5
May 20th-May 24th		Strategies in Emerging Markets (1)	Rahul Singh	week 1 and 2; 5 ECTS*
May 27th-May 31st		<b>STUDY WEEK</b>		
June 3rd-June 7th	10.6.	Information, Global Competition and Organizations (1)	Paul Witman	
June 10th-June 14th		Information, Global Competition and Organizations (2)	Paul Witman	week 1 and 2; 5 ECTS*
June 17th-June 21st	20.6.	Latin American Business development	Francisco Castaneda	2,5
June 24th-June 28th		Introduction to Controlling as a Management Function	Norbert Faix	2,5
				* if you opt for this course both weeks are compulsory

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## Module 1: Persuasive Communication and Business Negotiation

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<b>Course title:</b>	<b>Persuasive Communication and Business Negotiation</b>
<b>Semester:</b>	Summer term 2019
<b>Credits:</b>	2,5 ECTS
<b>Class dates:</b>	February 25 <sup>th</sup> -February 29 <sup>th</sup>
<b>Class times:</b>	9 am – 1 pm daily
<b>Classroom:</b>	Campus A, ground floor, seminar room 014

### Professor Contact Information

<b>Name:</b>	MMag. Gerlinde WADE
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<b>Office hours:</b>	tbd.

### Instructor Bio

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

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

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

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

Interest in communication/ negotiation

### Course Description

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

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

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

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

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

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

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

### Student Learning Objectives/Outcomes

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

### Teaching Approach

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

#### Self-Study

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

#### Lecture

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

#### Student-Instructor Interaction

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

## Practice and Application

Preparation of presentation by students

Final presentation on a selected topic presented on day 1.

## Teaching Approach

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

## Required Textbooks and Materials

Will be provided by lecturer on Moodle

## Suggested/Additional Course Materials

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

## Assessment, Assignments & Academic Calendar

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

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

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

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

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

## Grading Policy

%			
	numeric	German	English
100 - 93	1	Sehr Gut	Excellent
92-85	2	Gut	Good

84-71	3	Befriedigend	Satisfactory
70-61	4	Genügend	Sufficient
60-0	5	Nicht Genügend	Failed

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

### Course & Instructor Policies

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

**Extra credit:** not possible

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

**Late work:** not accepted

Document upload and naming conventions\*:

### Course Evaluation

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

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

## Module 2: Entrepreneurship and Innovation

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<b>Course title:</b>	Entrepreneurship and Innovation
<b>Semester:</b>	Summer term 2019
<b>Credits:</b>	5 ECTS (2 weeks course)
<b>Class dates:</b>	March 4 <sup>th</sup> – March 8 <sup>th</sup> March 18 <sup>th</sup> - March 22 <sup>nd</sup>
<b>Class times:</b>	9 am – 1 pm daily
<b>Classroom:</b>	Campus A, ground floor, seminar room 014

### Professor Contact Information

<b>Name:</b>	DI Bojan Jovanovski, MSc
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<b>Office location:</b>	Institute of International Management Campus A, 4th floor, room number 472
<b>Office hours:</b>	on appointment

### Instructor Bio

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

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

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

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

This course is starting from the basic principles of entrepreneurial behavior and provides tools for development and implementation of innovation, so no prior knowledge or skills is needed.



## Course Description

This course aims to develop entrepreneurial knowledge and skills through the basics of entrepreneurial behavior and entrepreneurship (by the European model) serving as a road map in the process from initial idea to implemented business model. The roadmap will be accompanied with a portfolio of instruments for generation and evaluation of business ideas, business model development, strategic tools and soft skills required for their implementation.

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

Day	Date	Topics	Readings
1	18.3.2019	Entrepreneurs and Entrepreneurship	The materials will be available on Moodle.
2	19.3.2019	Creativity and Innovation	The materials will be available on Moodle.
3	20.3.2019	Social implication of the entrepreneurship and innovation	The materials will be available on Moodle.
4	21.3.2019	Generation and evaluation of business ideas	The materials will be available on Moodle.
5	22.3.2019	Business model generation	The materials will be available on Moodle.
6	1.4.2019	Business model development – case	The materials will be available on Moodle.
7	2.4.2019	Business model development – case	The materials will be available on Moodle.
8	3.4.2019	Business model development – case	The materials will be available on Moodle.
9	4.4.2019	Sales of the idea and products	The materials will be available on Moodle.
10	5.4.2019	Final presentations and written exam	The materials will be available on Moodle.

### Student Learning Objectives/Outcomes

- To understand the concept of entrepreneurship and to be able to support development of entrepreneurial behavior
- To understand the connection and differences between creativity, invention and innovation, as well as their influence on the socio-economic development
- To be able to manage idea generation and evaluation process through active usage of tools from given portfolio
- To be able to develop a full business model for an idea
- To be competent to present a business model to potential partners, investors, and clients

### Teaching Approach

Lectures, discussions, teamwork, blended learning

### Required Textbooks and Materials

All materials will be available on Moodle.

### Suggested/Additional Course Materials

All materials will be available on Moodle.

### Grading Policy

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

Assessment*	Points
Participation	15
Assignment	35
Written 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%

### Course Evaluation

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

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## Module 3: Supply Chain Management

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<b>Course title:</b>	<b>Supply Chain Management (SCM)</b>
<b>Semester:</b>	Summer term 2019
<b>Credits:</b>	2,5 ECTS
<b>Class dates:</b>	March 11 <sup>th</sup> -March 15 <sup>th</sup>
<b>Class times:</b>	9 am – 1 pm daily
<b>Classroom:</b>	Campus A, ground floor, seminar room 014

### Professor Contact Information

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**Office hours:** tbd.

**Web (if available):** [www.fh-joanneum.at/iwi](http://www.fh-joanneum.at/iwi)

## Instructor Bio

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

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

None

## Course Description

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

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

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

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

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

### **Teaching Approach**

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

### **Required Textbooks and Materials**

Sheets given from Lectures (Moodle)

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

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

None

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

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

Exam Date: Friday after lecture week

### **Grading Policy**

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

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

### Course & Instructor Policies

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

Extra credit: not possible

Class attendance: mandatory attendance of 80%

Late work: -

Document upload and naming conventions\*:

### Course Evaluation

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

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## Module 4: Social Media Strategies

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<b>Course title:</b>	Social Media Strategies
<b>Semester:</b>	Summer term 2019
<b>Credits:</b>	2,5
<b>Class dates:</b>	March 25 <sup>th</sup> - March 29 <sup>th</sup>
<b>Class times:</b>	9 am – 1 pm daily
<b>Classroom:</b>	Campus A, ground floor, seminar room 014

### Professor Contact Information

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

### Instructor Bio

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

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

Interest in online communication

### Course Description

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

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

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

### Student Learning Objectives/Outcomes

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

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

#### Self-Study

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

#### Lecture

Presentation of topics in class by instructor using PowerPoint slides.

#### Student-Instructor Interaction

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

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

Direct interaction between student and instructor.



## Practice and Application

Preparation of short assignments by students before class.

Participation in discussion boards.

Deepening of concepts in discussion.

Final project/presentation on a selected topic.

## Teaching Approach

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

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

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

## Required Textbooks and Materials – Mandatory Lecture

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

## Suggested/Additional Course Materials

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

## Assessment, Assignments & Academic Calendar

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

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

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

Due Date: The meeting after the lecture.

Exam Date: Last Class - Friday, 29 March 2019

## Grading Policy

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

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

## Course & Instructor Policies

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

**Extra credit:** not possible

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

**Late work:**

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

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

## Course Evaluation

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

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## Module 5: Strategies in Emerging Markets

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<b>Course title:</b>	Strategies in Emerging Markets
<b>Semester:</b>	Summer term 2019
<b>Credits:</b>	5
<b>Class dates:</b>	April 1 <sup>st</sup> - April 5 <sup>th</sup> ; May 20 <sup>th</sup> -May 24 <sup>th</sup>
<b>Class times:</b>	9 am – 1 pm daily
<b>Classroom:</b>	Campus A, ground floor, seminar room 014

### Professor Contact Information

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

### Instructor Bio

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

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

None

## Course Description

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

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

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

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

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

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

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

#### Discussion

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

New Strategies in Emerging Markets,

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

### 2. Evaluating Business Environment in New Markets

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

#### Discussion

Strategies that fit emerging markets (HBR);

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

How multinationals can win in India (Mckinsey).

**CASE - Metro Cash and Carry**

### 3. Competitive Strategies in Emerging Market

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

Discussion:

A new breed of multinational company has emerged,

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

Strategies for Competing in a Changed China,

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

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

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

##### **Discussion:**

Exploiting Institutional Voids as Business Opportunities, Harvard Business Review

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

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

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

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

Globalization: The Strategy of Differences

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

Brief Cases –Dabur India

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

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

Discussion:

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

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

**CASE: Micromax (caselet)**

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

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

Discussion:

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

The Reverse Innovation Paradox

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

CASE: DBS Bank Digital Innovation

## 8. Sustainability – A Business Model / CSR

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

Discussion:

Think Global Act Local,

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

CASE: Vedanta (caselet)

## 9. New Opportunities – Bottom of Pyramid

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

Discussion:

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

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

## 10. The Business Plan Project and Project Presentation

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

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

This project is about opening a new online company and making it a saleable idea. Your approach should be identify a new market, which means you are creating a market, and find out a way to offer solution. You are not expected to work for offering a product or a service, think in terms of the solution. It is more comprehensive, optimizes the resources for digitalization and covers higher degrees of value chain.

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

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

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

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



- Learn to develop a business plan for the market at low investment scales and with help of new technologies.

### **Learning Outcomes:**

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

### **Teaching Approach**

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

### **Required Textbooks and Materials**

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

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

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

- Harvard Business Review on Emerging Markets," Harvard Business School Publishing, 2008
- Emerging Markets: Lessons for Business Success and the Outlook for Different Markets," by Nenad Pacek and Daniel Thorniley, Profile Books Limited for "The Economist," Second Edition, 2007
- The Emerging Markets Century: How a New Breed of World-Class Companies is Overtaking the World" by Antoine van Agtmael, Simon & Schuster, 2007
- Black, J. S., & Morrison, Allen J. 2010.A cautionary tale for emerging market giants. *Harvard business review*, 88(9): 99-103.

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

## Grading Policy

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

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

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

One written exam: 20

Attendance - 10

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

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

Assesment*	Points
Case Study (4)	4x10
Project report & presentation (EMF)	15+15
One written exam (1)	20
Class attendance	10
total points	100

## Course & Instructor Policies

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

**Extra credit:** not possible

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

**Late work:** -

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

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

## Course Evaluation

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

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

## Module 6: Cross Cultural Organisational Behaviour and Management

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<b>Course title:</b>	Cross Cultural Organisational Behaviour and Management
<b>Semester:</b>	2
<b>Credits:</b>	5 ECTS
<b>Class dates:</b>	April 8 <sup>th</sup> - April 12 <sup>th</sup> ; May 6 <sup>th</sup> -May 10 <sup>th</sup>
<b>Class times:</b>	9 am – 1 pm daily
<b>Classroom:</b>	Campus A, ground floor, seminar room 014

### Professor Contact Information:

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

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

### **Instructor Bio:**

Gerhard Apfelthaler is the Dean of the School of Management at California Lutheran University in Thousand Oaks, California. Prior to his current role he has served as the Associate Dean for Graduate Programs and a Professor of International Business at CLU, as the Chair of the Department of International Management at FH Joanneum University in Austria, as the Chair of the Department of International Business at FH Kufstein in Austria, as Austria's Deputy Trade Commissioner in Los Angeles, and as Commercial Attache at the Austrian Embassy in Singapore. He is also a co-founder of several start-up companies including CURE Pharmaceutical, Oak Therapeutics, Dream School Academy, and AT Consult, a consulting practice with offices in New York City and Vienna, Austria. He has published numerous books in his areas of expertise, as well as articles in leading journals including the Journal of World Business, Industrial Marketing Management, the Service Industries Journal, Global Business Perspectives, the Journal of Small Business Management, the International Journal of Business and Economics, the International Journal of Management Education, the Journal fuer Betriebswirtschaft, and the Journal of International Learning. Dr. Apfelthaler has lectured at universities around the world. He also regularly consults to companies and executives around the world.

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

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

English language skills adequate for academic discussion

### Course description:

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

Students will explore the explicit elements of company cultures by analyzing online web-material and relating this material to the theories learned. At the end of the course students will have learned how to discover cultural principles through everyday artifacts and how to deal with diversity in individual and organizational behavior using simple interpretive methods.

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

Day	Topics	Readings
1	Introduction to cross-cultural differences and their influence on management, marketing, and leadership.	<b>Required Readings (will be made available via Moodle):</b> Behfar, K. et. al. (2015). The Influence of Cultural Values on Business Practice. Darden Business Publishing / University of Virginia. Kirkman, B. et. al. (2016). Research: The biggest culture gaps are within countries, not between them, Harvard Business Review, retrieved from <a href="https://hbr.org/2016/05/research-the-biggest-culture-gaps-are-within-countries-not-between-them">https://hbr.org/2016/05/research-the-biggest-culture-gaps-are-within-countries-not-between-them</a> . Nardon, L. & Steers, R. M. (2009). The culture theory jungle: divergence and convergence in models of national culture, in Bhagat, R. S. & Steers, R. M., Cambridge Handbook of Culture, Organizations, and Work, Cambridge University Press, 3-22.

2	The dimensions of Hofstede: Power Distance and Individualism	<p><b>Optional Readings (will be made available via Moodle):</b></p> <p>Hahn, M. &amp; Molinsky, A. (2016). Having a difficult conversation with someone from a different culture, Harvard Business Review, retrieved from <a href="https://hbr.org/2016/03/having-a-difficult-conversation-with-someone-from-a-different-culture">https://hbr.org/2016/03/having-a-difficult-conversation-with-someone-from-a-different-culture</a></p> <p>Juneja, M. K. (2016). Why effective cross-cultural communication matters in business, Huffington Post, retrieved from <a href="http://www.huffingtonpost.in/minnie-k-juneja/are-you-skilled-to-communicate_b_9300246.html">http://www.huffingtonpost.in/minnie-k-juneja/are-you-skilled-to-communicate_b_9300246.html</a>.</p>
3	The dimensions of Hofstede: Uncertainty Avoidance and Masculinity	<p>Knight, R. (2015). How to run a meeting of people from different cultures, Harvard Business Review, retrieved from <a href="https://hbr.org/2015/12/how-to-run-a-meeting-of-people-from-different-cultures">https://hbr.org/2015/12/how-to-run-a-meeting-of-people-from-different-cultures</a>.</p> <p>Meyer, E. (2016). How to give and receive feedback across cultures, Fast Company, retrieved from <a href="https://www.fastcompany.com/3056385/how-to-give-and-receive-feedback-across-cultures">https://www.fastcompany.com/3056385/how-to-give-and-receive-feedback-across-cultures</a></p>
4	The dimensions of Hofstede: Long-term orientation and Indulgence	<p>Meyer, E. (2015). Getting to Si, Ja, Oui, Hai, and Da, Harvard Business Review, retrieved from <a href="https://hbr.org/2015/12/getting-to-si-ja-oui-hai-and-da">https://hbr.org/2015/12/getting-to-si-ja-oui-hai-and-da</a></p> <p>Molinsky, A. &amp; Moriarty, R. (2016). Adapting your organizational processes to a new culture, Harvard Business Review, retrieved from <a href="https://hbr.org/2016/10/adapting-your-organizational-processes-to-a-new-culture">https://hbr.org/2016/10/adapting-your-organizational-processes-to-a-new-culture</a></p> <p>Moran, G. (2016). 5 Essentials to managing multinational teams, Fast Company, retrieved from <a href="https://www.fastcompany.com/3058037/5-essentials-to-managing-multicultural-teams">https://www.fastcompany.com/3058037/5-essentials-to-managing-multicultural-teams</a>.</p> <p>Swanson, A. (2016). The secret to disagreeing with people from 20 different countries, in one chart, The Washington Post, retrieved from <a href="https://www.washingtonpost.com/news/wonk/wp/2016/05/11/the-secret-to-disagreeing-with-people-from-20-different-countries-in-one-chart/?utm_term=.526712ba40da">https://www.washingtonpost.com/news/wonk/wp/2016/05/11/the-secret-to-disagreeing-with-people-from-20-different-countries-in-one-chart/?utm_term=.526712ba40da</a></p>
5	Final presentations and concluding discussion	
6	A modern view on Culture.	

	<p>Macro-, Meso- and Mikro Views</p> <p>Value Orientation Theory. Layers of a culture</p> <p>Elements of Company Cultures.</p> <p>Employer Branding</p>	
7	<p>Defining assignment one</p> <p>Forming Teams, Working on the topic. Team consulting sessions</p>	<p>Trompenaars, F., Belbin M., Hampden-Turner, C., Woolliams, P., Dumetz, J., Tournand, J., Schmitz J., Covey, S., Saginova, O., Foster, D., (2012). Cross-Cultural Management Textbook. Leipzig: Amazon Distribution</p> <p>Additional recommended papers will be available on moodle.</p>
8	<p>Presentations of assignment one</p> <p>The Importance of perception</p> <p>(Advanced) Stereotypes.</p> <p>Comparing Cultures</p> <p>Cultural Incidents</p>	
9	<p>Defining assignment two.</p> <p>Working on the topic. Team consulting sessions.</p>	
10	<p>Presentations of assignment two.</p> <p>An overview of the 7D.</p> <p>Examples of working fields, how to apply the competences gained in this course.</p> <p>Defining the final paper.</p>	

### Student Learning Objectives/ Outcomes:

- To develop an appreciation of cultural differences which businesses encounter in international business environments.
- To understand how cultures can be empirically compared along various cultural dimensions.
- To acquire field-specific knowledge of the impact of cultural differences on selected business areas.

- To learn skills related to the formulation of strategies and tactics to cope with cultural differences in individual and group interactions.
- To be able to understand and analyze cultural standards and to adequately cope with them.
- To refine of written and oral communication skills.
- To enhance the ability to think creatively and critically.

### Teaching Approach:

- Self-Study: Preparation in self-study by students before lecture to become familiar with new material and to stimulate thinking, generate ideas and questions.
- Lecture: Presentation of topics in class by instructor using narrated Powerpoint slides.
- Student-Instructor Interaction: Discussion of selected questions, finding of examples, answering of questions, direct interaction between student and instructor.
- Practice and Application: Preparation of short assignments by students before class, deepening of concepts in discussion. final project / presentation
- Group-work assignments during class, including the active application of concepts learned and the presentation of results
- Short Videos will be used to underline certain course-elements

### Required Textbooks and Materials:

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



### Suggested/ Additional Course Materials:

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

### Assessment, Assignments & Academic Calendar:

**Group Project – Week 1:** 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:

- (1) Formation of a group (min. 3 students, maximum of five students). Ideally, the group is composed of students from different countries / cultures.
- (2) Choice of a culture to explore in this group project. Ideally it is a culture that at least one group member originates from.
- (3) 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.

(4) 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 Works – Week 2:** Based on theoretic inputs students will work on two group assignments in class. 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.

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.

Active participation in the group work and the quality of the presentations will be part of grading.

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

The paper needs to include:

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

## Grading Policy

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

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

### Course & Instructor Policies

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

Extra credit: not possible

Class attendance: mandatory attendance of 80%

Late work:

Document upload and naming conventions\*:

### Course Evaluation

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

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

## Module 7: Strategic Human Resource Management

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<b>Course title:</b>	Strategic Human Resource Management
<b>Semester:</b>	2
<b>Credits:</b>	2,5
<b>Class dates:</b>	April 29 <sup>th</sup> -May 3 <sup>rd</sup>
<b>Class times:</b>	9 am – 1 pm daily
<b>Classroom:</b>	Campus A, ground floor, seminar room 014

### Professor Contact Information

<b>Name:</b>	Dr. Regis Zombeire Kamaduuka
<b>Phone number:</b>	+256(0)772416617
<b>Email:</b>	zoregis@yahoo.com
<b>Office location:</b>	Institute of International Management Campus A, 4 <sup>th</sup> floor, room number 410
<b>Office hours:</b>	on appointment

### Instructor Bio

Dr Regis Zombeire Kamaduuka has been teaching courses in Business and Human Resource Management at Nkumba University, P O BOX 237, Kampala, Uganda since 1995. Lectured at both Postgraduate and Undergraduate Levels, and supervises research at PhD, masters and undergraduate levels respectively.

Areas lectured in: Strategic Human Resource Management, Human Resource Management Human Resource Planning, Public Relations, Business Ethics and Social Responsibility, Human Resource competency and Mapping, Principles of Management, Organisation Theory and Design, Business Communication, Ethics in Human Resource Management and Organisation Development Principles of Management, among others.

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

None

## Course Description

Strategic Human Resource Management (SHRM) explores the relationship between the management of people and pursuit of an organisations strategic goals and objectives. The course focuses on the way strategies can be formed and enacted in organisations, and on the internal and external environmental contexts from which human resource strategies emerge. The course emphasizes practical activities, competencies and the implementation of human resource decisions.

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

Day	Date	Topics	Readings
1		<b>Frame Work of Human Resource Strategy.</b>	<p>Armstrong, M. (2012) Strategic Human Resource management. Handbook of Human Resource Management Practice. 12th edition London Kogan Page (chapters 2, p.14-21)</p> <p>Armstrong, M. (2006) Strategic Human Resource management. A Guide to Action. 3rd edition London Kogan Page (chapter 2, p. 20-28: (chapter 5 p.52-70)</p>
2		<b>Performance Management</b>	<p>Armstrong, M. (2006) Strategic Human Resource management. A Guide to Action. 3rd edition London Kogan Page (chapter 2, p. 20-28: (chapter 5 p.52-64: chapter 10, p. 133-140)</p> <p>Armstrong, M. (2012) Strategic Human Resource management. Handbook of Human Resource Management Practice. 12th edition London Kogan Page (chapters 2, p.14-19); chapters 9,p.100-103</p>

3		<b>Reward Strategy</b>	Armstrong, M. (2006) Strategic Human Resource management. A Guide to Action. 3rd edition. London Kogan Page (chapter 12, p.149-158)
4		<b>Talent Management Strategy and Succession Planning</b>	Armstrong, M. (2012) Strategic Human Resource management. Handbook of Human Resource Management Practice. 12th edition London Kogan Page (chapters 21, p.256-262).
5		<b>EXAM</b>	

### Student Learning Objectives/Outcomes

- Identify the linkages between HRM functions and operations and organisational strategies, structures and culture.
- Exhibit behavior and Performance that demonstrates enhanced competence in decision-making, group leadership, oral and written communication, critical thinking, problem-solving, planning and team work.
- Analyse and resolve situations involving the role of human resource management in achieving organizational goals.
- Think creatively about the different dimensions of SHRM and how they impact upon each other and upon the business.

### Required Textbooks and Materials

Indicated above

### Suggested/Additional Course Materials

Indicated above

Additional material as provided by the lecturer.

## Assessment, Assignments & Academic Calendar

**Attendance:** Measurements shall be taken in case of any negligence to fulfill the preplanned activities for making the entire session complete.

**Assignment:** It is compulsory to be present during the discussions, to witness the effectiveness of ongoing activities and evaluation is done according to commitment displayed and awarding marks is done accordingly. Each group shall follow the criteria as indicated: group presentation (30%) Final exam (60%) and Attendance (10%)

**Exam:** 60 points

**Exam Date:** 3rd<sup>h</sup> of May 2019, 9:00 am

## Grading policy

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

Extra credit: not possible

Class attendance: mandatory attendance of 80%

Late work: upon agreement with lecturer

Document upload and naming conventions\*: defined by lecturer

## Course & Instructor Policies

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

Extra credit: not possible

Class attendance: mandatory attendance of 80%

Late work: upon agreement with lecturer

Document upload and naming conventions\*: defined by lecturer

## Course Evaluation

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

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



## Module 8: Doing Business in Russia: Experience, Developments and Trends

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<b>Course title:</b>	Doing Business in Russia: Developments and trends
<b>Semester:</b>	2
<b>Credits:</b>	2,5
<b>Class dates:</b>	May 13 <sup>th</sup> - May 17 <sup>th</sup>
<b>Class times:</b>	9 am – 1 pm daily
<b>Classroom:</b>	Campus A, ground floor, seminar room 014

### Professor Contact Information

<b>Name:</b>	Alexander A. Boldyrikhin, Ph.D.
<b>Phone number:</b>	+43 68110 42 43 32
<b>Email:</b>	alex.bold.global@gmail.com
<b>Office location:</b>	Institute of International Management Campus A, 4 <sup>th</sup> floor, room number 410
<b>Office hours:</b>	on appointment

### 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 Public Speaking and Global Business 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.

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

General knowledge about business essentials and emerging markets basics.

## Course Description

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

In detail the course covers the following topics:

Early history of small business in Russia in the 1990's / Russia as an emerging market / Understanding oligarchs and their roots / Small business development in 2000's and the new emerging economy / Shadow economy and its role in Russia / Russian integration into the global business system / Transformation of the perception of Russia in the Western business community / 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.

## 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	Relevant chapter in the course literature, literature distributed on Moodle (online learning platform)

		Russia. Doing business in BRICS and CIS.	
3		Investment climate and FDI in Russia. Taxation and foreign business. Mergers and acquisitions. Politics and business. State support for the small business: pros and contras.	Relevant chapter in the course literature, literature distributed on Moodle (online learning platform)
4		Business experience in real life: how we do it. B2B in Russia. Advertising in Russia. Selling services. Business challenges in the emerging market.	Relevant chapter in the course literature, literature distributed on Moodle (online learning platform)
5		Written Test	Relevant chapter in the course literature, literature distributed on Moodle (online learning platform)

### Student Learning Objectives/Outcomes

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

After successful conclusion students will

- 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 a certain business case

### Required Textbooks and Materials

Mandatory literature:

- Doing business 2018: Russian Federation. World Bank Group Report.
- Doing Business in Russia 2018 Reports by EY, Deloitte, KPMG and Baker McKenzie Russia: Investment and Business Guide (2015). Vol. 1. Strategic and Practical Information. International Business Publications.

## Suggested/Additional Course Materials

- Vlasova A., Udalova N. (2017). Doing Corporate Business in Russia. Routledge.
- Zhuplev A. (2016). Doing Business in Russia: A Concise Guide. Business Expert Press.
- O'Neal M. (2015). Democracy, Civic Culture and Small Business in Russia's Regions: Social Processes in Comparative Historical Perspective. Routledge, Chapters 1, 2, 8.
- Adachi Y. (2013). Building Big Business in Russia: The Impact of Informal Corporate Governance Practices. Routledge.
- Asefeso A. (2013). CEO Guide to Doing Business in Russia. AA Global Sourcing Ltd.
- Gamble W.B. (2011). Investing in Emerging Markets: The Rules of the Game. Apress, Chapters 1, 5, 8.
- Marr J., Reynard C. (2010). Investing in Emerging Markets: The BRIC Economies and Beyond. John Wiley & Sons, Chapter 4.5.
- Broadman H. G. (2002). Unleashing Russia's Business Potential: Lessons from the Regions for Building Market Institutions. World Bank Publications.

Additional material as provided by the lecturer.

## Assessment, Assignments & Academic Calendar

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

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

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

**Written Assignments (if any):** Test

**Due Date:** TBA

**Test Date:** TBA

## Grading policy

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

Extra credit: not possible

Class attendance: mandatory attendance of 80%

Late work: upon agreement with lecturer

Document upload and naming conventions\*: defined by lecturer

### Course & Instructor Policies

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

Extra credit: not possible

Class attendance: mandatory attendance of 80%

Late work: upon agreement with lecturer

Document upload and naming conventions\*: defined by lecturer

### Course Evaluation

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

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

## Module 9: Information, Global Competition and Organizations

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<b>Course title:</b>	Information, Global Competition, and Organizations
<b>Semester:</b>	Summer Term
<b>Credits:</b>	5 ECTS
<b>Class dates:</b>	June 2 <sup>nd</sup> -June 14 <sup>th</sup> 2019
<b>Class times:</b>	9 am – 1 pm daily
<b>Classroom:</b>	Campus A, ground floor, seminar room 014

### Professor Contact Information

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

### Instructor Bio

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

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

None

### Course Description

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

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

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

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

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

### Student Learning Objectives/Outcomes

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

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



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

### **Teaching Approach**

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

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

### **Required Textbooks and Materials**

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

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

To be provided during the class

## Assessment, Assignments & Academic Calendar:

### Participation & Attendance

#### Guidelines for Evaluating Class Participation

Your in-class participation will be assessed as follows:

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

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

- Doing homework in class
- Not adding to classroom discussions

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

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

### 1) Article reviews

#### **Article Review Outline**

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

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

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

#### **I. Overview**

- Key Points
- Key Terms & Definitions

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

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

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

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

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

### III. Conclusion/Observations

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

#### Instruction for Presenter

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

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

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

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

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

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

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

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

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

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

### **Quizzes**

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

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

### **Exams**

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

### **Final Group Project**

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

#### **IT Vendors Available**

IBM	Oracle
SAP	Red Hat
Microsoft	HPE (HP Enterprise)

Dell

Cisco

Google

Apple

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

Salesforce.com

Others?

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

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

Deliverables:

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

Other notes:

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

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

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

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

- c. Show a breakdown of revenue in other ways relevant to your vendor – products vs. services, hardware vs. software, geography, etc.
- IX. Major Competitors - Who are their major competitor(s) and (importantly) why?
- a. For the three major product lines noted above, who are the competitors?
  - b. What is your company's position relative to its competitors in each of these product lines?
- X. Major Customers - Who are some of the major companies (e.g., Fortune 1000) using their products and services?
- XI. Strengths, Weaknesses – What are some of the company's main strengths? What's their core competency? Where are they at risk, particularly in areas of large revenue shares?
- XII. Current Status - What is currently (within last 12 months) being written about this vendor in industry magazines and newspapers and websites. Some sources are:
- a. CIO Magazine
  - b. Financial Times
  - c. Computerworld
  - d. Business Week
  - e. The Economist
  - f. Information Week
- XIII. New product/service strategy – Propose a new product or service that the company could offer that would improve their strategic position. How would it affect their competitive position in the market?
- XIV. Process analysis
- a. What sources did you use, and for what types of data?
  - b. How did you go about finding your data sources?
  - c. What methods of collaboration did you use?
  - d. How effective were the various forms of collaboration for your team?
  - e. Were different collaboration methods more effective for different types of tasks? (e.g., research vs. merging content vs. final edits)

XV. Sources

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

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



## Grading Policy

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

## Course & Instructor Policies

Make-up exams: No make up exams

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

Late work: Any late work will receive no credit

## Course Evaluation

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

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

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

## Module 10: Latin American Business Development

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<b>Course title:</b>	Latin American Business Development
<b>Semester:</b>	2
<b>Credits:</b>	2,5 ECTS
<b>Class dates:</b>	June 17 <sup>th</sup> -June 21 <sup>st</sup>
<b>Class times:</b>	9 am – 1 pm daily
<b>Classroom:</b>	Campus A, ground floor, seminar room 014

### Professor Contact Information

<b>Name:</b>	Francisco Castaneda
<b>Phone number:</b>	+56942 7772299
<b>Email:</b>	Francisco.Castaneda@usach.cl
<b>Office location:</b>	Institute of International Management Campus A, 4 <sup>th</sup> floor, room number 410
<b>Office hours:</b>	on appointment

### Instructor Bio

Francisco Castañeda is an Associate Professor at Universidad de Santiago de Chile (USACH).

He is an economist graduated from Universidad de Chile. He holds a PhD in Economic Geography at Loughborough University and a Master of Science in Money, Banking & Finance at the University of Birmingham (both in UK). Before that, he worked at the Chilean Ministry of Finance and then at the Central Bank of Chile.

He has been visiting professor at UNITEC (Honduras), Euromed Grand Ecole (Marseille, France), Costa Rica and Panama (Universidad Interamericana), University of Warsaw (Poland), FAU Erlangen (Germany), Amsterdam University of Applied Sciences (The Netherlands) and University of Birmingham (UK). Also, on a regular basis, he has been visiting professor at University of Applied Sciences Joanneum (Graz, Austria). In addition, he has taught a wide range of USA students (Colorado College, University of Virginia, University of North Carolina Chapel at Hill and Washington University). Also, he has participated in training in Kiel Institute for the World Economy (Germany) and in the Department of Trade and Industry jointly with the French Agency for Development (South Africa, APORDE program).

In the pure academic context, he has published papers and chapters of books related to economic geography and finance (in Europe and America). About his research, Francisco is an Economist and Geographer with a strong focus on:

- a) Industrial policy & international trade, and
- b) Macro-Financial Economics.

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

None

## Course Description

Latin America as an attached region to the paradigm of emerging economy is a complex area: it has a high potential of development based on its natural resources and raw materials, and actively participates in regional and extra-regional trade blocs to which a high degree of inequality in wealth level is added. Despite these challenges, Latin America requires adding more knowledge and technology to its range of commodities. It requires to develop sectors that strengthen global production chains with higher added value in articulating a more balanced and less dependent on international economic growth cycles. The region is inserted into a wide network of international free trade agreements; some with greater openness to the rest of the world; and others with a relatively high level of tariff protection, more oriented towards the domestic market. The high rate of inflation had been a frequent problem in Latin America in the 60s and 80s, but this problem has been already mitigated (except in some countries), but not completely eliminated. In turn, bank sophistication levels in the region are different. Some countries in Latin America have developed high standards for financial regulation while others are weak and lag behind the dominant trends in this area. In turn, the stock exchanges as financial resource injection engine to companies generally have a positive contribution to the economies. 33 In this context, this course, starting with a recent historical diagnosis of Latin America, and explaining its conflicting internal forces in economic orientation, aims to understand the current productive structures of Latin America focusing on the largest and most representative countries. So in particular, it seeks to analyze the patterns of foreign investment (*laissez-faire* or "guide" investment) and in the economic sectors where is concentrated. In addition, it seeks to derive classifications country risk strengths and weaknesses of the major economies focusing on the fiscal position, the macroeconomic environment and capital flows as well as the levels of corruption and especially focusing on the development of a suitable environment for doing business. The trends in financing small and medium enterprises in the region as well as support for venture capital considering private-public models to support these ventures will be also prospected in this course. Cases of multinational European companies investing in Latin America will be particularly covered so as to derive from here critical success factors.

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

Day	Date	Topics	Readings
1		<p><b>Introduction to Latin American Business</b></p> <p>Latin American History: Evolution, Geography and Institutional Arrangements.</p> <p>Major themes in Latin America</p> <p>Major business trends in Latin America.</p> <p>Doing Business in Latin America: culture, legal, political and economic framework issues to be considered (major challenges).</p> <p><b>Business Case</b></p>	<p>- (S –V-G): Chapters 1 &amp; 3</p> <p>- (F): Chapters 1 &amp; 2</p> <p>Working papers and presentations to be handed in by Francisco Castañeda</p>
2		<p><b>Poverty and Inequality in Latin America</b></p> <p>A general perspective</p> <p>Macroeconomic variables of main L.A Countries</p> <p>- Challenge of Inequality and Poverty</p> <p>Educational System in L.A: main weaknesses</p> <p>Latin America and the international comparison: social indicators</p> <p><b>Selected Paper</b></p>	<p>Papers of WB, IMF, IDB and CEPAL (ECLAC)</p> <p>Selected Papers</p> <p>Working papers and presentations to be handed in by Francisco Castañeda</p>
3		<p><b>Main Latin American Blocks Trade</b></p> <p>Mercosur y la Alianza del Pacifico</p> <p>Commodities production and the need of value added.</p> <p>A new and rejuvenated Industrial policy and the complexity of the economic development.</p> <p>Foreign Relations (political and trade) with EU, USA and China.</p> <p>Washington Consensus and the Post-Washington Consensus</p>	<p>- (R – S): Chapter 7</p> <p>- (F): Chapters 8 &amp; 9</p> <p>Working papers and presentations to be handed in by Francisco Castañeda</p>

		<p>Political Risk Analysis and Political Stability</p> <p><b>Chile: Case of a small and open outward oriented economy.</b></p>	
4		<p><b>Financial Crisis in Latin America</b></p> <p>Speculative Bubble, Deficits in Current Account, Capital Flows and variation in the Stock Exchanges.</p> <p>Effects on the inflation rate, interest rate, GDP and composition of exports.</p> <p>Financial and trade channel on domestic economies</p> <p>Effects of Subprime Crisis on Latin America</p> <p><b>Business Case</b></p>	<p>- (R – S): Chapters 9 &amp; 10</p> <p>Working papers and presentations to be handed in by Francisco Castañeda</p>
5		<p><b>Establishing Businesses in Latin America</b></p> <p>Corporate Strategy in Latin America.</p> <p>Marketing strategy for Latin America</p> <p>The Latin American Middle Class Consumer.</p> <p>Supply Chain Management Issues.</p> <p>Geography and Informal Markets.</p> <p>Opportunities in the Upgrading of firms in the Latin American Global Value Chains.</p> <p>Business Lessons in Latin America</p> <p><b>Business Case</b></p>	<p>- (S –V-G): Chapter 7</p> <p>(S –V-G): Chapter 8</p> <p>Working papers and presentations to be handed in by Francisco Castañeda</p>

## Student Learning Objectives/Outcomes

- An understanding of the heterogeneity of Latin America in economic and social terms. This includes social, tax, trade liberalization and macroeconomic aspects.
- The student can distinguish the different economic policies that coexist in the region and show different results in terms of economic performance.
- An identification of investment opportunities in Latin America (joint venture, direct foreign investment, etc.) articulating European experiences and knowledge with a more varied and complex regional supply producer.
- The student can prospect the risks and benefits of the different types of market penetration considering a map of economic risks. Which in turn he/she can be able to find niche markets in sectors that have not yet potentially scaled up.

## Teaching Approach

The learning experience will consist of:

In Class Lectures, where financial theories and practical problems are presented and explained;

## Required Textbooks and Materials

- Reyes, J. & Sawyer, C. (2011). Latin American Economic Development. New York: Routledge. (R-S)
- Franko, P. (2007). The Puzzle of Latin American Economic Development. Lanham: Rowman & Littlefield Publishers. (F)
- Spillan, J., Virzi, N. & Garita, M. (2014). Doing Business In Latin America: Challenges and Opportunities. Routledge. (S-V-G)

## Assessment, Assignments & Academic Calendar

- Short Test (20%): Analysis of a selected text – Questions and Group Participation
- Short Test (20%): Analysis of a selected text – Questions and Group Participation
- Short Test (20%): Analysis of a selected text – Questions and Group Participation
- Final Test (40%): Analysis of a selected text – Questions and Group Participation

## 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

## Course and Instructor Policies

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

Extra credit: not possible

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

## Course Evaluation

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

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

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

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<b>Course title:</b>	Introduction to Controlling as a Management Function
<b>Semester:</b>	2
<b>Credits:</b>	2,5 ECTS
<b>Class dates:</b>	June 24 <sup>th</sup> - June 28 <sup>th</sup>
<b>Class times:</b>	9 am – 1 pm daily
<b>Classroom:</b>	Campus A, ground floor, seminar room 014

### Professor Contact Information

<b>Name:</b>	Mag. Mag. rer. soc. oec. Norbert Karl Faix, Bakk.
<b>Phone number:</b>	+43 (316) 5453-6727
<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 410
<b>Office hours:</b>	on appointment

### Instructor Bio

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

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

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

### Course Description

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



## Teaching Approach

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

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

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

## Student Learning Objectives/Outcomes

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

## Required Textbooks and Materials

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

## Suggested/Additional Course Materials

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

## Assessment, Assignments & Academic Calendar

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

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

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

**Exam:** 50 points

**Exam Date:** Last course day

## Grading policy

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

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

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

### Course and Instructor Policies

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

Extra credit: not possible

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

### Course Evaluation

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

***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.***