

Institute of International Management and Entrepreneurship
FH JOANNEUM, University of Applied Sciences, Graz, Austria

GLOBAL BUSINESS PROGRAM
COURSE SYLLABI
SUMMER SEMESTER 2023

FH | JOANNEUM
Management internationaler
Geschäftsprozesse

	Dates	Bank Holidays	Course	Lecturer	ECTS
1	27.02.2023-03.03.2023		International Consumer Behaviour (1)	Zeynep Bilgin Wührer	week 1&2 = 5ECTS*
1	06.03.2023-10.03.2023		International Consumer Behaviour (2)	Zeynep Bilgin Wührer	
2	13.03.2023-17.03.2023		International Strategic Management	Vito Bobek	2,5 ECTS
3	20.03.2023-24.03.2023		Project Design and Management	Ketrina Çabiri Mijo	2,5 ECTS
4	20.03.2023-24.03.2023		Human Resource Management: HR for People Managers	Waltraud Jelinek-Krickl	2,5 ECTS
5	27.03.2023-31.03.2023		Intellectual Property Law	Irina Foret	2,5 ECTS
	03.04.2023-07.04.2023		EASTER HOLIDAYS		
	10.04.2023-14.04.2023		EASTER HOLIDAYS		
6	17.04.2023-21.04.2023		Economics (1)	Branka Krivokapic-Skoko	week 1&2 = 5ECTS*
6	24.04.2023-28.04.2023		Economics (2)	Branka Krivokapic-Skoko	
7	01.05.2023-05.05.2023	01.05.2023	Strategic Innovations in Emerging Markets	Rahul Singh	2,5 ECTS
8	08.05.2023-12.05.2023		Cross-Cultural Management& Organizational Behavior (1)	Rupert Benhauer	week 1&2 = 5ECTS*
8	15.05.2023-19.05.2023	18.05.2023	Cross-Cultural Management& Organizational Behavior (2)	Gerhard Apfelthaler	
9	22.05.2023-26.05.2023		Cross Cultural Negotiations	Yahia Zoubir	2,5 ECTS
10	29.05.2023-02.06.2023	29.05.2023	Managing SMES in Disruptive Context	Abdel-Maoula Chaar	2,5 ECTS
11	05.06.2023-09.06.2023	08.06.2023	Information, Global Competition&Organization (1)	Paul Witman	week 1&2 = 5ECTS*
11	12.06.2023-16.06.2023		Information, Global Competition&Organization (2)	Paul Witman	
12	19.06.2023-23.06.2023		Introduction to Controlling as a Management Function	Ute Berger	2,5 ECTS

NEW COURSES

Each Course is from Monday-Friday and over one or two weeks.

The program is modular, and you can choose your courses from the program
(It is not mandatory to do all courses).

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

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

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

Please always check your timetable in case of changes at www.stundenplan.fh-joanneum.at

User: gbp, Password: gbp, Change to Jahrgang 2023

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Module 1: International Consumer Behavior

Course title:	International Consumer Behavior
Semester:	Summer term 2023
Credits:	5 ECTS
Class dates:	February 27 th - March 3 th ; March 6 th - March 10 th
Class times:	9:15h – 13:00h daily
Classroom:	tbd

Professor Contact Information

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Office location: -

Office hours: on appointment

Instructor Bio

Dr. Zeynep Bilgin-Wührer is affiliated lecturer for International Consumer Behavior at University of Applied Sciences FH Joanneum in Graz. She was employed full time (1990-2013) at the Department of Business Administration in Marmara University, Istanbul and as a lecturer (2013-2018) at Johannes Kepler University, Linz. Other universities she lectured as visiting professor are State University of West Georgia, USA (Spring 1998), University of Memphis, (1998–1999), Johannes Kepler University, Linz (2008-2013), Bogazici University, Istanbul (2004-2005) and Yeditepe University, Istanbul (2000-2010), she was also guest lecture in Münster, Maribor, and Pamplona. Holding a BA in accounting & finance, an MBA in marketing, she received her PhD in marketing from Bogazici University, A scholarship from DAAD enabled her to work for her PhD thesis at Hamburg University, Germany (1987-1989). Her teaching and research interests: international marketing, emerging markets, international consumer behavior, marketing theory, service quality. Publications: various books, book chapters, articles published internationally.

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

Having taken the following course helps to understand the material better: Cross Cultural Communication / Marketing Management / Introduction to Psychology.

Course Description

The aim is to provide an in-depth investigation of similarities and differences of buyer behavior across cultural and international boundaries. For this, the core market based (external) and human based (internal) factors influencing consumers' needs and buying habits, the customer journey mapping and trends along the hybrid shopping mile at international level will be discussed. Presentations with culture specific examples will help to better understand why people differ in their consumption experiences and choice behavior in world markets.

Overview of Topics and Schedule of Topics and Activities

International Consumer Behavior Schedule / Topics / Activities			
Day	Date	Topic	Assignment / Exam
Week 1		Theoretical Background for ICB	individual work: in class; @ home
Day 1	Feb. 27th	<ul style="list-style-type: none"> International Consumer Behavior Decision Making Process Differences in Needs and Values 	Examples from <ul style="list-style-type: none"> - Latin American - European - Asian Markets
Day 2	Feb. 28th	<ul style="list-style-type: none"> Influencers of Buying Habits in World Markets <ul style="list-style-type: none"> - Social Structure - Family and Household - Reference Groups 	Examples from home + other countries
Day 3	March 1st	<ul style="list-style-type: none"> Spending Habits of urban millennials and Gen Z in emerging markets Discussion based on Euromonitor Reports 	
Day 4	March 2nd	<ul style="list-style-type: none"> International Customer's Value Expectations <ul style="list-style-type: none"> - Cultural, sub-cultural, cross cultural factors - Differences in customer value perceptions and wellbeing 	Examples for differences in value expectations based on day 1 and day 2 concepts
Day 5	March 3rd	<ul style="list-style-type: none"> Ethno markets in Industrialized countries – Austria, Germany 	Observation of ethno market stores in Graz HW: ethno market analysis HW: essay with day 1-4 focus
Week 2		Recent Topics and Trends in ICB	individual work: in class; @ home

Day 1	March 6th	<ul style="list-style-type: none"> • Personality and Lifestyles affecting the preference and choice 	Examples from emerging market countries – urban versus rural
Day 2	March 7th	<ul style="list-style-type: none"> • Customer Journey Mapping and Hybrid Shopping Mile in Global Markets • Digital marketing changing the global consumption habits 	Designing a journey map for a specific product purchase activity in your home market Search in different web sites and social media for product offer
Day 3	March 8th	<ul style="list-style-type: none"> • Other Influencers of Preferences <ul style="list-style-type: none"> - Perceptions and attitudes • Customer protection <ul style="list-style-type: none"> - awareness in different countries 	Examples for similarities and differences based on day 1-4 concepts
Day 4	March 9th	<ul style="list-style-type: none"> • Natural environment Covid-19 effects on consumption habits 	HW: Essay with day 6 – day 10 focus Work on your presentation
Day 5	March 10th	<ul style="list-style-type: none"> • Exam and Presentations 	

Student Learning Objectives/Outcomes

Student centered, inquiry based learning and teaching including lectures, self-directed learning (in class work and homeworks), and discussions. Familiarity with the content increases the stimulation and creative thinking during the class hours. It is advised to read relevant material prior to lecture.

Teaching Approach

Power points, web links and videos are used to enhance the focus of attention. The orientation provided by the lecturer will help to understand and memorize the topics better.

Required Textbooks and Materials

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

Assessment, Assignments & Academic Calendar

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

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

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

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

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

Assessment: In Class work (30%), Homeworks (40%), Final Exam (30%)

Assessment*	Points
Attendance and participation	10
In Class work and presentations	30
Written Assignments	40
Exam	30
Total Points	100

Grading Policy

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

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

Course & Instructor Policies

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

Extra credit: not possible

Class attendance: mandatory attendance of 80%

Late work: upon agreement with lecturer

Document upload and naming conventions*: defined by lecturer

Course Evaluation

According to the policy of the Institute of International Management at FH JOANNEUM, after the course completion each course is to be evaluated by the students

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

Module 2: International strategic management

Course title:	International strategic Management
Semester:	Summer term 2023
Credits:	2,5 ECTS
Class dates:	March 13 th – March 17 th
Class times:	9:15h – 13:00h daily
Classroom:	tbd

Professor Contact Information

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Instructor Bio

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

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

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

None.

Course Description

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

Overview of Topics and Schedule of Topics and Activities*

Day	Date	Topics	Readings
1	March 13	Definition of critical terms and concepts	Folder Literature on Moodle
2	March 14	Business Environment	Folder Literature on Moodle
3	March 15	Usability of ISM in the Non-corporate Sector: Strategic Management of Cities	Folder Literature on Moodle
4	March 16	Case-Study Analysis (1 st part)	Folder Case studies on Moodle
5	March 17	Case-Study Analysis (2 nd part)	Folder Case studies on Moodle

Student Learning Objectives/Outcomes

Specific competences - Upon successful completion, participants will:

1. Contrast and compare related theoretical concepts presented in the lectures and readings, and understand the differences between single market and international/global strategic management.

2. Comprehend companies' strategic directions in dealing with challenges in the internationalization process through company presentations and informed discussions.

This enables participants to:

- Create, develop and design strategic concepts in the areas of international strategic market entry that are high in theoretical quality and practical value for the company.
- Develop decision-making skills in international strategic management by bridging theory and practice.

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

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

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

Teaching Approach

Types of learning/teaching:

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

Teaching methods:

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

Required Textbooks and Materials

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

Suggested/Additional Course Materials

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

Assessment, Assignments & Academic Calendar

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

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

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

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

Grading policy

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

Assessment*	Points
Seminar paper – document	25
Seminar paper - presentation	25
Exam	50
total points	100

Course & Instructor Policies

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

Extra credit: not possible

Class attendance: mandatory attendance of 80%

Document upload and naming conventions*: ISC_seminar_paper_family_name_2022

(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 is to evaluate by the students

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

Module 3: Project Design and Management

Course title:	Project Design and Management
Semester:	Summer term 2023
Credits:	2,5 ECTS
Class dates:	March 20 th – March 24 th
Class times:	9:15h – 13:00h daily
Classroom:	tbd

Professor Contact Information

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Instructor Bio

Ketrina Çabiri Mijo completed her Doctoral Studies on Corruption and Public Procurement Decision Making at the European University of Tirana (UET) in 2018 aligned with a research fellowship at the Institute for Social and Economic Research (ISER) at the University of Essex (funded by the Civil Society Scholarship Award) and in the Department of Political Science and Sociology, University of Salzburg (funded by the Sigma Agile Program). Ketrina holds a master's degree in European Policy from the University of Sussex, UK in 2009 supported by an OSI – Chevening scholarship. During 2017, Ketrina was involved as a researcher in the TRAIN program for dialogue and policy promotion in the Western Balkans, supported by the German Council for Relations with Outside (DGAP).

Since 2011 Ketrina has been involved as a project manager in the Office for the Development of Projects and Partnerships at UET and is currently the Head of this Office. She has previously worked as an expert on European Research and Development Programs at the Agency for Research, Technology and Innovation (AKTI) under the Council of Ministers. She has extensive

experience in project design and management, in programs such as IPA CBC / Interreg MED / Balkan Med, Tempus, LLP / Jean Monnet, ERASMUS +, ESPON, Horizon, EIT and other national and international donors such as the World Bank, British Council, Open Society Foundation, Friedrich Ebert Stiftung, OSCE, UNOMEN, GDN (Global Research Competition) etc. She has been lecturing subjects such as Project Design and Management, Research Methods, Theories of Democracy and Public Policy, in both BA and MA cycle.

Ketrina has published in national and international journals and publishing houses, such as Bentham Science Publishers, Kluwer Law International, Oxford University Press, Emerald Publishing, Scopus, etc.

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

No previous law experience is required

Course Description

The main purpose of this course is to equip students with basic knowledge on the way a project is designed and managed. Specifically, what will be lectured is the life cycle of a project, log frame and logic models which are an important tool in the development and design of any kind of project, the criteria used for project selection, planning and budget, risk management and methods used to control monitor and evaluate projects. This course not only delivers the tools and processes to successfully manage a project, but it also provides an understanding of the effectiveness of these tools and methods.

At the end of this course students will be able to understand the basic concepts of project design and management, but also, they will acquire knowledge and skills in problem analysis, objective analysis and project proposals.

Overview of Topics and Schedule of Topics and Activities*

Day	Date	Topics	Readings
1	20.03	Introduction to project design and management. (Project life cycle; Problem and Objective Tree, Strategies; Partnership; Stakeholders)	Folder Literature on Moodle
2	21.03	Logical Framework Approach (LFA) and project design	Folder Literature on Moodle
3	22.03	Project planning (time, cost, outsourcing). Risk Management	Folder Literature on Moodle
4	23.03	Progress and Performance Measurement and Evaluation; Managing Project Teams	Folder Case studies on Moodle
5	24.03	Case Study	Folder Case studies on Moodle

Student Learning Objectives/Outcomes

The learning outcome for this course include:

1. Enabling students to understand and practically implement some of the most important aspects and tools of project design.
2. Introduction to theoretical knowledge of managing a project.
3. Practical hints and tricks to successfully manage a project, focusing on European grants.

By design this course is composed to help students gain some important competences, such as: critical analysis, leadership, teamwork, communication, and presentation. With the successful completion of the course, students will feel confident in developing simple projects ideas or managing small scale projects as individuals or part of a larger group.

Teaching Approach

Types of learning/teaching:

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

Teaching methods:

- Explanation
- Conversation/discussion/debate
- Case studies
- Different presentation

Required Textbooks and Materials

- Larson, E. W., Gray, C. F., & Gray, C. F. (2015). Project management: The managerial process. Published by McGraw-Hill/Irwin
- Golini, R., Corti, B., & Landoni, P. (2017). More efficient project execution and evaluation with logical framework and project cycle management: evidence from international development projects. Impact Assessment and Project Appraisal

Suggested/Additional Course Materials

- Materials uploaded to the Moodle Platform

Assessment, Assignments & Academic Calendar

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

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

- Seminar paper – document + presentation (4*10): 40%
- Final Project presentation - presentation + document: 60%

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
Seminar paper – document + presentation	40
Final project – presentation + document	60
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*: defined by lecturer

Course Evaluation

According to the policy of the Institute of International Management at FH JOANNEUM, after the course completion each course is to evaluate by the students.

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

Module 4: Human Resource Management: HR for People Managers

Course title:	Human Resource Management: HR for People Managers
Semester:	Summer term 2023
Credits:	2.5 ECTS
Class dates:	March 20 th - March 24 st
Class times:	9:15h – 13:00h daily
Classroom:	tbd

Professor Contact Information

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Instructor Bio

Waltraud Jelinek-Krickl works for “International Management and Entrepreneurship” at the University of Applied Sciences FH Joanneum (Graz, Austria) since 2003. Prior to that, she worked for more than 10 years in the field of accounting, and management in positions as a manager and as an assistant to the CFO. She has graduated from KF University Graz, Austria so she has got two degrees: Master of Business Studies since 1993 and Master of Business Education since 2003. Her main topics are Management Accounting and SAP/ERP and Business Intelligence. She was always working additional in adult education and consulting; there her main topics are HR Management and SDG`s. She is teaching ERP/SAP HANA, IT- Reporting and Accounting. She has been involved in international education projects for years and has experience in Project Management and Big Data. She participates in several national projects (e.g. [SimplifAI – Künstliche Intelligenz übersetzt radiologische Berichte » FH JOANNEUM \(fh-joanneum.at\)](#)) and international projects ([Learning Workplaces » FH JOANNEUM \(fh-joanneum.at\)](#)). She was an exchange lecturer for two times in Auckland/NZ (2010 and 2020).

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

None.

Course Description

This course has been specifically designed for those looking to learn the basics of being successful in the human resources, personnel cost structure in Austria, Payroll Management, and implementing a learning workplace in a company.

This short course offers the opportunity for you to gain an insight into the underlying legislative and operational principles behind the processing of payroll in Austria and how to plan these costs in a company.

The aim of this workshop is to explain the concept of “Learning Workplaces” as well as to sensitize the employers on the importance and benefits of the transformation of organizations into Learning Workplaces. Additionally, the workshop sets a common understanding of what a Learning Workplace is and generates more ideas on how to transform an organization into a Learning Workplace.

Overview of Topics and Schedule of Topics and Activities

<i>Day</i>	<i>Date</i>	<i>Topic</i>	<i>Readings</i>
Day 1	20.03	Introduction to HR-topics Company strategy and HR-topics HR-topics (regulations, demographics) Austria EU International Personnel cost structure; movements, demographic trends, lack of skilled workers. Company-driven binding of employees	Statistik Austria, Austrian and European labour law Folder Literature on Moodle
Day 2	21.03	Special topics HR Learning Workplace- Employer Learning Workplace – employee Self- Leadership and Self - Motivation	Presentations and group work
Day 3	22.03	Special topics HR Learning Workplace - Employee	Presentations and group work

		Entrepreneurial Mindset and Identify Opportunities	
Day 4	23.03	Special topics HR Learning Workplace - Employer How to transform an organization into a Learning Workplace, Case Studies	Presentations and Case Studies,
Day 5	24.03	Introduction to Payroll Management Fields - Personnel cost structure in Austria - Payroll Management - Business Case / Working Papers	Personnel cost structure: https://www.bmf.gv.at/services/ WKO: dashboards and calculation sheets. Folder Literature on Moodle

Student Learning Objectives/Outcomes

- An understanding of HR-policy in Austria and EU.
- This includes social, tax, movement aspects as well as social topics.
- This includes the payroll management in Austria.
- Design activities transforming a workplace into a Learning Workplace - employer
- Identify areas of initiative taking in the workplace - employee
- Referring students interests
- Work successfully in teams

Teaching Approach

Types of learning/teaching:

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

Teaching methods:

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

Required Textbooks and Materials

Heidi M. Neck; Entrepreneurship; The Practice and the Mindset

Materials uploaded to the Moodle Web-site.

Assessment, Assignments & Academic Calendar

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

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

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

Assessment:

- **Active working during training:** Questions and Participation 25%
- **Presentation 25%**
- **Exam:** 50%

Grading Policy

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

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

60-0	5	Nicht Genügend	Failed
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Course & Instructor Policies

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

Extra credit: not possible

Class attendance: mandatory attendance of 80%

Late work: upon agreement with lecturer

Document upload and naming conventions*: defined by lecturer

Course Evaluation

According to the policy of the Institute of International Management at FH JOANNEUM, after the course completion each course is to be evaluated by the students

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

Module 5: Intellectual Property Law

Course title:	IP Law
Semester:	Summer term 2023
Credits:	2,5 ECTS
Class dates:	March 27 th – March 31 th
Class times:	9:15h – 13:00h daily
Classroom:	tbd

Professor Contact Information

Name: Irina Foret

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Office hours: 9.00 – 15.00

Instructor Bio

Irina Foret has started her professional career in 2006 as a lecturer at Voronezh State University and since then worked in several private sector enterprises and higher education. She founded in 2006 and runs her own law company ``Foret&Partners`` LLC and was a legal adviser to CBM in Voronezh. She holds a Ph.D. in History (2006, Voronezh State University), a Specialist Degrees in History (2001, Voronezh State University) and in Law (2004, Voronezh State University). In 2017, Irina received a Jeanne Monnet grant for her educational project "Refugee Legislation: European Experience and Standards for Russia, 2017-2020". Irina has lectured Law at the Girona University (Spain) and in Dokuz Eylül University (Izmir, Turkey). Irina Foret now works as a lecturer and an international coordinator at the Institute of International Management&Entrepreneurship, FH Joanneum.

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

No previous law experience is required

Course Description

The course will introduce an overview of intellectual property (IP) laws and the different types of intellectual property: patents, which cover inventions and process innovations; copyright, which protects original works of authorship; and trademarks, which protect a business' commercial identity as the source of valuable goods and services.

Overview of Topics and Schedule of Topics and Activities*

Day	Date	Subject	Material
1	March, 27th	Introduction to Intellectual Property.WIPO	Relevant chapters in the course literature, literature distributed on MS Teams
2	March, 28th	Patent Law	Relevant chapters in the course literature, literature distributed on MS Teams
3	March, 29th	Copyright Law	Relevant chapters in the course literature, literature distributed on MS Teams
4	March, 30th	Trademark Law 1	Relevant chapters in the course literature, literature distributed on MS Teams
5	March, 31th	Trademark Law 2	Relevant chapters in the course literature, literature distributed on MS Teams

Student Learning Objectives/Outcomes

Upon successful completion of the course students will learn how to protect intellectual property (including websites, domain names, programs and databases) and prepare an evidence base. They will also learn how to prove authorship and resolve disputes in the World Intellectual Property Organization (WIPO).

As an outcome students will be able to understand how to register intellectual property in international systems and obtain a patent or register a trademark.

Teaching Approach

Core material is presented and then discussed in class; active participation of students is expected. Teaching would be conducted through the series of presentations with integrated law cases. Students need to prepare the presentations on the selected topic. Written test at the final day of the course.

Required Textbooks and Materials

All materials will be available on MS Teams.

Suggested/Additional Course Materials

Some additional material is provided by the lecturer and distributed through MS Teams.

Assessment, Assignments & Academic Calendar

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

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

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

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

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

One written test (at the end of the week) to test the knowledge and the ability to apply this knowledge in work and life.

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

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
Written Test (week 1)	
Understanding the material of the course	40
Use of methods learned during the course	40
Clear and logical structure of answers	20
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*: defined by lecturer

Course Evaluation

According to the policy of the Institute of International Management at FH JOANNEUM, after the course completion each course is to evaluate by the students.

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

Module 6: Economics

Course title:	Economics
Semester:	Summer term 2023
Credits:	5 ECTS
Class dates:	April 17 th - April 21 th ; April 24 nd - April 28 th
Class times:	9:15h – 13:00h daily
Classroom:	tbd

Professor Contact Information

Name: Professor Branka Krivokapic – Skoko

Email: bkrivoka@gmail.com

Office location: MS Teams

Office hours: -

Instructor Bio

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

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

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

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

Course Description

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

Overview of Topics and Schedule of Topics and Activities*

Day	Date	Topics	Readings- from Layton et al (2019)
1	17 April	What is Economics?	Thinking like an economist Chapter 1 Appendix to Chapter 1
2	18 April	Demand and Supply	Market demand and supply Chapter 3
3	19 April	<u>Multiple choice quiz (Assessment 1)</u> Elasticity & Applications	Elasticity of demand and supply Chapter 5
4	20 April	Market in Action (a) Market in Action (b)	Market failure Chapter 4 Policy Issues/Climate change Chapter 10
5	21 April	<u>In class test (Assessment 2)</u>	

6	24 April	Production and costs Market Structures	Production and costs (brief overview) Chapter 6 Perfect competition and Monopoly Chapter 7 (pp165-170) & Chapter 8
7	25 April	Basic Macroeconomic Concepts	Inflation and Unemployment Chapter 13
8	26 April	<u>Multiple choice quiz (Assessment 3)</u> Aggregate Demand and Aggregate Supply	A simple model of the macro economy Chapter 14
9	27 April	Monetary and Fiscal policy	Macroeconomic policy I: Monetary policy Chapter 16 Macroeconomic policy II: Fiscal policy Chapter 17
10	28 April	<u>Exam (Assessment 4)</u>	

Student Learning Objectives/Outcomes

1. Ability to explain and apply the core microeconomic principles, and how they apply to the behavior of consumers and producers and their interaction in the market place
2. Ability to explain how the competitive market system works in contemporary economies, and cases of imperfect competition focusing on pure monopoly and aspects of natural monopoly
3. Ability to explain the role market failure and apply it to the case of public goods and externalities

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

Teaching Approach

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

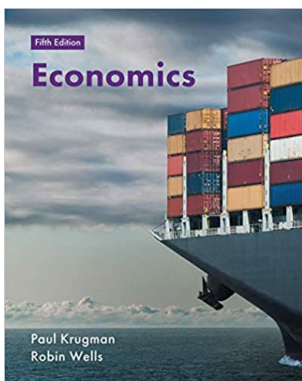
Required Textbooks and Materials

This course is designed following



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

Alternatively, students can use



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

Students can also use any other economics textbook.

Suggested/Additional Course Materials

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

Assessment, Assignments & Academic Calendar

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Assessment:

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

Grading policy

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

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

Course & Instructor Policies

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

Extra credit: not possible

Class attendance: mandatory attendance of 80%

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 is to evaluate by the students

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

Module 7: Strategic Innovations in Emerging Markets

Course title: Strategic Innovations in Emerging Markets

Semester: Summer term 2023

Credits: 2.5 ECTS

Class dates: May 1st – May 5th

Class times: 9:15h – 14:00 h daily

Classroom: tbd

Professor Contact Information

Name: Dr Rahul Singh

Email: rahul.singh@bimtech.ac.in

Office location: Institute of International Management Campus A, 4th floor,
room number 410

Instructor Bio

Prof. Rahul Singh is Professor of Strategy and Sustainability, and Chair of Strategy, Innovation and Sustainability, and Chair of CESTour BIMTECH, at Birla Institute of Management Technology, INDIA. Dr Singh is also Founding chair of the executive education program. His domain of work has been Strategy, Sustainability and Digital Transformation. European Higher Education Experts (EHEE) by European Union and is visiting professor at FH Joanneum University Austria, JSBE Finland and KEDGE Business School, France.

Dr Singh is awarded Best teacher Award, Birla Institute 2022, AICTE-Dr Pritam Singh National Best Professor 2021 Award by Ministry of Education, Government of India, Best research Professor 2017, he has received many accolades for his research papers and scholarly activities.

He is Global SiG EdTechCommittee Member @TiE Global and Charter Member of TiE Delhi Chapter; Academic Council Chair at Analytics & AI Association of India; Lifetime member of Institute of Directors, India and other such professional and business councils in India and abroad.

He is chairman of SSF, WRDF and Governor nominee to PDDU University Rajasthan, Board Members at DDU college, University of Delhi, Board Member at SS Foundation; and co-

founder & Mentor of eDelta, an Edtech start-up working as social enterprise in rural India. Rahul has been external resource to SAIL, NTPC, JSPL, UGC Nepal, GAIL, NHPC and many other organizations; guided organisations on Strategy formulation and CSR/Sustainability Strategy. A researcher and writer contributing to newspapers, magazines and invited by National TV for debates. , he has also received several 'Best Research Professor' and 'Best Research Paper' awards for his researches. He has published in top-tier journals including Journal of Business Research, Industrial Marketing Management, 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 and has also been founding editor-in-chief of two international journals. Dr Singh has received large funding for various assignments from Confederation of Indian Industry, European Union, British Council and USAID. Some of noted contributions include Global Expansion of MNCs from India, Market Principles for Micro Insurance industry of India, preparing Vision@2022 for three states of India, and first Think Tank survey of India, Strategic plan for Internationalisation of universities.

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

None

Course Description

Many business leaders opine that there are too many companies in mature markets which assume that the one of the only reason to enter emerging market is to acquire new customers. These companies fail to perceive the potential for reverse growth and innovation comign from those markets or to notice that a few leading MNCs have successfully tapped the potential for ideas in products and services helpign them not only to reintroduce their products in emerging marekts but also takeing these in matured markets. Think of General Electric's portable ultrasound technology, ECG machine, Intel's inexpensive Classmate PC and Embrace as absolutely new product beting the matured in the health infrastructure industry to save millions of life. There are other companies which see the opportunities but they are unable to act in absence of their understiadng and managing in the emerging market conditions. They understadn that it is very difficult to work on anything more than selling and creating customer base in unfamiliar settings. Many companies also lack the understnadidng of not only

managing innovation but even doing business, and make huge expenses in order to search business, still do not succeed.

This ultra expansion gave birth to the new wave strategies and orientation of firms in establishing themselves in the emerging markets not only to do business for the specific market but also to make it a centre for other markets. The developed market multinationals have moved with strategy in the new markets considering these markets static in their need and aspirations. The technological innovation and Globalization of 2 decades has changed the world and consumers are aspirational everywhere in the world. There is a new consumer segment with more purchasing power which has modified the definitions of markets and attributes of doing business.

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

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

Overview of Topics and Schedule of Topics and Activities*

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

- Globalization in new era, role of digital economy
- Emergence of new market and growth markets
- The geo-political and economic growth issues

Discussion :

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

New Strategies in Emerging Markets, <https://sloanreview.mit.edu/article/new-strategies-in-emerging-markets/>

EXERCISE – 1. Economic profile of an emerging market, 2. Profile of a company from emerging market, 3. Profile of a new product or services idea from emerging market

2. Evaluating Business Environment in New Markets

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

Discussion :

Strategies that fit emerging markets (HBR);

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

How multinationals can win in India (McKinsey).

CASE - Metro Cash and Carry

3. Competitive Strategies in Emerging Market

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

Discussion:

A new breed of multinational company has emerged,

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

Strategies for Competing in a Changed China,

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

EXERCISE – review of an article

4. Understanding Markets - CAGE Model and Institutional Voids

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

Discussion:

Exploiting Institutional Voids as Business Opportunities, Harvard Business Review

CASE - Haier – Taking the Chinese Company Global

5. 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

FINAL EXAM

Student Learning Objectives/Outcomes

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

Learning Outcomes:

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

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. It is important to discuss issues in the class on certain assumptions of developed markets and how these are different in another context.

Required Textbooks and Materials

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

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

Suggested/Additional Course Materials

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

Assessment, Assignments & Academic Calendar

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The course is evaluated from class work, class discussion, case studies, and exam. 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.

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

Topics: as mentioned

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

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

Due Date: as mentioned in the session plan

Exam Date: as mentioned in the session plan

Grading policy

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

Assesment*	Points
Case Study (2) – group	15x2= 30
Class discussion	20
Class Assignment	10
One written exam (1) – individual	40
total points	100

Course and Instructor Policies

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

Class attendance: mandatory attendance of 80%

Document upload and naming conventions*: defined by lecturer

Course Evaluation

According to the policy of the Institute of International Management at FH JOANNEUM, after the course completion each course is to evaluate by the students.

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

Module 8: Cross-cultural Management and Organizational Behavior

Course title:	Cross-cultural Management and Organizational Behavior
Semester:	Summer term 2023
Credits:	5 ECTS
Class dates:	May 05 th -May 12 th (Week 1), May 15 th -May 19 th (Week 2)
Class times:	9:15h – 13:00h daily
Classroom:	FH Joanneum Campus A, ground floor, seminar room 014

Professor Contact Information:

Name: Dr. Gerhard Apfelthaler

Phone number: 1.805.338.5879

Email: apfelthaler@callutheran.edu

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

Office hours: upon request

Web : http://www.callutheran.edu/management/faculty/profile.php?profile_id=478

Name: Dr. Rupert Beinhauer

Phone number: +43 5453 6822

Email: Rupert.Beinhauer@fh-joanneum.at

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

Office hours: upon request

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

Instructor Bio:

Gerhard Apfelthaler is Professor of International Business and Dean of the School of Management at California Lutheran University (CLU) in Thousand Oaks, California. Prior to his current role he has served as the Associate Dean for Graduate Programs 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, Startup Kids, 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 in 1970, holds a PhD in Psychology from the Karl Franzens University in Graz, Austria. He currently works at the Department of International Management at FH JOANNEUM (University of Applied Sciences Graz/Austria) and teaches Intercultural Management as well as Statistics and Methodology at Bachelor and Master level. In addition, he develops workshops and seminars for the academic sector and adult education. He has been involved in international education projects for twenty years and has extensive experience in project management. He participates in several international projects and provides scientific input in a number of multinational research teams.

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

English language skills adequate for academic discussion

Course description:

This course is designed to equip students with knowledge and skills that they need in order to communicate and manage effectively in different cultural contexts around the world. The course is experimental as it lets students explore and explain cross-cultural differences through visual cultural artifacts – comics, cartoons, feature film and advertising. Students will study elements important to different cultures and will learn to understand and analyze the importance of implicit and explicit norms, values and roles connected to everyday and

business life. They will learn to cope with different cultural standards and to adequately handle them. Students will work on projects using artifacts from their own home countries, which will then be analyzed and discussed in the context of several cross-cultural studies including those of Hofstede, Trompenaars, Schein or the GLOBE studies.

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

Overview of Topics and Schedule of Topics and Activities:

1st Week: Rupert Beinhauer

Day	Topics	Readings
Monday	Introduction session. A modern view on Culture. Macro-, Meso- and Mikro Views. Value Orientation Theory. Layers of a culture.	Trompenaars, F., Belbin M., Hampden-Turner, C., Woolliams, P., Dumetz, J., Tournand, J., Schmitz J., Covey, S., Saginova, O., Foster, D., (2012). Cross-Cultural Management Textbook. Leipzig: Amazon Distribution
Tuesday	Defining a company culture. Elements of Company Cultures. Assignment one – Analysing company cultures from the outside.	
Wednesday	Presentations of assignment one The Importance of perception (Advanced) Stereotypes. Comparing Cultures. Examples of working fields, how to apply the competences gained in this course.	
Thursday	Cultural Incidents Cultural Assimilators Assignment two – Defining a cultural assimilator exercise	
Friday	Presentations of assignment two. Writing a good paper. A short paper writing workshop.	

2nd Week: Gerhard Apfelthaler

Day	Topics	Readings
1	Introduction to cross-cultural differences and their influence on management, marketing, and leadership.	<p>Required Readings (will be made available via Moodle): Apfelthaler, G. (2022). International Market Entry Strategies, Chapter 7.</p> <p>Optional Readings (will be made available via Moodle): Behfar, K. et. al. (2015). The Influence of Cultural Values on Business Practice. Darden Business Publishing / University of Virginia. Hofstede, G. (1993). Cultural constraints in management theories. <i>The Academy of Management Executive</i>, 7(1), 81-94. Kirkman, B. et. al. (2016). Research: The biggest culture gaps are within countries, not between them, Harvard Business Review, retrieved from https://hbr.org/2016/05/research-the-biggest-culture-gaps-are-within-countries-not-between-them.</p>
2	The dimensions of Hofstede: Power Distance and Individualism	<p>Optional Readings (will be made available via Moodle): Hahn, M. & Molinsky, A. (2016). Having a difficult conversation with someone from a different culture, Harvard Business Review, retrieved from https://hbr.org/2016/03/having-a-difficult-conversation-with-someone-from-a-different-culture Knight, R. (2015). How to run a meeting of people from different cultures, Harvard Business Review, retrieved from https://hbr.org/2015/12/how-to-run-a-meeting-of-people-from-different-cultures.</p>
3	The dimensions of Hofstede: Uncertainty Avoidance and Masculinity	<p>Meyer, E. (2016). How to give and receive feedback across cultures, Fast Company, retrieved from https://www.fastcompany.com/3056385/how-to-give-and-receive-feedback-across-cultures Meyer, E. (2015). Getting to Si, Ja, Oui, Hai, and Da, Harvard Business Review, retrieved from https://hbr.org/2015/12/getting-to-si-ja-oui-hai-and-da</p>
4	Putting the dimensions into practice: Country-specific Workshop and Group Work	<p>Swanson, A. (2016). The secret to disagreeing with people from 20 different countries, in one chart, The Washington Post, retrieved from https://www.washingtonpost.com/news/wonk/wp/2016/05/11/the-secret-to-disagreeing-with-people-from-20-different-countries-in-one-chart/?utm_term=.526712ba40da</p>
5	Final presentations and concluding discussion	

Student Learning Objectives/ Outcomes:

- To develop an appreciation of cultural differences which businesses encounter in international business environments.
- To understand how cultures can be empirically compared along various cultural dimensions.
- To acquire field-specific knowledge of the impact of cultural differences on selected business areas.
- To learn skills related to the formulation of strategies and tactics to cope with cultural differences in individual and group interactions.
- To be able to understand and analyze cultural standards and to adequately cope with them.
- To refine of written and oral communication skills.
- To enhance the ability to think creatively and critically.

Teaching Approach:

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

- Self-Study: Preparation in self-study by students before lecture to become familiar with new material and to stimulate thinking, generate ideas and questions.
- Lecture: Presentation of topics in class by instructor using narrated Powerpoint slides.
- Student-Instructor Interaction: Discussion of selected questions, finding of examples, answering of questions, direct interaction between student and instructor.
- Practice and Application: Preparation of short assignments by students before class, deepening of concepts in discussion. final project / presentation
- Group-work assignments during class, including the active application of concepts learned and the presentation of results.
- Short Videos will be used to underline certain course-elements.
- **Please note that in case of restrictions concerning presence meetings, because of the Covid pandemic, the teaching method change to online methods. If it should be necessary, the syllabus will be updated accordingly**

Required Textbooks and Materials:

1. Apfelthaler, G. (2022). International Market Entry Strategies, Chapter 7.

Suggested/ Additional Course Materials:

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

- 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
- Bolten, J. (2015). Einführung in die interkulturelle Wirtschaftskommunikation (Vol. 4731). UTB.
- Hofstede, G. (2001) Culture's Consequences. Comparing Values, Behavior, Institutions, and Organizations Across Nations. 2nd edition. Thousand Oaks/London/New Delhi:Sage.
- House, R. J., Hanges, P. J, Javidan, M. & Dorfman, P. (2004). Culture, Leadership and Organizations. The GLOBE Study of 62 Societies. Thousand Oaks: Sage.
- Trompenaars, Fons and Hampden-Turner, Charles (2012). Riding the Waves of Culture. New York: McGraw-Hill, 3rd edition

Assessment, Assignments & Academic Calendar:

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

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

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

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

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

Group Works – Week 1: Based on theoretic inputs students will work on two group assignments in class.

- (1) Formation of a groups (min. 3 students, maximum of five students). Ideally, the group is composed of students from different countries / cultures.
- (2) In the first assignment students will use different cultural theories presented to analyze the explicit part of a company culture, by researching the information on connected

websites. How do companies brand themselves? How do they want us to see them? This information will be cross referenced with job offers and news concerning the respective company.

- (3) In the second assignment students will explore cultural standards of their own home culture and will analyze them using critical incidents and cultural assimilators. The designed cultural assimilators will be demonstrated in class.
- (4) Active participation in the group work and the quality of the presentations will be part of grading.

Based on the steps outlined above, students will prepare two short presentations of approximately 5 – 8 minutes duration, which will be presented in class. Templates for presentations will be provided.

Group Project – Week 2: This assignment will help students to explore how a foreign culture can be explored through its own artifacts such as movie clips, cartoons, comics or advertising. The process of exploring foreign cultures through such artifacts is rooted in the iceberg model of culture. In this model, observable artifacts are built upon the deeper layer of values. Both are closely inter-related: values are the foundations for artifacts, artifacts are an expression of the values of culture. Therefore it is not only possible to make predictions about e. g. human behavior (which is also an artifact) once one knows the artifacts, but it is also possible to explore cultural values through an interpretation of artifacts. This is what this assignment is about. In detail, students will follow these steps:

- (5) Choice of a culture to explore in this group project. Ideally it is a culture that at least one group member originates from.
- (6) Identification of artifacts (movie clip, cartoon, comic, advertising) that students find significant of the culture they are about to explore. Ideally, more than one that address THE SAME cultural aspect are chosen so that there is a broader base for making assumptions about cultural values.
- (7) Interpreting the the artifact: Interpreting means to:
 - Provide a general explanation of the chosen artifact.
 - Extract all messages of chosen artifact.
 - Identify meaning behind what's visible on the surface.
 - Identify values and assumptions behind the meaning and link them with those aspects of theoretical frameworks (e. g. Hofstede) that are meaningful in their application to

your artifact. It's important to note that your task is NOT to confirm the results (values) that Hofstede provides for various countries; your task is to reflect on potential links between your own observations and analysis and Hofstede's results. You also don't have to address each one of Hofstede's dimensions – just as many as your chosen artifact covers and only those that are characteristic for your chosen country's cultural identity!

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 will be made available by the instructor.

Grading Policy

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

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

Course & Instructor Policies

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

Extra credit: not possible

Class attendance: mandatory attendance of 80%

Document upload and naming conventions*: defined by lecturer

Course Evaluation

According to the policy of the Institute of International Management at FH JOANNEUM, after the course completion each course is to evaluate by the students.

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

Module 9: Cross Cultural Negotiations

Course title: Cross Cultural Negotiations

Semester: Summer term 2023

Credits: 2,5 ECTS

Class dates: May 22nd - May 26th

Class times: 9 :15h – 13:00h daily

Classroom: tbd

Professor Contact Information

Name: Yahia H. Zoubir

Phone: +33 614 415 336

Email: yahia.zoubir@kedgebs.com

Office location: -

Office hours: -

Instructor Bio

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

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

None

Course Description

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

Teaching Approach

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

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

Overview of Topics and Schedule of Topics and Activities*

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

2			Read selectively from Section 9, 10, & 12.
		The Importance of Preparation/Pre-negotiation	Malhotra. Negotiating the Impossible
3		Impact of Culture on Negotiation	Lewicki, Section 11; Salacuse
4		Analyzing International Negotiations in a Complex World	Presentations
5		Analyzing International Negotiations in a Complex World	Presentations

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

Student Learning Objectives/Outcomes

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

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

Learning Goals

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

LG2 Demonstrate Business, Communication, Teamwork and Leadership Skills

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

LG5. Integrate diversity and globalization in the practice of management

Required Textbooks and Materials

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

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

Suggested/Additional Course Materials

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

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

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

Assessment, Assignments & Academic Calendar

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

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

Grading policy

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

Course and Instructor Policies

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

Extra credit: not possible

Class attendance: mandatory attendance of 80%

Course Evaluation

According to the policy of the Institute of International Management at FH JOANNEUM, after the course completion each course is to evaluate by the students.

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

Module 10: Managing SMES in disruptive Context

Course title:	Managing SMEs in disruptive contexts
Semester:	Summer term 2023
Credits:	2,5 ECTS
Class dates:	May 29 th - June 02 nd
Class times:	9:15h – 14:00 pm daily
Classroom:	tbd

Professor Contact Information

Name: Abdel-Maoula CHAAR

Phone number: +961 76 484 330

Email: abdelmaoula.chaar@gmail.com

Office location: -

Office hours: -

Instructor Bio

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

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

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

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

None

Course Description

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

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

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

Overview of Topics and Schedule of Topics and Activities*

Day	Date	Topics	Readings
1	30/05/23	Classes of crisis, types of business contexts and resilience <i>(Description of the different type of crisis, Typologies of the contexts created by each type of crisis, Detailing the organizational behavior during crisis (potential and actual) triggered by flaw in the core activity of organizations, Detailing the characteristics of disruptive context, especially their unforeseeable character, Introducing resilience and its different modes).</i>	NONE
2	31/05/23	Crisis identifications	NONE

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

		<i>(Introducing Lebanon’s case study (context / companies studied), Professionals’ subjective approach to crisis, Organization as interpretation systems and the consequences of this approach (Notion of dominant logic, Notion of sensemaking), Organization as artefact striving for a fit with the environment (Notion of resource (tangible / intangible; Human / non-human; The business model as a heuristic to articulate resources).</i>	
3	01/06/23	Shock absorption <i>(Making sense of the unknown (organizational sensemaking), The relation between action and sensemaking, Coping with the unknown (organizational learning).</i>	NONE
4	02/06/23	Adaptation to the new situation <i>(Strategies in Disruptive contexts (Organizational agility, resources redeployment), Adaptative leadership)</i> Bouncing back This part is based on the analysis of a Lebanese company (“7 express”) that modified radically its business model to save the jobs of its employees. In doing so, the company has created a new field of activity that it is currently developing.	NONE

Student Learning Objectives/Outcomes

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

During this seminar, students will:

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

Teaching Approach

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

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

Required Textbooks and Materials

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

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

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

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

Hällgren, . M., Rouleau, L., & De Rond., M. (2018). A matter of life or death: How extreme context research matters for management and organization studies. *Academy of Management Annals*, 12(1), 111-153.

Ospina, S., & Foldy, G. (2016). Collective dimensions of leadership. In *Global Encyclopedia of Public Administration, Public Policy and Governance*. Springer. doi:10.1007/978-3-319-31816-5_2202-1

Tanner, T., Bahadur, A., & Moench, M. (2017). Tanner, Thomas, Aditya Bahadur, and Marcus Moench. "Challenges for resilience policy and practice." (2017). London: Overseas Development Institute.

Weick, K. E. (1988). Enacted sensemaking in crisis situations. *Journal of management studies* , 25(4), 305-317.

Suggested/Additional Course Materials

None

Assessment, Assignments & Academic Calendar

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Assessment:

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

Examen		
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Grading Policy

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

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

Assessment*	Points
In class participation	5
Group works	45
Individual final exam	50
total points	100

Course & Instructor Policies

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

Extra credit: not possible

Class attendance: mandatory attendance of 80%

Document upload and naming conventions*: defined by lecturer

Course Evaluation

According to the policy of the Institute of International Management at FH JOANNEUM, after the course completion each course is to evaluate by the students.

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

Module 11: Information, Global Competition and Organizations

Course title:	Information, Global Competition, and Organizations
Semester:	Summer Term 2023
Credits:	5 ECTS
Class dates:	June 05 th – June 09 th ; June 12 th – June 16 th
Class times:	9:15h – 13:00h daily
Classroom:	tbd

Professor Contact Information

Name: Paul Witman

Phone number: +1-818-292-3949

Email: witman@ieee.org

Office location: via Teams – contact instructor for details

Office hours: Contact via e-mail for appointment

Instructor Bio

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

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

None

Course Description

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

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

Overview of Topics and Schedule of Topics and Activities*

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

Day	Date	Topics	Readings
1	5/6	Intro to Course Impact of information on organizations Information Quality and Ethics	Chapters 1-3 Nicholas Carr and Why IT Doesn't Matter
2	6/6	Online Commerce Storing, organizing, and using information Analyzing data for decision-making	Chapters 4-6
3	7/6	Interoperability, Scalability, Standards Scalability case study – Viral demand swings Information Security Privacy Information Security Case Study – Twitter	Chapters 8-9
4	8/6	Artificial Intelligence Cryptocurrency Big Data Quiz 1	
5	9/6	Developing Information Systems Deciding what to build Buy vs. Build Use Case Modeling Mendix	Chapter 10
6	12/6	Business Process Management Project Management Enterprise Systems	Chapters 11-12
7	13/6	Global IT Strategy, Outsourcing and Offshoring Black Box Thinking – Outsourcing Case study <i>Disruptive Tech</i>	Chapter 14 Outsourcing Case Study – to be provided <i>Chapter 13</i>
8	14/6	Geographic Information Systems „Free“ Business models Quiz 2	Anderson article on „free“ – to be provided.
9	15/6	Gartner Hype Cycle Topical debates on current technology issues - Automation - Robotics	

		<ul style="list-style-type: none"> - Self-driving - Cryptocurrency - AI - Privacy - And others ... 	
10	16/6	Presentations – defend your project Final exam	

Student Learning Objectives/Outcomes

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

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

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

Teaching Approach

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

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

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

Required Textbooks and Materials

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

<https://www.prospectpressvt.com/textbooks/belanger-information-systems-for-business-4-0> for ordering information.

Suggested/Additional Course Materials

To be provided during the class, including

1. Case studies
2. Sample requirements documents
3. Recent articles

Assessment, Assignments & Academic Calendar

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

1) Participation & Attendance

Guidelines for Evaluating Class Participation

Your in-class participation will be assessed as follows:

Grade	Criteria
Non-participant C- or less	<ul style="list-style-type: none">• Present, not disruptive.• This person has said little or nothing in this workshop or class. Hence, there is no adequate basis for evaluation.• If this person were not a member of the class, the quality of the discussions would not be changed.

Unsatisfactory contributor C	<ul style="list-style-type: none"> Contribution in class reflects inadequate or nonexistent preparation. Ideas offered are seldom substantive; provide few, if any, insights; and rarely provide a constructive direction for the class discussion. Integrative comments and effective arguments are completely absent. Class contributions are, at best, “time fillers” efforts to make isolated, obvious, or confusing points. If this person were not a member of the class, valuable class time would be saved.
Adequate contributor B	<ul style="list-style-type: none"> Adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them. If this person were not a member of the class, the quality of the discussions would be diminished somewhat.
Good contributor A-	<ul style="list-style-type: none"> Demonstrates good preparation: knows case or reading facts well, has thought through implications of them. Offers interpretations of material (more than just facts) to class. If this person were not a member of the class, the quality of the discussion would be diminished considerably.
Outstanding contributor A	<ul style="list-style-type: none"> Demonstrates excellent preparation to readings and other material. Offers analysis, synthesis, and evaluation. Puts together pieces of the discussion to develop new approaches that take the class further. If this person were not a member of the class, the quality of discussions would be diminished significantly.

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

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

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

2) Article reviews

Article Review Outline

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

Student Name: _____ **Title of Article:** _____

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

I. Overview

- Key Points
- Key Terms & Definitions

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

- Business
 - Challenge – what are the challenges to the business? What will make it harder for them to be successful?
 - Impact – What are the impacts – positive and negative – on the business?
 - Opportunity – What is the new opportunity created by the content noted in the article?
- Technology
 - Challenge – What about the technology creates a new challenge to the business?
 - Impact - What are the impacts – positive and negative – of the technology? Think about this from the technology point of view, and perhaps go beyond the business – impacts on society, etc.
 - Opportunity – What new opportunities does the technology create, or might it create in the future?

III. Conclusion/Observations

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

Instruction for Presenter

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

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

www.cio.com

www.networkworld.com

www.eweek.com

www.infoworld.com

www.computerworld.com

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

- Post your article, or a link to it, on the Blackboard Article Review Discussion area, at least one week before the first presentation is scheduled. Missing this deadline will result in a 5 point penalty.
- You are responsible for verifying, via the posted articles, that your article is different from all others posted for your class session.
- Feel free to consult with the instructor on the article you've chosen, or to discuss potential articles.
- Skim articles that other students have posted that are of interest to you – at least 5 of them. I will be checking to see if you have done so!
- Present the article to class based on Article Review Outline
 - Do not read the article...Present it!
 - Limit presentation to 3-4 minutes (Do not exceed)
 - Lead a class discussion on article
 - Come prepared with a minimum of three (3) discussion questions that you can ask of the class, to provoke discussion
 - Limit class discussion to 3 minutes
- Use slides as you see fit, but a minimum of 1 slides is required
 - Might be appropriate if it's an area where visuals are helpful, or if you are more organized with that tool available.
- Hand in completed Article Review Outline to instructor (1-2 pages max) when you present

- I will give you feedback in advance if you submit your outline to me ahead of time (at least 3 days prior to presentation).
- I will give you feedback on the outline, but your grade will be based on your presentation and discussion. The outline is to assist me in evaluating your presentation, and to give me a tool for additional feedback for you.

3) Quizzes

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

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

4) Exams

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

Grading Policy

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

Course & Instructor Policies

Make-up exams: 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 scale, according to the following point distribution:

Requirements:

Attendance	30 points (3 points/session)
Participation and engagement	70 points
Article presentation	50 points
Exam	150 points
Quizzes	20 points (2 @ 10 each)
Total	320

According to the policy of the Institute of International Management at FH JOANNEUM, after the course completion each course is to evaluate by the students

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

Module 12: Introduction to Controlling as a Management Function

Course title: Introduction to Controlling as a Management Function

Semester: Summer term 2023

Credits: 2,5 ECTS

Class dates: June 19th - June 23th

Class times: 9:15h – 13:00h daily

Classroom: tbd

Professor Contact Information

Name: Mag. Ute Berger, MSc

Email: ute.berger@fh-joanneum.at

Office location: on appointment

Office hours: on appointment

Instructor Bio

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

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

None

Course Description

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

Teaching Approach

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

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

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

Overview of Topics and Schedule of Topics and Activities*

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

Student Learning Objectives/Outcomes

After passing the course positively Students have knowledge as follows:

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

Required Textbooks and Materials

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

Suggested/Additional Course Materials

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

Assessment, Assignments & Academic Calendar

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

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

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

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

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

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

Grading policy

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

Course and Instructor Policies

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

Extra credit: not possible

Class attendance: mandatory attendance of 80%

Course Evaluation

According to the policy of the Institute of International Management at FH JOANNEUM, after the course completion each course is to evaluate by the students

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