



GLOBAL BUSINESS PROGRAM
COURSE SYLLABUS
WINTER SEMESTER 2019/2020

FH | JOANNEUM
Management internationaler
Geschäftsprozesse

Timetable

Dates	Name of the Course	Lecturer	Credits
30.9. – 04.10	Cross Cultural Communication	Linde Wade	2,5 ECTS
07.10. – 11.10	International Finance	Branka Krivokapic-Skoko	
14.10. – 18.10	International Finance	Branka Krivokapic-Skoko	5 ECTS
21.10 – 25.10	Organisational Behaviour	Otmar Varela	
28.10. – 01.11.	Organisational Behaviour	Otmar Varela	5 ECTS
4.11. – 09.11	Cross Cultural and Entrepreneurial Perspectives	Bojan Jovanovski	
11.11. – 16.11	Cross Cultural and Entrepreneurial Perspectives	Bojan Jovanovski	5 ECTS
18.11. – 22.11	The Chinese Business and Management	Fuming Wang	2,5 ECTS
25.11. – 29.11	Leadership Skills for the Global Manager	Richard McAndrew	
2.12. – 06.12	Leadership Skills for the Global Manager	Richard McAndrew	5 ECTS
9.12. – 13.12	Strategic Management	Carballo Deidre	2,5 ECTS
16.12. – 20.12	Study week		
6.1. – 10.1	Introduction to B2B Marketing	Denny Seiger	
13.1. – 17.1	Introduction to B2B Marketing	Denny Seiger	5 ECTS
20.1. – 24.1	International Marketing	Hildegard Liebl	
27.1. – 31.1	International Marketing	Hildegard Liebl	5 ECTS

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Module 1: Cross Cultural Communication

Course title:	Cross Cultural Communication
Course type:	Optional
Course cycle:	First
Mode of delivery:	Face-to-face
Semester:	1st, Winter term 2019/2020
Credits:	2,5 ECTS

Lecturer *MMag. Linde WADE*
Email: Gerlinde.Wade@fh-joanneum.at

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

Prerequisites and co-requisites:

None

Learning outcome:

The objective of the course is to further develop the student’s cultural competence. The student will be familiarized with theoretical approaches (Geert Hofstede, Fons Trompenaars, Mitchell Hammer) and learn how to successfully respond to critical incidents that might occur in business situations.

A special focus will be set on Non Verbal Communication in Business environment.

Course Content

The course Cross Cultural Communication 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.

The course aims to acquaint its participants with the necessary theoretical and practical knowledge to communicate successfully in cross cultural environments.

Date	Topics	Readings
1	KICK OFF of GBP Group <ul style="list-style-type: none"> - FH JOANNEUM in the light of international networks - Matching expectations (language support, classroom participation, group work, assessment, academic writing, evaluation, students fitting into Austrians student life - Team building activity Introduction to Cultural Competence and how to develop it	To be provided by lecturer
2	Non Verbal Communication in Cross Cultural Settings	To be provided by lecturer
3	Geert Hofstede & Fons Trompenaar's Cultural Dimensions and their relation to the student's own culture Critical Incidents in Business	To be provided by lecturer
4	Mitchell Hammer's Intercultural Conflict Style Inventory Comparison of European Regions Case Studies and Preparation for Presentations	To be provided by lecturer
5	Presentations & Exam	

Recommended or required reading and other learning resources / tools:

To be provided by lecturer before course start.

Planned learning activities and teaching methods:

While the course discusses theoretical basis it relies also on discussion and activities (role plays) throughout the course. The teaching style includes lectures with presentations, discussions and case studies.

Assessment methods and criteria:

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

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

Assessment*	Points
Presentation	30
Written concept	30
Attendance and participation	20
Exam	20
	100

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

Language of instruction: English

Literature:

Lustig, Myron W., Koester, Jolene. (2010), Intercultural Competence. Interpersonal Communication across Cultures. 6th edition. Allyn & Bacon.

Gesteland, Richard, R. (2005). Cross-Cultural Business Behaviour. Negotiating, Selling, Sourcing and Managing Across Cultures. 4th edition. Copenhagen Business School Press.

Trompenaars, Fons. Hampden-Turner, C. (2000). Riding the Waves of Culture. Bradley Publishers.

Module 2: International Finance

Course title:	International Finance
Course type:	Optional
Course cycle:	First
Mode of delivery:	Face-to-face
Semester:	1st, Winter term 2019/2020
Credits:	5.0 ECTS

Lecturer *Associate Professor Branka Krivokapic - Skoko*
Email: bkrivoka@gmail.com

Bio

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

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

Prerequisites and co-requisites

None

Learning outcome

After finishing this course student are expected to achieve:

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

Course Content

International Finance is a dynamic and innovative industry that can be expected to play an increasingly important role in the creation of national and regional wealth. The discipline/ profession of international finance is offering exciting opportunities for those students seeking careers within global financial institutions. The subject examines financial decision making in the international environment. It builds on and extends the domestic corporate finance framework to the international dimension. The topics covered include the foreign exchange market, risk management and foreign investment analysis in international business.

Recommended or required reading and other learning resources / tools

Recommended text book is Eiteman, D. K, Stonehill, A.I. and Moffett, M.H. (2013; 2016) Multinational Business Finance. 13th (14th) Global Edition/ Addison Wesley, Boston, Mass.

In addition, the handouts will be provided for each of the topics, and The Financial Times and Wall Street Journal will be provided in the class and used for discussing case studies.

Planned learning activities and teaching methods

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

Assessment methods and criteria

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

Written Assignments (if any): Test

(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	Genuiegend	Sufficient
60-0	5	Nicht genuiegend	Failed

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

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

Language of instruction: English

Literature

Additional materials will be provided in class if necessary.

Module 3: Organisational Behaviour

Course title:	Organisational Behaviour
Course type:	Optional
Course cycle:	First
Mode of delivery:	Face-to-face
Semester:	1st, Winter term 2019/2020
Credits:	5.0 ECTS

Lecturer *Otmar E. Varela, PhD*
Email: otmar.varela@fh-joanneum.at

Bio

Otmar Varela earned a PhD with concentration in organisational behaviour from Tulane University. He is currently an associate professor of management with the University of Arkansas at Little Rock. Dr. Varela's primary research areas deal with the development of managerial skills, intercultural adaptation, and pedagogical interventions that seek to advance multicultural competencies (e.g., studying abroad).

Dr. Varela teaching loading typically involves topics in organisational behaviour areas (e.g., diversity, teams). His passion for teaching has been recognized via teaching awards at his current position and schools abroad. Of note, Dr. Varela's has accepted teaching invitations from nine business schools in South America, North America, and Europe.

Prerequisites and co-requisites

None

Learning outcome

At the end of the course, students should be able to:

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

Course Content

Day 1: Intro to course – Performance

Day 2: Role of stable traits in the performance of employees

Day 3: Role of flexible traits in the performance of employees

Day 4: Motivation

Day 5: Test

Day 6: Leadership session 1

Day 7: Leadership session 2

Day 8: Group theory session 1

Day 9: Group theory session 2

Day 10: Presentations final project.

Recommended or required reading and other learning resources / tools

Required book

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

Case studies to be purchased (cases available from Harvard Business site).

- a. A day in the life of Alex Sanders
- b. Barbara Norris: Leading Change in the General Surgery Unit

Planned learning activities and teaching methods

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

Assessment methods and criteria

1) Participation & Attendance

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

The following behaviours describe an exceptional performance in participation:

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

The following behaviours illustrate an unacceptable performance in participation:

- a) Student misses more than 15 % of classes (2 sessions).
- b) Comments are disruptive or personally insult / attack others
- c) Student attends classes but fails to express his/her opinions throughout during the entire semester.

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

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

An acceptable group-answer:

- 1) Incorporates the point of view of all group members.
- 2) Builds on the theories discussed in class.

- 3) Utilizes group-members work experiences into the analyses.
- 4) Provides provocative point of views on the issues.

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

2) Debate

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

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

Topics

1: IQ & Personality

Team A: _____

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

Team B: _____

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

2 Emotions & Attitudes

Team A: _____

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

Team B: _____

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

3 Motivation

Team A: _____

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

Team B: _____

Topic: Money and incentives are ineffective in motivating people.

4 Leadership

Team A: _____

Topic: Everybody may become an effective leader.

Team B: _____

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

5 Group Theory

Team A: _____

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

Team B: _____

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

6 Diversity & Multiculturalism

Team A: _____

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

Team B: _____

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

Debate Evaluation Form

Team A: Topic XXX

Team B: Topic XXX

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

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

Quality of Presentation

1. Key arguments were clearly communicated
2. Presentation was effective in defending positions

Team A	Team B
_____	_____
_____	_____

3. The presentation was organized and had a logical flow _____

Overall Persuasiveness:

Team A Team B

- | | | |
|---|-------|-------|
| 1. Arguments were convincing | _____ | _____ |
| 2. The questions asked to others were logical/effective | _____ | _____ |
| 3. The answer to questions were logical/effective | _____ | _____ |

Which group did win the debate (checkmark)? _____

3) Quizzes

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

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

4) Exam

One test will be applied throughout the course. Test is based on essay questions, which will assess your ability to incorporate class material into vivid case studies.

5) Group Project

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

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

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

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

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

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

Groups will turn in to evaluation a paper describing the project. This document will have no more than 12 pages in a double space format. Papers are due on the same day groups present their final projects. **No late group projects will be accepted. Late projects will receive no credit.** Also, groups will perform a formal presentation (15 minutes) about their project. To further discuss the project, the instructor and classmates are allowed to pose questions to the team. This presentation will take place during one session fully devoted for presentations on November 1st 2019. A decent use of visual aids during team presentation is expected.

Evaluation of the project includes the quality of your arguments during presentation and, more importantly, the correlation between your recommendations (list of questions provided) and the job reported in the project. A peer evaluation emphasizing teamwork behaviours might also be factored in your evaluation.

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

Grading Policy

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

Requirements:

Participation in class	20 points
Debate	10 points
Exam	20 points
Final Project	40 points
Quizzes	10 points (3 @ 3.3 each)
TOTAL	100

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

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

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

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

Language of instruction: English

Literature

Additional Materials to be provided by the instructor:

Caruth, D. L., & Humphreys, J. H. (2008). Performance appraisal: Essential characteristics for strategic control. *Measuring Business Excellence*.

Behling, O. (1998). Employee selection: Will intelligence and conscientiousness do the job? *The Academy of Management Executive*.

Pentland, A. (2012). The new science of building great teams. *Harvard Business Review*.

Timmins, W. J. (1995). Team-based compensation at recently reengineered Zeneca Ag product.

Shimoni, B., & Bergmann, H. (2006). Managing in a changing world: From multiculturalism to hybridization. *The Academy of Management Executive*.

Module 4: Entrepreneurial and Cross Cultural Competences

Course title:	Entrepreneurial and Cross Cultural Competences
Course type:	Optional
Course cycle:	First
Mode of delivery:	Face-to-face
Semester:	1st, Winter term 2019/2020
Credits:	5.0 ECTS

Lecturer *DI Bojan Jovanovski, MSc*
Email: bojan.jovanovski@fh-joanneum.at

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.

Prerequisites and co-requisites

(including required prior knowledge or skills)

This course will provide some of the required basic skills and knowledge during the first week, but it is primarily designed to build up on the existing business (including technical and social knowledge) and experience of the students.

Learning outcome

- To understand the concept of entrepreneurship
- To improve their entrepreneurial and intrapreneurial competences
- To improve their intercultural competences
- To become more prepared (motivated and skilled) for entrepreneurial and intrapreneurial behavior
- To improve their project management skills

Course Content

In a scope of a case challenge students will work on real-world cases, provided and presented by entrepreneurs. Students will work in intercultural teams of five to six students, together with local students from the bachelor program International Management. During the challenge, students will (further) develop their entrepreneurial and intercultural competences. They will learn new and practice currently known tools and techniques for business development and market (entry and enlargement) strategies, practicing their entre- and intrapreneurial competences.

In the case-challenge a team approach is used, which is accompanied by coaching units.

The students will develop an "elevator pitch", a two-minute summary of the results, and a detailed annotated presentation that is returned to the case givers. The best solutions will be awarded in a final event. After the event the GBP participants of the teams will provide written report that will present the methodology used, the finding and the strategic recommendations to the case providers.

Overview of Topics and Schedule of Topics and Activities

Day	Date	Topics
1	4.11.2019	Opening, assignment of cases and teams and presentation of the cases by the case providers
2	5.11.2019	Project management
3	6.11.2019	Negotiation and communication; Report writing
4	7.11.2019	Business model generation
5	8.11.2019	Team building
6	11.11.2019	Working in teams; Compulsory coaching
7	12.11.2019	Working in teams; Compulsory coaching; Questions and answers sessions with the case providers
8	13.11.2019	Working in teams; Compulsory coaching
9	14.11.2019	Working in teams; Compulsory coaching
10	15.11.2019	Final event

Recommended or required reading and other learning resources / tools

All materials will be available on Moodle.

Planned learning activities and teaching methods

Teamwork, lectures, discussions, case study.

Assessment methods and criteria

Assessment: 10% participation (in class and compulsory coaching) + 30% pitching and presentations + 60% final report

Assignment: Work in teams of 5-6 students on few real company cases. All teams will prepare pitches (2 minute presentations) for their results, and the best two per case will deliver full presentations (15 minutes). After the presentations each team will prepare final report.

Class dates and times: 4. – 8.11.2019 and 11.11. – 15.11.2019; 9:15 – 13:00 daily

Final presentations: 14.11.2019, 9:15 – 13:00

Report deadline: 2.12.2019, 12:00

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:

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

Assessment criteria*	Points
Participation	10
Presentation	30
Final report	60
Total points	100

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

Language of instruction: English

Literature

All materials will be available on Moodle.

Module 5: The Chinese Business and Management

Course title:	The Chinese Business and Management
Course type:	Optional
Course cycle:	First
Mode of delivery:	Face-to-face
Semester:	1st, Winter term 2019/2020
Credits:	2.5 ECTS

Lecturer *Professor Fuming Wang*
Email: fm_wang@363.net

Bio

Fuming Wang was born in Henan Province, the People's Republic of China (PR China). He received his Master degree in International Management (MIM) from American Graduate School of International Management, Phenix, Arizona, USA and his Bachelor degree in Economics from University of International Business and Economics (UIBE), Beijing, PR China.

Fuming Wang is currently a professor at school of Business Administration, University of International Business and Economics, teaching courses of "Chinese Business and Management", "Project Management", "International Business and Trade", and "International Management" , as well as project-based researches involving operation of multinational companies in China, Impact of China's Entry into WTO on the Chinese Economy. He used to work as a Deputy Dean of Public Administration School, and Director of World Trade Training and Policy Research Centre, UIBE; and Deputy Secretary-General of China Multinational Enterprises Research Association. Over the last 18 years, he has also been involving consultation for a number of joint ventures and domestic enterprises for their business development strategies. In addition, he has also conducted some international research projects, such as EFTT, Chinese Corporate Governance, World Trade Policy and National Tariff Policy Reform.

Prerequisites and co-requisites

None

Learning outcome

1. understand the Chinese business environment;
2. build on the specific, functionally-oriented knowledge about the Chinese management;
3. apply the critical thinking skills required to analyse complex business situations and implement practical responses at corporate and international levels;

4. meet the challenges and grasp opportunities to do business with China, through which corporate competitiveness could be developed under global context.
5. be familiar with the skills and practice in dealing with cross-cultural issues in business with China

Course Content

The Chinese Business and Management examines the Chinese economic situation and business environment that provides companies with a good opportunity to enter into the largest market with appropriate strategies at the business-level, corporate-level and international-level. The course's primary goal is to introduce students the Chinese economic reforms and potential opportunities for business with a good knowledge of the style of Chinese Management; It helps companies to choose appropriate types of strategies to establish business facilities under corporate and international framework to implement their international strategies. Students are expected to develop the ability to: 1) understand the Chinese business environment; 2) build on the specific, functionally-oriented knowledge about the Chinese management; 3) apply the critical thinking skills required to analyse complex business situations and implement practical responses at corporate and international levels ; and, 4) meeting the challenges and grasp opportunities to do business with China, through which corporate competitiveness could be developed in increasingly global context through capability-building of skills and acknowledge to deal with difficult issues in environment, cultures and politics.

Recommended or required reading and other learning resources / tools

1. Henk R. Randau • Olga Medinskaya (2015) China Business 2.0 (1th Edition) Switzerland: Springer
2. Materials to be provided
3. Cases to be provided
4. Materials on the websites:
www.Mofcom.gov.cn
www.stats.gov.cn
www.customs.gov.cn
5. Other materials to be provided during class sessions

Planned learning activities and teaching methods

Day	Date	Topics	Readings
1	Nov 18	<ul style="list-style-type: none"> - Examine the social Environment for business - Describe the structure and Administration of the government and the related organization - Examine the political system and legal rules 	Materials and cases to be provided

2	Nov 19	<ul style="list-style-type: none"> - Examine the business environment in the fast growing market. - Identify key strategies in the Chinese economic development. - Describe important contributors of the Business prosperity. - Demonstrate . 	Materials and case to be provided
3	Nov 20	<ul style="list-style-type: none"> - Examine the position of international trade, FDI, and home consumption and E-Business in China. - Identify the bubbles and solutions in real estate markets. 	Materials and cases to be provided
4	Nov 21	<ul style="list-style-type: none"> - Examine the financial reform and influence on the business. - Analyze negative impact of corruption on the business - The Chinese Management practice and skill - Discuss influence of the Chinese culture on business and management 	Materials and cases to be provided
5	Nov 22	<ul style="list-style-type: none"> - Strategy for market entry in China. - Describe technique of negotiation and communication - New drivers of the Chinese economic development and business opportunities in China - Presentation of group projects 	Materials and cases to be provided
	Nov. 23	<ul style="list-style-type: none"> - Deadline for Submitting individual paper and group project 	fm_wang@363.net

Teaching Methods

Student centered, inquiry-based learning and teaching approaches including lectures, self-learning, case studies, group project, discussion, and presentation.

Assessment methods and criteria

Assessment: Short analysis and proposed solution to a case study (20%) and Presentation of group project (25%) along with a thesis (40%) and Attendance (15%)

Written Assignments (if any): A thesis should focus on one of the suggested topics related to the Chinese business and management to be distributed in class on 1st day of lectures. Minimum length of a thesis is 5 pages in A4. The details of requirements are provided in class.

Grading Policy

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

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

Assesment	Points
Attendance in class	15%
Presentation	25%
Group Project	20%
Individual Paper	40%
Total points	100

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

Language of instruction: English

Literature

Additional materials will be provided in class if necessary.

Module 6: Leadership Skills for the Global Manager

Course title:	Leadership Skills for the Global Manager
Course type:	Optional
Course cycle:	First
Mode of delivery:	Face-to-face
Semester:	1st, Winter term 2019/2020
Credits:	5 ECTS (two weeks)

Lecturer *Richard McAndrew*
Email: mcandrew@callutheran.edu

Bio

Mr. McAndrew, Executive-in-Residence at California Lutheran University (CLU) has been providing technology and leadership education for over 20 years. In 1995, he designed CLU's Information Technology Management Program for the graduate School of Business. Additionally, for over 11 years Richard has been adjunct faculty at FH Joanneum University in Graz Austria and INSEEC University in Lyon France where he lectures in International Business, International Negotiations, HR Leadership, Project Management and Information Technology at the graduate and undergraduate level.

Prior to CLU, Richard spent 12 years at Dun & Bradstreet Software (DBS) as a Vice President and Regional Manager for the western USA. DBS provides Global Enterprise Application solutions to Fortune 1000 companies. His responsibilities included sales, professional services, implementation support & operations. During Richard's technology career he has had responsibilities for over 400 large-scale software implementations for major global corporations.

Prerequisites and co-requisites

None

Learning outcome

1. To be knowledgeable about leadership concepts & principles in a global context.
2. Understand & recognize the lessons of culture that impact the global leader.
3. Examine the role of the global leader in enterprise strategy development and understand & describe "Why People Follow".
4. To understand the important differences between a Leader and a manager.
5. Identify & describe examples of Global Economic Leadership & Global Enterprise Leadership.

6. To examine and practice managerial leadership softskills for creating mission, organizational consensus, critical thinking, experienced based recruiting, situational management, decision making and dealing with failures
7. To develop & practice leadership fluency through team presentations, written assignments and role play.
8. To examine and assess real world examples of “Leadership in Crisis” through team case study.
9. To challenge & motivate students to continue to develop individual leadership skills.

Course Content

In today’s global economy, managers are a commodity...but leaders are in short supply. Leadership can be defined as a process by which a person influences others to accomplish a common objective and directs the organization in a way that makes it more cohesive, coherent and of course more successful.

More than ever, the leadership process takes place on a global stage. Lessons of culture are the unique global lessons. Many lessons required for success as a leader appear to be much the same, whether the context is domestic or global. Leaders in either arena must learn to establish credibility, build an effective team and create a shared vision. That’s not enough! The shared vision must be implemented in a manner that moves the company forward.

This course will offer a comprehensive survey and analysis of the major concepts and methods of leadership. A focus will be given on the cultural aspects of leadership that have a major influence on organizational outcome. The successful global executive must possess both knowledge and active skills in the art and science of leadership. The course is designed, structured & delivered using a 3-level learning process:

Foundation: Students will be introduced to the key concepts of leadership theory through lecture & discussion. Empirical studies on leadership practices will be presented. Students will learn about emotional intelligence; why it is a leader’s greatest asset and how it can be developed. A more recent and insightful study on “Why People Follow?” will also be examined. Students will be introduced to the “Dimensions of Leadership” that include:

- Economic Leadership (Country)
- Enterprise Leadership (Company)
- Managerial Leadership
- Individual Leadership

Examples of the practical application of these dimensions will be discussed with the greater focus on Managerial & Individual Leadership Dimensions.

Method: Although leadership is a complex form of human behavior, most of what we think of as leadership is learned and, therefore, can be taught. Students will be introduced to proven and practical leadership methods for delegation, decision making, situational management,

performance feedback, change management and leadership in crisis. A key focus will be on building and maintaining a collaborative global workplace. These methods are ideal for solving the "complex unstructured problems" that global leaders face today.

Application: Applied methodology and hands-on activities that foster development of leadership skills will be utilized. To develop their skills, students will be given case studies with international business considerations; individual and group exercises that illustrate the concepts presented. By blending knowledge with real-life experience, the class will prepare the students to function as strong, imaginative & ethical leaders.

Completion of this class will provide business students with in an in-depth understanding of the leadership process and a working competency of effective leadership methods.

Final Thought: Don't wait until your in a management position to start developing your leadership skills. The development process needs to start now!

Recommended or required reading and other learning resources / tools

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

Planned learning activities and teaching methods

Day	Date	Topics	Readings
1	Nov. 25	Welcome, Class Introduction, Form Teams, Leadership Messages, Team Exercise: Define Your Leadership Dimension	Kodak vs. Fujifilm, Harvard Case Study- Leadership in Crisis
2	Nov. 26	Lecture: Individual Leadership	
3	Nov. 27	Lecture: Managerial Leadership I	Top 10 Leadership Mistakes
4	Nov. 28	Lecture: Managerial Leadership II, Critical Thinking, Creating Mission, Team Exercises & Role Play	The Benefits of Top Down Thinking, 6 Critical Thinking Skills You need to Master
5	Nov. 29	Reengineering & Change Mgmt, Assessing Your Leadership Style Quiz Week#1	Reengineering Revisited
6	Dec. 2	Leadership Toolbox I - The Upside of Down...How to Fail!	The Acceleration Trap
7	Dec. 3	Leadership Toolbox II-Experienced Based Recruiting Economic Leadership, Team Exercise	Global Competitive Report 2016-17
8	Dec. 4	Leadership Toolbox III - Situational Management Team Presentations:Enterprise Leadership	

		Leadership Essay Due	
9	Dec. 5	Team Presentations: Harvard Case on Leadership in Crisis, Final Exam Prep & Review, Leadership Essay due.	
10	Dec.6	Team Exercise: Lessons Learned (Team & Personal), Final Exam	

Assessment methods and criteria

Assessment: Short analysis and proposed solution to a case study (20%) and Presentation of group project (25%) along with a thesis (40%) and Attendance (15%)

Written Assignments (if any): A thesis should focus on one of the suggested topics related to the Chinese business and management to be distributed in class on 1st day of lectures. Minimum length of a thesis is 5 pages in A4. The details of requirements are provided in class.

Grading Policy

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

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

Assessment*	Points	%
Team Presentation: Defining Leadership Dimensions	20	10%
Individual: Quiz	10	5%
Team Presentation: Enterprise Leadership	40	20%
Team Presentation: Harvard Case Study	40	20%
Individual: Essay on leadership	30	15%
Team Exercise: Lessons Learned Team Exercise	10	5%
Individual: Final Exam (Open Book)	40	20%
Individual: Active Participation in class & Attendance	10	5%
Total Points	200	

Language of instruction: English

Literature

See above. Additional materials will be provided in class if necessary.

Module 7: Strategic Management

Course title:	Strategic Management
Course type:	Optional
Course cycle:	First
Mode of delivery:	Face-to-face
Semester:	1st, Winter term 2019/2020
Credits:	2,5 ECTS

Lecturer *Deidre Carballo*
Email: dcarballo@nust.na

Bio

- Lecturer at Namibia University of Science and Technology (NUST) since 2012
- Business Coach and Business owner
- Motivational Speaker & Trainer
- Author of little goals guidebook: Successful Living

Deidré's passion is to help people set their goals and to achieve success in their business and private life. She is also a motivational speaker and trainer in business principles, leadership and customer services as well as team building events. She also lectures at the Namibia University of Science and Technology since 2012, working with aspiring business men and women enrolled full time to study business principles and practices through the entrepreneurship honors programme. Currently Deidré completed her Master's degree in Business Administration through The University of South Wales, England in 2019.

Prerequisites and co-requisites

None

Learning outcome

- Explore the core strategic management theory.
- Apply relevant tools in order to perform organisational analyses.
- Recommend, implement and evaluate relevant strategies in order to attain an Organisation's objectives/goals.
- Analyse strategic management case studies

Course Content

- Organisation Vision & Goals
- Planning process using internal resources
- Monitoring the planning process
- Analyse the organisation's performance in the market
- Continuous Assessment

Recommended or required reading and other learning resources / tools

The AudioPedia (2017) *Definition of Strategic Management*. Available at: <https://youtu.be/g-wf6A0ailA> (Accessed on: 28 April 2019)

Jonathan Pugh, L. Jay Bourgeois III, (2011) "'Doing" strategy", *Journal of Strategy and Management*, Vol. 4 Issue: 2, pp.172- 79, <https://doi.org/10.1108/17554251111128637>

Parnell, J.A. (2010). Strategic clarity, business strategy and performance. *Journal of Strategy and Management*, 3(4), 304-324. <https://www.emeraldinsight.com/doi/full/10.1108/17554251011092683?fullSc=1&mbSc=1>

Liwen Tan, Jingkun Ding, (2015) "The frontier and evolution of the strategic management theory: A scientometric analysis of Strategic Management Journal, 2001-2012", *Nankai Business Review International*, Vol. 6 Issue: 1, pp.20-41, <https://doi.org/10.1108/NBRI-09-2014-0036>

Planned learning activities and teaching methods

Teaching method will be student centered learning.

Learning Activities will include the following:

- **Organisation Vision & Goals** – Students will learn how to set organisation vision and goals, using SMERTIE Goal Setting, students will use a fictitious organisation.
- **Planning** – Students will continue to use the fictitious organisation to learning about planning and creating a plan for the fictitious organisation
- **Monitoring** – Students will learn how to monitor the organisation through various case studies that will be looked at throughout the week.
- **Analysis** - Students will learn how to analyse the organisation through various case studies that will be looked at throughout the week.
- **Continuous Assessment** - Students will learn how to continuously assess the organisation through various case studies that will be looked at throughout the week.

Assessment methods and criteria

Written Assignments (if any): Reflective essay of 1500 words due at the end of the week. Students will receive Feedback via e-mail. Mark: 50.

Criteria:

Structure & Logic	-10 Marks
Content	-15 Marks
Personal Observations	-15 Marks
Min 5 References	-10 Marks

Language of instruction: English

Literature

Prashad, K. (2015) Strategic Management: Text and Cases. 2nd Edn. Dehli: PHI Learning Private Limited

Wilkinson, T.J.; Kanaan, V. R.(2013) Strategic Management in the 21st Century. Santa Barbara: Praeger

Module 8: Introduction to International B2B Marketing

Course title:	Introduction to International B2B Marketing
Course type:	Lecture
Course cycle:	First
Mode of delivery:	Face-to-face
Semester:	1st, Winter term 2019/2020
Credits:	5 ECTS

Lecturer *Denny N. Seiger*
Email: DennyN.Seiger@fh-joanneum.at

Bio

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

Denny has lectured B2B marketing at the University of Stockholm School of Business (Sweden) and institutions in Spain, Turkey and Slovenia. He is also academic director of the Top-Diploma course on Sales & Account Management at the WIFI (Austria's largest adult education organisation) and sales consultant at Know-How Austria, a company specializing in training and e-learning solutions.

Prerequisites and co-requisites

Knowledge about Marketing (at least the 4P concept)

Learning outcome

Upon successful completion of the course students will be able to understand the most significant differences and similarities between B2B and B2C markets. They will be able to apply and evaluate selected instruments for the analyses and formulation of B2B marketing plans. Moreover, students will be able to make informed suggestions for solutions for specific challenges in b2b marketing and critically review these.

Course Content

The course follows the content of selected chapters of the book Business Marketing Management by Michael Hutt, Thomas W. Speh and covers these subjects

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

7-10		4 Seminars with practical exercises, case studies etc.	Seminars will be held by industry practitioners. Participation is mandatory.
		Final Exam	

Recommended or required reading and other learning resources / tools

Mandatory literature:

- Michael Hutt, Thomas W. Speh, Business Marketing Management, EMEA, 2004 edition or later (selected chapters).
- All material uploaded by the lecturer to the e-learning platform and marked as "mandatory".

Suggested/Additional Course Materials:

- 3Ellis, Nick; Business-to-Business Marketing; 2011, Oxford University Press.
- Brennan/Canning/McDowell, Business-to-Business Marketing, 2nd edition (2010) or later.
- Robert B. Miller and Stephen E. Heiman with Tad Tuleja, The new strategic selling, Warner Books, 2009.
- Neil Rackham, SPIN Selling, McGraw Hill 1988.
- Some additional material is provided by the lecturer and distributed through the online learning platform.

Planned learning activities and teaching methods

Learning takes place in three ways: Firstly, core material is presented and then discussed in the lectures, active participation of students is expected. Secondly, students are required to elaborate on any of the material that the lecturer presented by posting to an online discussion forum after each lecture and before the next lecture. Students gain scores according to the quality of the postings and the total score is part of the final grade. Thirdly, a final exam is held on the last day of the course.

Assessment methods and criteria

Written test at the end of the course to test knowledge of theory (single and multiple choice questions) and the ability to apply this knowledge in a short essay.

%			
	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

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

Weight of factors contributing to grade:

Total points gained in Online Forum postings after each classroom session: 30%

Total points gained/average of Seminar performance: 30%

Final written exam: 40%

Language of instruction: English

Literature

See above. Additional materials will be provided in class if necessary.

Module 9: International Marketing Management

Course title:	International Marketing Management
Course type:	Lecture
Course cycle:	First
Mode of delivery:	Face-to-face
Semester:	1st, Winter term 2019/2020
Credits:	5 ECTS

Lecturer *Hildegard Liebl*
 Email: hildegard.liebl@fh-joanneum.at

Bio

Hildegard Liebl was born in Vienna, Austria. She received her Master's in Business Administration (specialisation: Marketing and HR) at the Vienna University of Business Administration and Economics (WU Wien) after studying at Miami University, Oxford, Ohio. From 93 to 01 she worked as a product/brand manager for Unilever, concentrating on all kinds of marketing issues for Frozen Food and margarine business. During this time she managed to launch 30 new products within the Austrian retail trade with strong focus on the needs and demands of the Austrian consumer. From 01 to 03 she was Marketing Manager and Business Unit Manager at the biggest frozen food producer in Austria (Austria Frost). She built up a marketing department and started business in CEE, mainly in Czech, Hungaria and Slovenia. Between 03 and 05 she was Marketing Manager for Danone Austria, further developing strong brands like Actimel. Hildegard Liebl is currently a senior lecturer at the Joanneum University of Applied Sciences (FH Joanneum) in Graz, teaching courses in Marketing. In addition, Hildegard Liebl is working as a freelance executive coach (she received an additional diploma education in business coaching) and marketing consultant.

Prerequisites and co-requisites

Students ideally have some basic knowledge of marketing management/None

Learning outcome

At the completion of the course, students should have

- an understanding of the issues to consider when developing a marketing program outside their geographical home market
- a better grasp of techniques to evaluate different marketing problems and be familiar with cultural issues
- a confidence in their personal ability to solve problems in the area of International Marketing.

Course Content

Global marketing is marketing's response to the fact that markets around the world sometimes show increasingly similar, yet sometimes differing characteristics and therefore need to be targeted in a globalized or localized way. The marketing activities of the modern company have become increasingly internationalized. Marketing across national borders is one of the most challenging fields in business today.

In this course, we will discuss the scope and challenge of international marketing and draw the distinction between international, global and multinational marketing. We will deal with the reasons for growing globalization of markets as well as the cultural environment of global markets. In a next step, we will learn how to assess global market opportunities, what needs to be considered when conducting marketing research and how to enter new foreign markets. We will discuss international market segmentation and targeting, environmental and competitive analysis and common pitfalls in global marketing. In a next step, we will adapt the basic Marketing Mix elements to the international marketplace.

The primary teaching method will be lectures, group discussion and group problem-solving. 4 assignments will stimulate your thinking and understanding. We will leverage the different cultural backgrounds of the participants and learn from each other through class discussion.

By the end of this course students will appreciate how the international marketing environment differs from their domestic environments and understand the complexity of the international marketplace as well as be familiar with current issues in international marketing.

Recommended or required reading and other learning resources / tools

Textbooks:

- Kotabe, Masaaki / Helsen, Kristiaan: Global Marketing Management, 7th edition, John Wiley & Sons, New York et. al. 2017
- Rosenbaum, Richard / Percy, Larry / Pervan, Simon: Strategic Brand Management, 4th edition, Oxford University Press, Oxford, 2018

Suggested Supplemental Materials for Background Reading

- Albaum, Gerald/Duerr, Edwin: International Marketing and Export Management, 8th edition, Prentice Hall, Essex UK 2016
- Czinkota, M. / Ronkainen, I., Zvobgo, G.: International Marketing, 9th edition, Harcourt College Publishers, Orlando 2011
- Kotler, P.; Keller, K.; Brady, M.; Goodman, H.; Hansen, M.: Marketing Management, 3th edition, Prentice Hall, Englewood Cliffs 2016

- Usunier, J.-C.: Marketing Across Cultures, 6rd edition, Financial Times Prentice Hall, Essex 2013

Planned learning activities and teaching methods

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

In order to fully benefit from this course, you are expected to

- solve the appropriate assignments before class
- participate in class discussions and class exercises, share your knowledge and experience with each other

Assessment methods and criteria

Detailed Information to be provided by instructor at beginning of the course

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

Assessment*	Marks
Assignment 1	25
Assignment 2	40
Final Exam	60
Class Participation	25
Total Marks	150

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

Language of instruction: English

Literature

Additional materials will be provided in class if necessary.