Institute of International Management and Entrepreneurship

FH JOANNEUM, University of Applied Sciences, Graz, Austria

GLOBAL BUSINESS PROGRAM

COURSE SYLLABI

SUMMER SEMESTER 2027

FH | JOANNEUM
Management internationaler Geschäftsprozesse

		Dates	Bank Holidays	Course	Lecturer	ECTS
B23.GBP.287	1	01.03.2027-05.03.2027		**International Consumer Behaviour**	Zeynep Bilgin Wührer	2,5 ECTS
B23.GBP.293	2	08.03.2027-12.03.2027		**Project Design and Management**	Ketrina Çabiri Mijo	2,5 ECTS
B23.GBP.292	3	15.03.2027-19.03.2027		**Introduction to Controlling as a Management Function**	Ute Berger	2,5 ECTS
		22.03.2027-26.03.2027		EASTER		
		29.03.2027 -02.04.2027		EASTER		
B23.GBP300	4	05.04.2027-09.04.2027		**Lean StartUp**	Jasper Ettema	
	4	12.04.2027-16.04.2027				week 1&2 = 5ECTS*
B23.GBP296	5	19.04.2027-23.04.2027		**Human Resourse Management: HR for People Managers**	Waltraud Jelinek-Krickl	2,5 ECTS
	6	26.04.2027-30.04.2027		**Innovation and Business Transformation**	Bojan Jovanovski	3 ECTS
B23.GBP.294	7	03.05.2027-07.05.2027	06.05.2027	**Intellectual Property Law**	Irina Foret	week 1&2 = 5ECTS*
	7	10.05.2027-14.05.2027			Jim Silovs	
B23.GBP.281	8	17.05.2027-21.05.2027	17.05.2027	**Cross-Cultural Management and Organizational Behavior**	Gerhard Apfelthaler	week 1&2 = 5ECTS*
B23.GBP.274	8	24.05.2027-28.05.2027	27.05.2027		Sofia de Oliveira	
	9	31.05.2027-04.06.2027		**Strategic Innovations in Emerging Markets**	Rahul Singh	2,5 ECTS
B23.GBP.289	10	07.06.2027-11.06.2027		**International Strategic Management**	Subash Shrestha	
	10	14.06.2027-18.06.2027			Vito Bobek	week 1&2 = 5ECTS*
B23.GBP301	11	21.06.2027-25.06.2027		**Economics & Sustainability**	Tomás Santa María	2,5 ECTS

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.
The course **Innovationa and Business Transformation**, offered in the format of a Spring School, will carry **3 ECTS**. This course entails an extended workload and increased contact hours compared to standard modules.
Mode of delivery (Face to face /Virtual) subject to change

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Module 1: International Consumer Behavior

Course title:	International Consumer Behavior
Semester:	Summer term 2027
Credits:	2.5 ECTS
Class dates:	March, 1st – March, 5th, 2027
Class times:	9:00 h – 13:00 h daily
Classroom:	Campus A, ground floor, seminar room 014

Professor Contact Information

Name: Prof. Dr. Zeynep Bilgin-Wührer

Email: bilginfz@gmail.com and fatmazeynep.bilgin-wuehrer@fh-joanneum.at

(use rather TEAMS for contact and submitting homeworks)

Office location: online via TEAMS

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. At the same time, she lectures marketing courses at the Johannes Kepler University in Linz. Bevor moving to Austria she was employed full time (1990-2013) at the Department of Business Administration in Marmara University. 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 lecturer in Münster (Germany), Maribor (Slovenia), and Pamplona (Spain) in Erasmus program. Holding a BA in accounting & finance, an MBA in marketing, she received her PhD with her major marketing and minor in organizational behavior from Bogazici University, Istanbul. A scholarship from DAAD enabled her to work on her PhD thesis at Hamburg University, Germany (1987-1989). Her teaching and research interests are international marketing, emerging markets, international consumer behavior and cross cultural communication. Publications: 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, factors influencing consumers' needs and buying habits will be discussed with an international focus

and AI. Presentations with culture and lifestyle specific examples will help to better understand why people differ in their consumption experiences and choice behavior in world markets.

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: Bilgin-Wührer, Zeynep (2025), International Consumer Behavior Lecture Notes and Articles

Overview of Topics and Schedule of Topics and Activities: Syllabus

Day	***Date***	***Topic***	***Exam / Assignment***
Day 1	March 1st	***The International Consumers:*** - Decision Making Process ***Focus on International Buying Habits*:** - Customer Journey Mapping - Hybrid Global Shopping ***Key AI applications:*** - Personalization engines (recommendations, tailored content, offers) - Conversational agents (chatbots, voice assistants)	Examples from world markets
Day 2	March 2nd	***Focus on International Consumers:*** - Differences in Motivation, Needs and Values ***External Influencers of International Buying Habits:*** - Cultural factors - Social Structure Differences	Short Exam on Day 1 Content Examples from home + other countries
Day 3	March 3rd	***External Influencers of International Buying Habits:*** - Family and Household - AI driven platforms (Amazon, Alibaba, global travel sites, app stores) ***Ethical, regulatory, and societal dimensions:*** - Ethics and consumer autonomy - Regulation and institutional trust	Short Exam on Day 2 Content Examples from home + other countries
Day 4	March 4th	***Internal Influences of International Buying Habits:*** - Perceptions - Personality and Lifestyles - Attitudes and Behavior	Short Exam on Day 3 Content Examples from various markets
Day 5	March 5th	• Presentations	Short Exam on Day 4 Content Group Study Presentations

Student Learning Objectives/Outcomes: Student centered, inquiry based learning and teaching with lectures, self-directed learning (in class work and article study homework as a group to present).

Assessment: In class work (20 %), Article Study (40%) Final Exam (40 %: 10 % for presentation skills and 30% for content of the presentation reflecting the article analysis)

Assessment*	Points
In class work and participation	20
Term Project (Presentation content 30 % and style 10 %)	40
Exam	40
Total	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 rules of FH JOANNEUM, students are eligible to take a make-up in case they could not attend the exam OR they had failed in the exam.

Extra credit: not possible
Class attendance: mandatory attendance of 80% (in a 1 week course, a student may only miss 1 day. On the day of exam and presentations all have to attend the class from 9:10 am to 1:00 pm.
Late work: upon agreement with lecturer
Document upload and naming conventions*: defined by lecturer

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: Project Design and Management

Course title:	Project Design and Management
Semester:	Summer term 2027
Credits:	2.5 ECTS
Class dates:	March 8th – March 12th, 2027
Class times:	9:00h – 13:00h daily
Classroom:	Campus A, ground floor, seminar room 014

Professor Contact Information

Name: Dr. Ketrina Cabiri Mijo

Phone number: +355 672791229

Email: ketrina.cabiri@uet.edu.al

Office location: European University of Tirana, Albania

Office hours: NA

Web (if available): https://uet.edu.al/en/our_team/dr-ketrina-cabiri-mijo/

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 Projects and Internationalization 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 under the Council of Ministers in Albania. 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 Sifting, 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

None

Course Description

The main goal of this course is to provide students with foundational knowledge in the design and management of projects, equipping them with the tools necessary to successfully navigate each stage of a project's lifecycle. Throughout the course, students will explore the Project Life Cycle—from initiation and planning to execution, monitoring, and closure—and learn to apply critical tools such as the Logical Framework Approach (Logframe) and Logic Models. These tools are essential for structuring, analyzing, and designing projects across various fields.

Key topics include project selection criteria, strategic planning, budgeting, risk management, and monitoring and evaluation methods, all of which are crucial for ensuring project success. Emphasis will be placed on how these tools and techniques contribute to informed decision-making and efficient resource management within a project context.

By the end of this course, students will be able to present a complete project proposal composed as part of a team. To achieve this, they will have gained a comprehensive understanding of the basic concepts of project design and management, developed the ability to perform problem and objective analysis, and applied these insights in crafting well-structured project proposals. Additionally, they will be able to effectively plan, budget, and manage risks, while also understanding monitoring and evaluation techniques to track project progress and ensure success.

Overview of Topics and Schedule of Topics and Activities*

Day	Date	Topics	Readings
1	March 8	Introduction to project design (Project life cycle; Problem and Objective Tree)	Folder Literature on Moodle
2	March 9	Project Design : Strategies; Partnership; Stakeholders	Folder Literature on Moodle
3	March 10	Logical Framework Approach (LFA)	Folder Literature on Moodle
4	March 11	Project planning (time, cost, outsourcing). Risk Management; Progress Evaluation; Managing Project Teams	Folder Case studies on Moodle
5	March 12	Case Study	Folder Case studies on Moodle

(please make use of this format)

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

1. Frontal Teaching

There will be presented core concepts, frameworks, and foundational knowledge of PCM, such as the stages of the project cycle and tools like the Logical Framework Approach (LFA).

2. Work in Smaller Groups or Pair Work

Group activities allow students to collaborate, discuss, and apply concepts in a more hands-on way. Pairing students can help them work through scenarios and solve problems together.

3. Independent Student Work

Students will be encouraged to take responsibility for their own learning. This will involve assignments, research tasks, or preparing for assessments outside class time.

4. E-learning

The course will incorporate digital tools and platforms (such as Moodle or project management software) to facilitate learning, both in a fully online or hybrid format.

Teaching Methods

1. Explanation

This involves the teacher to clearly articulate concepts, processes, and theories to ensure students understand foundational material. It's especially important when introducing new topics.

2. Conversation/Discussion/Debate

The teacher will Facilitate conversations and debates that help students engage with the material more critically, reflect on different perspectives, and refine their understanding through dialogue.

3. Case Studies

In this kind of course Case studies offer real-world examples that make theoretical concepts more tangible. They allow students to see how PCM tools are applied in practice, linking theory to real-world applications.

4. Different Presentations

Presentations by students, encourage the synthesis and communication of information. Presentations also develop students' soft skills, such as public speaking and the ability to convey ideas clearly.

Required Textbooks and Materials

Topic 1. Introduction to Project Design (Project Life Cycle; Problem and Objective Tree)

Textbook: Project Management for Development Professionals (PMD Pro Guide) by PM4NGOs. This guide covers the fundamentals of project management with a focus on development projects, including the project life cycle, problem identification, and objective setting)

Access: https://pm4ngos.org/methodologies-guides/project-dpro/

2. Project Design: Strategies; Partnership; Stakeholders

Textbook: Managing for Development Results: Principles in Action by OECD/DAC. This guide covers strategies for results-based project management, with a focus on partnerships, stakeholder engagement, and managing external partners.

Access: https://www.oecd.org/en/publications/managing-for-sustainable-development-results_44a288bc-en.html

3. Logical Framework Approach (LFA)

Textbook: European Commission: Aid Delivery Methods - Project Cycle Management Guidelines. These guidelines provide a detailed explanation of the Logical Framework Approach within the context of project cycle management, covering problem analysis, stakeholder analysis, and logframe matrix development. It's an excellent resource for understanding LFA in development projects.

Access: https://op.europa.eu/en/publication-detail/-/publication/46681c3f-81f8-4cd6-a90b-c0235489a56e

4. Project Planning (Time, Cost, Outsourcing); Risk Management; Progress Evaluation; Managing Project Teams

Textbook: Introduction to Project Management by Kathy Schwalbe (Open Textbook Library). A solid textbook that covers all aspects of project planning, scheduling, cost management, risk assessment, and team management.

Access: https://pmtexts.com/wp-content/uploads/2021/08/schwalbe-intro-pm-7e-sample-chapter-1.pdf

5. Case Study

Case Study Repository: Materials uploaded to the Moodle Platform

Suggested/Additional Course 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

Assessment, Assignments & Academic Calendar

- Seminar participation – (4*10): 40%
- Final Project presentation - presentation + submitted project: 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	Befriediegend	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 makeup exam*

Extra credit: *not possible*

Class attendance: *mandatory attendance of 80%*

Late work: /

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: https://actions.fh-joanneum.at/login.do?locale=en

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

Module 3 : Introduction to Controlling as a Management Function

Course title:	Introduction to Controlling as a Management Function
Semester:	Summer Term 2027
Credits:	2,5 ECTS
Class dates:	April 19th – April 23rd, 2027
Class times:	Monday-Friday (9 am-1 pm)
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

Mag. Ute Berger, MSc, has been a lecturer in business administration and economics at the Institute of International Management at FH JOANNEUM, Graz, Austria, since 2015. Before transitioning into academia, she accumulated over 20 years of industry experience in mail-order sales, accounting, management, business administration, organizational development, and international trade. She has held various leadership roles, including positions as a manager, executive assistant, and corporate trainer.

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

N/A

Course Description

This course provides a comprehensive introduction to controlling as a core management function. It explores the interrelation between managerial tasks and the role of controllers, highlighting their contributions to effective corporate governance. The course examines the conceptual foundations and practical applications of controlling, enabling students to understand its significance in corporate decision-making. Additionally, participants will gain insights into designing and implementing controlling systems within organizations, an essential responsibility shared by managers and controllers.

Teaching Methodology

The course employs a structured and interactive approach, combining theoretical instruction with practical applications:

- **Lectures:** Core topics are presented through structured lectures using PowerPoint slides and handouts.
- **Case Studies & Group Work:** Students will collaboratively prepare and present analyses on selected topics.
- **Discussions & Peer Reviews:** Group presentations will be critically evaluated by peers to foster an in-depth understanding and discussion of key concepts.

Course Schedule and Topics

Day	Topics
1	**1.1 Introduction** 1.1.1 Terminology and Definitions 1.1.2 Basic approaches **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 The practice of controlling: first impressions 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 1.4.2.1 Controlling as an information supply function 1.4.2.2 Controlling as results-oriented control
5	1.4 Controlling conceptions 1.4.2.3 Controlling as a coordination function 1.4.2.4 Controlling as assuring the rationality of management Course Summary and Review

Student Learning Objectives

Upon successful completion of the course, students will have acquired:

- Knowledge of the historical development and practical implementation of controlling.
- An understanding of the responsibilities and functions of controllers.
- The ability to compare controlling practices across different countries.
- Insights into the evolution of controlling as an academic discipline.
- Familiarity with various conceptual approaches to controlling.
- An appreciation of the influence of accounting theories on controlling methodologies.

Required Course Materials

Weber, J. & Schäffer, U. (2008). Introduction to Controlling. Stuttgart: Schäffer-Poeschl Verlag für Wirtschaft - Steuern - Recht GmbH.

Weber, J. & Schäffer, U. (2026). Einführung in das Controlling. 18. aktualisierte und überarbeitete Auflage, August 2026. Stuttgart: Schäffer-Poeschl Verlag für Wirtschaft - Steuern - Recht GmbH.

Suggested/Additional Course Materials

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

Use of Artificial Intelligence (AI) Tools

Artificial Intelligence (AI) tools such as ChatGPT, Microsoft Copilot, Claude, Gemini, DeepL or comparable systems may be used in this course as learning and support tools.

Students remain fully responsible for the accuracy, completeness and quality of all submitted work. AI-generated results must therefore be critically reviewed and verified. Where AI tools are used for assessed assignments, case studies, presentations or other submitted work, their use must be disclosed in a transparent manner.

The disclosure should indicate the AI tool used. A brief statement such as the following should be included: "*I used ChatGPT to review the structure of my solution and to check individual calculations. All calculations, results and explanations were independently verified by me.*"

Module 4: Lean Startup

Course title:	Lean Startup
Semester:	Summer term 2027
Credits:	5 ECTS
Class dates:	April 5th - April 16th 2027
Class times:	9:15h – 13:00h daily
Classroom:	tbd

Professor Contact Information

Name: Jasper Ettema

Phone number:

Email: jasper.ettema@fh-joanneum.at

Office location: FH JOANNEUM

Instructor Bio

Jasper Ettema is a founder, academic and author with extensive experience in entrepreneurship, startup development and innovation. He supports the design and operation of accelerator and incubator programs and works with founders, entrepreneurs and innovative teams.

His work focuses on practical entrepreneurship education, business development, startup validation and growth. He has mentored more than 80 startups, coached more than 400, and reviewed more than 4,000 startup projects and ideas.

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

This course introduces participants from any field to the lean approach of developing a product and business under uncertainty. No prior startup idea is required. A basic understanding of business is helpful but not necessary; participants should be willing to work experimentally, collaborate in teams, and test assumptions with potential users.

Course Description

This course introduces the concepts and principles of Lean Startup and applies them through a practical, team-based process. Participants move from problem discovery and idea generation to business model framing, hypothesis development, customer validation, MVP experiments, growth, innovation accounting, and evidence-based decisions to persevere, pivot, or stop.

Attention: This course focusses primarily on teaching the methodology rather than supporting startup foundation.

Overview of Topics and Schedule of Topics and Activities*

Day	Date	Topics	Readings
1		**Introduction to Lean Startup** • Principles, Build-Measure-Learn, validated learning and common myths • Effectuation, individual capabilities and team roles ***Activity: Problem Safari and self-reflection***	1. Ries, E. (2011). *The Lean Startup* (1st ed.). New York: Crown Business Publishing. 2. Maurya, A. (2012). *Running Lean* (2nd ed.). United States of America: O'Rielly Media, Inc. 3. Blank, S. and Dorf, B. (2012). *The Startup owner's Manual: Step-by-Step Guide for Building a Great Company* (1st ed.). California: K&S Ranch. Inc.
2		**Problem Definition & Idea Generation** • 5 Whys and problem statement • Current alternatives, Jobs-to-be-Done and constraint-based ideation ***Activity: Team formation and idea generation***	
3		**Idea Concept & Business Model Framing** • Lean Idea Pitch and Leap of Faith • Business Model Canvas, Value Proposition Canvas and Lean Canvas • Business model risks and assumptions ***Activity: Develop the Lean Canvas and prioritize risks***	
4		**Customer & Value Validation** • Customer segments, personas and early adopters • Value hypothesis and problem-solution assumptions • Customer discovery and interview design ***Activity: Prepare field validation***	
5		**Field Validation** • Customer interviews and evidence collection • Synthesis of findings and refinement of assumptions	

		Activity: Validate the problem and value hypothesis with users
6		**Minimum Viable Product (MVP)** • MVP definition, types and selection criteria • Experiment design: hypothesis, test, metric, threshold and timebox ***Activity: Define and build an MVP experiment***
7		**Growth** • Growth hypothesis • Pirate Funnel (AARRR) and channel thinking • Three engines of growth: sticky, viral and paid ***Activity: Design a growth experiment***
8		**Innovation Accounting** • Baseline - Tune - Decide • Actionable, Accessible and Auditable metrics • Actionable vs vanity metrics and experiment thresholds ***Activity: Evaluate experiment evidence***
9		**Learning & Strategic Decisions** • Persevere, Pivot or Stop • Pivot strategies and evidence-based decision making • Pitching validated learning and evidence ***Activity: Prepare the final presentation***
10		**Final Consolidated Presentation** • Present the idea, hypotheses, experiments, evidence, learnings and strategic decision

Student Learning Objectives/Outcomes

On completion of the module, students will be able to:

1. Explain the principles and logic of Lean Startup and the Build-Measure-Learn cycle
2. Identify and define relevant customer problems and generate solution concepts
3. Frame a business model and identify leap-of-faith assumptions and key risks
4. Formulate value and growth hypotheses
5. Plan and conduct customer discovery and validation activities
6. Select an appropriate MVP type and design a measurable experiment
7. Use innovation accounting and growth metrics to interpret evidence and make decisions
8. Communicate validated learning and justify whether to persevere, pivot, or stop

Teaching Approach

The teaching approach combines short lectures with guided exercises, team-based workshops, field validation and customer interviews, peer feedback, experiment design, and presentations. The course emphasizes learning by doing and evidence-based reflection.

Required Textbooks and Materials

- Ries, E. (2011). *The Lean Startup* (1st ed.). New York: Crown Business Publishing.
- Maurya, A. (2012). *Running Lean* (2nd ed.). United States of America: O'Rielly Media, Inc.
- Blank, S. and Dorf, B. (2012). *The Startup owner's Manual: Step-by-Step Guide for Building a Great Company* (1st ed.). California: K&S Ranch. Inc.

Suggested/Additional Course Materials

- Blank, Steve. (2013). *The four steps to the epiphany: Successful strategies for products that win* (5th ed). Colubia: Quad.
- Christensen, C. M. (1997). *The innovator's dilemma: When new technologies cause great firms to fail*. Boston, Mass: Harvard Business
- Liker, J. K. (2004). *The Toyota way: 14 management principles from the world's greatest manufacturer*. New York: McGraw-Hill

Assessment, Assignments & Academic Calendar

Assessment:

Sl. No.	**Assessment**	**Points**
1	Participation in class, team activities, exercises and field validation	50
2	Final Consolidated Presentation	50

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

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

Course & Instructor Policies

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

Extra credit: *not possible*

Class attendance: *mandatory attendance of 80%*

Late work:

Document upload and naming conventions*:

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

Course Evaluation

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

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

Module 5: Human Resouse Management: HR for People Managers

Course title:	Human Resourse Management: HR for People Managers
Semester:	Summer term 2027
Credits:	2.5 ECTS
Class dates:	April, 19th – April, 23rd 2027
Class times:	9:00 h – 13:00h daily
Classroom:	tbd

Professor Contact Information

Name: Waltraud Jelinek-Krickl

Phone number: +43 316 5453 6844

Email: waltraud.jelinekkrickl@fh-joanneum.at

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Office hours: on appointment

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

Day	***Date***	***Topic***	***Readings***
Day 1	19.04	**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	20.04	**Special topics HR** **Learning Workplace- Employer** Learning Workplace – employee Self- Leadership and Self - Motivation	Presentations and group work
Day 3	21.04	**Special topics HR** **Learning Workplace - Employee** Entrepreneurial Mindset and Identify Opportunities	Presentations and group work
Day 4	22.04	**Special topics HR** **Learning Workplace - Employer**	Presentations and Case Studies,

		How to transform an organization into a Learning Workplace, Case Studies	
Day 5	23.04	**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

*"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"

For the preparation of examination performances, only those artificial intelligence assistance systems are permitted that are explicitly approved by the course instructor. Any unauthorized use of artificial intelligence assistance equals a fraudulent examination result.

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

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 6: Innovation and Business Transformation

Course title:	Innovation and Business Transformation (Innovation and Business Transformation Spring School 2027: Aerospace Tech Edition)
Semester:	Summer Term 2027
Credits:	3 ECTS
Class dates:	Online sessions: 19.03.27-23.04.27 In-person Intensive Week: April, 26th – April, 30th, 2027
Class times:	
Classroom:	tbd

Professor Contact Information

Name	FH-Prof. DI Dr. Bojan Jovanovski, MSc
Telephone	+43 (0)316 5453 6812
Email	bojan.jovanovski@fh-joanneum.at
Office	G.EA11.04.464

Instructors Bio

Bojan Jovanovski holds a doctoral degree in Industrial Engineering and Management in the field of Innovation Management. In the period 2006 – 2018, he was actively involved in the development of the start-up community and SME development in North Macedonia through training, consulting and project management activities. After working in the UKIM-FME Business Start-up Center, in 2009 he co-founded the National Centre for Development of Innovation and Entrepreneurial Learning. In this period, he was also enrolled in the development of various local, national and regional strategic documents and research regarding entrepreneurship and innovation.

In the period 2011 – 2018, he was teaching entrepreneurship, innovation and business development related subjects at the Ss. Cyril and Methodius University in Skopje. He joined the Institute of International Management and Entrepreneurship in September 2018 where he is teaching and researching in the field of sustainability and innovation. Since October 2023, he holds the functional title FH-Professor. In 2024, Bojan Jovanovski founded the Startup Hub

@FH JOANNEUM, which he is since coordinating. Since 2025, Prof. Jovanovski is a member of the European Academy of Science and Arts.

More information of the FH JOANNEUM website.

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

No specific prior coursework is required. The Spring School is open to students from different academic disciplines and study levels who are interested in innovation, entrepreneurship, business transformation and the development of new business ideas. Participants are not expected to have previous experience in space and aeronautical technologies.

Course Description

The Innovation & Business Transformation Spring School 2027: Aerospace Tech Edition is an international and interdisciplinary blended programme in which students spot opportunities and transform them into innovative and potentially viable business concepts. The Aerospace Tech Edition introduces students to entrepreneurial opportunities connected to the space economy and aeronautics economy. These may include solutions developed for the space sector (upstream technologies) as well as applications that transfer space-based technologies, data or expertise to challenges and markets on Earth (downstream technologies). In the aeronautical sector this includes aviation, uncrewed systems, as well as businesses based on these technologies, and/or supporting their commercialization.

The programme is therefore designed for students from a broad range of disciplines, not only for participants with an engineering or aerospace-technology background.

Working in diverse international teams, students identify relevant problems and opportunities, generate and evaluate ideas, develop value propositions and design appropriate business models. Expert inputs, practical workshops and coaching sessions support the teams as they refine their concepts, assess their potential and prepare their final pitches.

The programme combines preparatory online sessions with an intensive one-week experience at FH JOANNEUM in Graz. Students begin building their teams and ideas online before meeting in person to develop their concepts further. The Spring School concludes with a final pitch event at which each team presents its business concept to an expert audience.

Overview of Topics and Schedule of Topics and Activities*

Online Preparation Phase

Session	Date and time	Topics
1	12.3.2027, 13:00 – 15:00 CET	**Kick-off and teambuilding** Introduction to the Spring School, Aerospace Tech Edition overview, team formation, expected workload and responsibilities.
2	19.3.2027, 13:00 – 15:00 CET	**Idea development workshop** Opportunity discovery, aerospace-economy challenges, customer and stakeholder perspectives, idea generation and initial evaluation.

3	9.4.2027, 13:00 – 15:00 CEST	**Consultancy sessions** Value-proposition development, initial business model, compulsory progress presentation or coaching, and preparation for Graz.
	12.3. - 24.4.2027 At own pace	**Teamwork** Development of clear idea and idea pitch deck.

Intensive Week in Graz

Day and date	Focus	Indicative topics and activities
Monday, 26.04.2027	Explore	Opening; innovation and entrepreneurship in emerging fields; introduction to the aerospace economy; space-to-space and space-to-Earth opportunities; aeronautical economy, expert cases; team concept review.
Tuesday, 27.04.2027	Understand	Customer and stakeholder analysis; problem validation; evidence gathering; value-proposition development; entrepreneurial experimentation; expert consultation.
Wednesday, 28.04.2027	Design	Business-model development and transformation; market and competitor analysis; revenue, resources and partnerships; sustainable and responsible innovation; ecosystem engagement; feedback.
Thursday, 29.04.2027	Validate	Testing critical assumptions; feasibility, risk and implementation; compulsory coaching; pitch development and storytelling; rehearsals and peer feedback.
Friday, 30.04.2027	Pitch	Completion of business concepts; final rehearsals; final pitch event; expert questions and feedback; reflection, evaluation and closing.

Student Learning Objectives/Outcomes

- explain key concepts and processes related to innovation, entrepreneurship and business transformation;
- recognise entrepreneurial opportunities arising from technological, societal and market developments;
- understand selected characteristics and opportunities of the aerospace economy;
- distinguish between aerospace-focused solutions and the transfer of aerospace technologies and data to terrestrial applications;
- apply structured methods to identify and analyse problems, customer needs and market opportunities;
- generate, compare and select innovative business ideas;

- formulate a clear value proposition for a defined customer or user group;
- develop and critically evaluate a business model;
- incorporate sustainability, feasibility and stakeholder considerations into a business concept;
- collaborate effectively in an international, interdisciplinary and diverse team;
- use feedback from experts, coaches and peers to improve a business idea; and
- prepare and deliver a convincing entrepreneurial pitch.

Teaching Approach

The Spring School uses a blended, challenge-based and student-centred learning approach. Students take an active role throughout the programme. The emphasis is not only on learning about innovation, entrepreneurship and business transformation, but also on applying the acquired knowledge to the development of an original business idea and business model.

- short expert lectures;
- interactive workshops;
- entrepreneurial methods and tools;
- interdisciplinary teamwork;
- independent research and idea development;
- compulsory coaching sessions;
- peer learning and structured feedback;
- engagement with entrepreneurs, experts and the regional innovation ecosystem; and
- a final team pitch.

Required Textbooks and Materials

Required and additional materials will be made available through Microsoft Teams. Students may also receive selected background materials, cases, templates and links relevant to innovation, entrepreneurship, business models and the aerospace economy. The use of appropriate academic, industry and market sources is expected when developing and documenting the team business concept.

Assessment, Assignments & Academic Calendar

Students work in interdisciplinary and international teams to develop an entrepreneurial idea related to opportunities in the aerospace economy. Ideas may address products or services for the aerospace sector, downstream applications based on satellite data or space infrastructure, the transfer of space technologies to markets on Earth, aeronautical civil application markets, services supporting actors in the aerospace economy, or other responsible business opportunities connected to this edition’s theme.

1. Identify and analyse a relevant problem or opportunity.
2. Generate, evaluate and select business ideas.
3. Define the intended customer, user or beneficiary.
4. Formulate a clear value proposition.

5. Design and refine a business model.
6. Consider market potential, implementation, sustainability and principal risks.
7. Test critical assumptions through research, feedback or suitable validation activities.
8. Participate in compulsory coaching sessions.
9. Deliver a final team pitch.
10. Submit a final written report documenting the concept and development process.

Assessment

Course activity, coaching and final pitch: 60%. This component evaluates active contribution, teamwork, application of innovation and entrepreneurship methods, business models development and transformation, participation in compulsory coaching, quality and coherence of the business concept, clarity of the final pitch, and responses to questions and feedback.

Final team report: 40%. The report presents the identified problem or opportunity, customer and stakeholder needs, proposed solution, value proposition, business model, supporting analysis, validation activities, feasibility, sustainability and risk considerations, the development process, conclusions and recommended next steps.

Indicative Assessment Criteria

Assessment component	Points
Innovation process, teamwork, compulsory coaching and final pitch	60
Final team report	40
Total	**100**

Academic Calendar:

Synchronous online sessions	13:00 – 15:00 CET at 12.3.2027, 19.3.2027, 9.4.2027 and teamwork dates arranged by each team
Asynchronous teamwork	Begins after the first online session on 12.3.2027
Intensive week in Graz	26-30 April 2027
Final presentations	30 April 2027
Final report deadline	**7 May 2027**

Grading:

Percentage	Grade	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

Participation in the synchronous online sessions, the intensive week in Graz, compulsory coaching sessions and the final pitch is an integral part of the course. Students are expected to prepare for scheduled activities, contribute actively to teamwork, complete agreed work on time, communicate reliably with the team and act respectfully in an international and interdisciplinary learning environment. Absences must be communicated promptly and are managed in accordance with the applicable examination and attendance rules of FH JOANNEUM.

Course & Instructor Policies

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

Extra credit: not possible

Class attendance: mandatory attendance of 80%

Course Evaluation

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

https://actions.fh- joanneum.at/login.do?locale=en

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: Intellectual Property Law

Course title:	Intellectual Property Law

Semester:	Summer term 2027
Credits:	5 ECTS
Class dates:	May, 3rd – May 14th, 2027
Class times:	9:00h – 14:00h daily (1st week), 9:00h – 13:00h daily (2nd week)
Classroom:	tbd

Professor Contact Information

Name: Irina Foret

Phone number: -

Email: Irina.foret@fh-joanneum.at

Office location: Institute of International Management; Campus A, 4th floor, room 464

Office hours: 9.00 – 15.00

Name: Jim Silovs

Phone number: -

Email: jsilovs@mtroyal.ca

Office location: -

Office hours: -

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 advier 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.

Jim Silovs earned his B.P.E., J.D., and B.Ed. from the University of Calgary and his LL.M from Osgoode Hall Law School at York University in Toronto, Canada. Since 2003, Jim has instructed a variety of law, insurance and governance courses for private industry, the Haskayne School

of Business and the Faculty of Law at the University of Calgary, the Southern Alberta Institute of Technology and the Bissett School of Business and the Faculty of Continuing Education and Extension at Mount Royal University. Jim is currently an ethicist with the Human Research Ethics Board at Mount Royal University and an Associate Professor and immediate past Interim Chair, Aviation, with the Faculty of Business and Communications Studies at Mount Royal University. In addition to the roles Jim plays in post secondary education, Jim has accumulated over 20 years legal experience providing general corporate commercial advice to a broad range of clients and playing key roles in negotiating and drafting major business transactions. Lastly, Jim is an active volunteer who currently sits on advisory boards and partnership councils related to adult education and professional development, is the immediate past chair of the Tennis Alberta Sportsmanship and Ethical Conduct Committee and has recently sat on the Law Society of Alberta's Continuous Professional Development Committee. In addition to his committee work, Jim is currently the Chair of the Board for the Alberta Classical Academy Ltd. (a Charter School that operates k-12 schools in Calgary and Edmonton, Alberta) a board member of Canuck Stuff Volleybal Club, and Management Education Advisory Group Ltd. and the Past President of the Canadian Academy of Legal Studies in Business. Lastly, Jim is a member of a number of professional associations related to law, research and teaching. Jim's research interests lie in ethics, governance and managing risk in business relationships.

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	May, 3rd	Introduction to Intellectual Property.WIPO	

2	May, 4th	Patent Law	
3	May, 5th	Copyright Law	
4	May, 7th	Trademark Law	
5	May, 10th	International Protection of IP Rights	
6	May, 11th	Expanded IP Protection – e.g. biological and integrated circuit products, torts	
7	May, 12th	International Property, International Property Framework and Intellectual Property Rights including Licensing Agreements and	Relevant chapters in the course literature, literature distributed on MS Teams
8	May, 13th	Intellectual Property Rights (cont.) and Intellectual Property Disputes	
9	May, 14th	Intellectual Property Disputes (cont.) & Emerging Issues in Intellectual Property ***Goup Presentations*** ***Written Test***	

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"

For the preparation of examination performances, only those artificial intelligence assistance systems are permitted that are explicitly approved by the course instructor. Any unauthorized use of artificial intelligence assistance equals a fraudulent examination result.

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
Assesment*	**Points**
Three MC/TF quizzes (10% each)	30
Three Group Case Studies (10% each)	30
Final Written Exam*	30
Group Presentations	10
Total points	**100**

*** students may bring a two-sided 8 ½" x 11" reference sheet into the Final Examination**

Course & Instructor Policies

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

Extra credit: not possible-

Class attendance: mandatory attendance of 80%

Late work: -

Document upload and naming conventions*: defined by lecturer

Course Evaluation

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

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

Module 8: Cross-cultural Management and Organizational Behavior

Course title:	**Cross-cultural Management and Organizational Behavior**
Semester:	Summer term 2027
Credits:	5 ECTS
Class dates:	May 17 - 21 (Week 1), May 24-28 (Week 2)
Class times:	1st week: 9:15h – 13:00h daily; 2nd week: 9:00h – 14:00h
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: Sofia de Oliveira, MA

Phone number: +43.316.5453-6817

Email: sofia.deoliveira@fh-joanneum.at

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

room number 464

Office hours: upon request

Web: Sofia Fontes e Sousa de Oliveira MA - FH JOANNEUM (fh-joanneum.at)

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. 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, and he is a co-founder of the European Journal of International Management. Dr. Apfelthaler has lectured at universities around the world. He also regularly consults to companies and executives around the world.

Sofia de Oliveira holds a degree in teaching from the College of Education in Lisbon, Portugal and a master degree in Educational Management from the College of Education in Graz, Austria.

She is a dedicated lecturer at the Institute of International Management and Entrepreneurship, FH JOANNEUM University of Applied Sciences, Graz. With extensive experience in teaching and training diverse groups - ranging from university students to managers - she has honed her expertise in fostering growth and learning.

Her passion for culture and organizations inspired her to continue her education at Sigmund Freud University in Vienna, Austria, where she specialized in coaching, organizational development, and people development.

Sofia de Oliveira infuses her values and beliefs, deeply rooted in humanistic and constructivist schools of thought in her professional activities. She promotes tolerance, inclusion, and diversity through carefully selected methods that empower her students to reflect on their own cultural identities, understand culture at large, and develop effective strategies for working in diverse teams.

Her teaching is truly inspiring, as she motivates her students to broaden their minds and embrace diverse perspectives. These powerful tools not only enhance their personal development but also become invaluable assets that they apply throughout their careers.

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

(including required prior knowledge or skills)

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 experiential 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: Gerhard Apfelthaler

Day	Topics	Readings
1	Introduction to cross-cultural differences and their influence on management, marketing, and leadership.	**Required Readings (will be made available via Moodle):** Apfelthaler, G. (2025). International Market Entry Strategies, Chapter 7. **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. *The Academy of Management Executive*, *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.

2	The dimensions of Hofstede: Power Distance and Individualism	**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. 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 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
3	The dimensions of Hofstede: Uncertainty Avoidance and Masculinity	
4	Putting the dimensions into practice: Country-specific Workshop and Group Work	
5	Final presentations and concluding discussion	

2nd Week: Sofia de Oliveira

Day	Topics	Readings
1	Opening, welcome & recap from previous week. Team Building A modern view on Culture. Elements of Company Cultures. **Assignment 1:** Defining *the* ideal company culture: Group Experiment Poster creation & design *Creative / innovative thinking*	1. Bolten, J. (2015). Einführung in die interkulturelle Wirtschaftskommunikation (Vol. 4731). UTB. 2. Hofstede, G. (2001) Culture's Consequences. Comparing Values, Behavior, Institutions, and Organizations Across Nations. 2nd edition. Thousand Oaks/London/New Delhi:Sage. 3. House, R. J., Hanges, P. J, Javidan, M. & Dorfman, P. (2004). Culture, Leadership and Organizations. The GLOBE Study of 62 Societies. Thousand Oaks: Sage. 4. Trompenaars, Fons and Hampden-Turner, Charles (2012). Riding the Waves of Culture. New York: McGraw-Hill, 3rd edition
2	Presentations of assignment 1. Voting and peer evaluation.	

	The importance of stereotypes and unconscious bias. **Assignment 2:** Intercultural Marketing. Webquest: how marketing conveys cultural values, norms, biases, roles and ideals. *Cultural awareness / self-development*
3	Presentations of assignment 2. Voting and peer evaluation. **Assignment 3:** Case study in Organizational Behavior *Analytical skills / holistic perspective*
4	Presentations of assignment three. Overall results of the group works | Who is the winning Team?! Feedback & Closing

Student Learning Objectives/Outcomes

1. To develop an appreciation of cultural differences which businesses encounter in international business environments.
2. To understand how cultures can be empirically compared along various cultural dimensions.
3. To acquire field-specific knowledge of the impact of cultural differences on selected business areas.
4. To learn skills related to the formulation of strategies and tactics to cope with cultural differences in individual and group interactions.
5. To be able to understand and analyze cultural standards and to adequately cope with them.
6. To refine of written and oral communication skills.
7. 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. (2025). International Market Entry Strategies, Chapter 7.

Suggested/Additional Course Materials

Not required, only as back-up and further reading are all materials listed further above, plus the following:

1. Trompenaars, F., Belbin M., Hampden-Turner, C., Woolliams, P., Dumetz,J., Tournand, J., Schmitz J., Covey, S., Saginova, O., Foster, D., (2012). Cross-Cultural Management Textbook. Leipzig: Amazon Distribution
2. Bolten, J. (2015). Einführung in die interkulturelle Wirtschaftskommunikation (Vol. 4731). UTB.
3. Hofstede, G. (2001) Culture's Consequences. Comparing Values, Behavior, Institutions, and Organizations Across Nations. 2nd edition. Thousand Oaks/London/New Delhi:Sage.
4. House, R. J., Hanges, P. J, Javidan, M. & Dorfman, P. (2004). Culture, Leadership and Organizations. The GLOBE Study of 62 Societies. Thousand Oaks: Sage.
5. Trompenaars, Fons and Hampden-Turner, Charles (2012). Riding the Waves of Culture. New York: McGraw-Hill, 3rd edition

Assessment, Assignments & Academic Calendar

Assessment:

Group Project – Week 1: This assignment will help students to explore how a foreign culture can be explored through its own artifacts such as movie clips, cartoons, comics or advertising. The process of exploring foreign cultures through such artifacts is rooted in the iceberg model of culture. In this model, observable artifacts are built upon the deeper layer of values. Both are closely inter-related: values are the foundations for artifacts, artifacts are an expression of the values of culture. Therefore, it is not only possible to make predictions about e. g. human behavior (which is also an artifact) once one knows the artifacts, but it is also possible to explore cultural values through an interpretation of artifacts. This is what this assignment is about. In detail, students will follow these steps:

(1) Choice of a culture to explore in this group project. Ideally it is a culture that at least one group member originates from.

(2) 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.

(3) Interpreting the artifact: Interpreting means to:

- Provide a general explanation of the chosen artifact.
- Extract all messages of chosen artifact.
- Identify meaning behind what is 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).

Group Works – Week 2: Based on theoretic inputs students will work on three 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 the culture canvas to design an ideal company culture, that encompasses all traits they would envision as ideal.
(3) In the second assignment students will explore intercultural marketing strategies by analysing and comparing company websites and other sources from different countries.
(4) In the third assignment an existing company culture will be analysed using the tools learned and used in class.
(5) 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 10 minutes duration, which will be presented in class. Templates for presentations will be provided.

Samples of final presentations will be made available by the instructors.

For the preparation of examination performances, only those artificial intelligence assistance systems are permitted that are explicitly approved by the course instructor. Any unauthorized use of artificial intelligence assistance equals a fraudulent examination result.

Grading Policy

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

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

Assessment	Points
Attendance & Participation (2 pts per day)	20
Group Projects: Presentations week 1	40
Group Projects: Presenttion week 2	40
TOTAL POINTS	**100**

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

Course & Instructor Policies

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

Extra credit: *not possible*

Class attendance: *mandatory attendance of 80%*

Late work:

Document upload and naming conventions*:

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

Course Evaluation

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

Module 9: Strategic Innovations in Emerging Markets

Course title:	Strategic Innovations in Emerging Markets
Semester:	Summer term 2027
Credits:	2.5 ECTS
Class dates:	May 31st – June 4th , 2027
Class times:	9:00h – 13:00 h daily
Classroom:	tbd

Professor Contact Information

Name: Dr Rahul Singh

Email: singh.rahul.ind@gmail.com / rahul.singh@jaipuria.ac.in

Office location: Institute of International ManagementCampus A, 4th floor,

room number 410

Instructor Bio

Prof. Rahul Singh is Professor of Strategy and Innovation and Director at Jaipuria Institute of Management, Greater New Delhi, India. Before this, he has been Director- Research and Internaitonal Office at IILM University, Gurugram, India; Professor and Dean at Adani University, and Professor at Birla Institute of Management Technology, INDIA. His domain of work has been Strategy, Innovation, Sustainability and Digital Transofrmation. He is visiting professor at FH Joanneum University Austria, JSBE Finland and KEDGE Business School, France.

Dr Singh is bestowed with 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 has been contributing to newspapers, magazines and invited by National TV for debates. 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.

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 succeeed.

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 understadning the minor nuances of the business and the transactions.

Overview of Topics and Schedule of Topics and Activities*

1. **Markets are contexts, not labels**

Why might a business model that works well in Europe fail, or require fundamental redesign, in an emerging market?

- Explain why emerging markets cannot be treated as a single homogeneous category.
- Identify the institutional, infrastructural and consumer conditions that influence business innovation.
- Distinguish a market opportunity from an attractive market-entry opportunity.
- Analyse the assumptions underlying a European company's existing business model.

Core teaching plan - concepts with practical examples and theoretical explanations:

- Emerging markets and heterogeneous market conditions.
- Formal and informal institutions.
- Purchasing power, affordability and customer segmentation.
- Distribution, infrastructure and access to services.
- Institutional uncertainty and the role of local partners.
- Market opportunity versus operational feasibility.

2. **Frugal innovation and reverse innovation**

- Distinguish frugal innovation, inclusive innovation and reverse innovation.
- Explain how resource constraints can change product design and business-model choices.
- Evaluate the trade-offs between affordability, performance, quality and profitability.
- Recommend how a firm might adapt or transfer an innovation across markets.

Core teaching plan - concepts with practical examples and theoretical explanations:

- Which product features create essential customer value, and which could be redesigned?
- What costs arise from product design, distribution, maintenance, training and service delivery?
- Would the same product appeal to European customers? Which segments might value it?
- What changes would be required in pricing, distribution, service and positioning?
- What organisational barriers might prevent a multinational from taking the innovation seriously?

3. **Digital leapfrogging and innovative business models**

- Explain digital leapfrogging and platform-based business models.
- Analyse how network effects, interoperability, trust and complementary services shape competition.
- Compare digital innovation in India and Kenya with selected European models.
- Evaluate whether a digital business model can be transferred to another market.

Core teaching plan - concepts with practical examples and theoretical explanations:

- Digital leapfrogging: Adoption of newer technologies or systems without following every stage of an older development pathway.
- Platform business models: Businesses that facilitate interactions between two or more participant groups.
- Network effects: Where platform becomes more useful as participation grows.
- Interoperability: The ability of different systems to work together.
- Digital public infrastructure: Shared digital system enabling private and public service.

4. **Internationalisation, market entry and competitive strategy**

- Apply basic strategic-management tools to market-entry decisions.
- Evaluate the opportunities and risks associated with local partnerships.
- Explain how local competitors can become sources of competitive pressure and learning.
- Make an evidence-based market-entry recommendation.

Core teaching plan - concepts with practical examples and theoretical explanations:

- PESTEL analysis- Students examine political, economic, social, technological, environmental and legal conditions. The purpose is to identify factors that affect the particular business, rather than produce a generic country report.
- CAGE distance framework- Use cultural, administrative, geographic and economic distance to explain why operating in a foreign market may require adaptation. Emphasise that distance is a diagnostic tool, not a substitute for direct market research.

5. **From local innovation to global competitive advantage**

- Evaluate whether an innovation can be transferred, adapted or scaled across markets.
- Explain how multinational firms learn from local subsidiaries, entrepreneurs and partners.
- Assess the strategic trade-offs involved in scaling an innovation globally.
- Integrate market analysis, business-model design and internationalisation into a coherent recommendation.
- Present and defend a strategy using evidence and clear commercial reasoning.

Core teaching plan - concepts with practical examples and theoretical explanations:

- Global scaling is not the same as copying- an innovation may travel well when it solves a broadly shared problem, but its design, pricing, distribution, financing or regulatory requirements may need to change.

- Organisational learning- an MNC can learn from its local subsidiaries and partners, not merely transfer knowledge from headquarters to foreign markets.
- Innovation portfolio choices- For each innovation, management can choose to: Scale the original model into new markets, adapt it to the new context, transfer selected design principles rather than the entire product.
- Responsible growth- Evaluate affordability and inclusion alongside commercial viability, environmental impact, labour conditions, data privacy and potential unintended consequences.

Student Learning Objectives/Outcomes

1. Context: Explain how institutions, infrastructure, consumer needs and market structures are designed in emerging markets.
2. Innovation: Distinguish frugal innovation, digital leapfrogging and reverse innovation.
3. Strategy: Apply basic strategic-management tools to analyse emerging-market and business models.
4. Internationalisation: understadning market-entry, partnership and localisation strategies for MNCs.
5. Strategic judgement: Evaluate commercial viability and risks of innovations across markets.
6. Communication: Present a defensible, evidence-based business recommendation.

Learning Outcomes:

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

Teaching Approach

This is case method based 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

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.
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"

For the preparation of examination performances, only those artificial intelligence assistance systems are permitted that are explicitly approved by the course instructor. Any unauthorized use of artificial intelligence assistance equals a fraudulent examination result.

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	10x3= 30
Class Assignment	10x2=20
One written exam (1) – individual	50
total points	100

Course and Instructor Policies

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

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 10: International Strategic Management

Course Title: International strategic management

Semester: Summer Semester, 2027

Credits: 5 ECTS

Class dates: June 7 – June 18, 2027

Class times: 9:00 a.m. – 1:00 p.m.

Classroom: G.EA11.014

Professor Contact Information

Name: Prof. Dr. Vito Bobek

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Office hours: upon previous arrangement

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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, Springer N.Y. and IntechOpen in London. He also served 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.

Subash Shrestha is an academic and international higher education professional from Nepal with extensive experience in management education, internationalisation, and academic collaboration. He currently serves as the Erasmus Coordinator and International Project Lead at Global College International (GCI), Kathmandu, where he is actively involved in international partnerships, Erasmus+ projects, curriculum development, and teaching.

Dr. Shrestha holds a PhD from the University of Auckland, New Zealand, with research focusing on workplace relationships, leadership, and organisational communication. He also holds an MBS from Tribhuvan University, where he received the Gold Medal, and a Master's degree from Cambridge College, Massachusetts, USA.

He has more than two decades of experience in higher education and has taught management-related subjects to undergraduate and postgraduate students. His academic interests include global business, international management, organisational behaviour, leadership, cross-cultural management, sustainability, and the changing role of technology and AI in business and education.

As a former Principal of Global College International, Dr. Shrestha also brings substantial institutional leadership and industry-oriented experience to the classroom. He has been collaborating with FH Joanneum University of Applied Sciences since 2024 as a visiting lecturer and is particularly interested in providing students with practical perspectives on managing businesses and organisations in an increasingly interconnected global environment.

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

International Strategic Management – Dr. Subash Shrestha (Part I)

Day	Date	Topics	Readings
1	June 7	**Analyzing the External Environment of the Firm:** Scanning, Monitoring, Intelligence & Forecasting. Environment dynamics. Digital Economy: A	Folder Literature on Moodle

		Fundamental Shift in the Business Environment. The Competitive Environment. Strategic groups within Industries.	
2	June 8	**Assessing the Internal Environment of the Firm:** Value Chain Analysis, Resource-Based View of the Firm, Evaluating Firm Performance: Two Approaches. Recognizing a Firm's Intellectual Assets: Moving beyond a Firm's Tangible Resources: The Central Role of Knowledge in Today's Economy. Human Capital: The Foundation of Intellectual Capital. The Vital Role of Social Capital. Using Technology to Leverage Human Capital and Knowledge. Protecting the Intellectual Assets of the Organization.	Folder Literature on Moodle
3	June 9	**Strategic Formulation:** Business-Level Strategy: Creating and Sustaining Competitive Advantages: Types of Competitive Advantage and Sustainability. Industry Life-Cycle Stages: Strategic Impications. Corporate Level Strategy: Creating Value through Diversification. Making Diversification Work. Related Diversification. Enhancing Revenue and Differentiation. Unrelated Diversification: Financial Synergies and Parenting.	Folder Literature on Moodle
4	June 10	**Strategies in Action** – Integration, Intensive, Diversification & Defensive Strategies. The BCG Matrix. International Strategy: Creating Value in Global Markets. International Expansion. Entry Modes of International Expansion.	Folder Case studies on Moodle
5	June 11	**Seminar paper presentation and Exam** Concluding discussion: Strategic analysis implementation in the real-world scenario. Reflective Learnings.	-

International Strategic Management – Prof. Dr. Vito Bobek (Part II)

Day	Date	Topics	Readings
6	June 14	**Bridging Session:** Linking Theoretical Frameworks (Porter, RBV, SWOT) to Global Trends. Introduction to Friend-shoring, Regionalization, and AI Geopolitics.	Folder Literature on Moodle

Day	Date	Topics	Readings
7	June 15	**Critical Trends in the Global Economy:** Over-indebtedness, Monetary Policy, Economic Cycles, Demography, BRICS+ and Multipolarity, De-globalization & Supply Chain Restructuring.	Folder Literature on Moodle
8	June 16	**Case Studies in International Strategic Management:** Nike, Tesla, Huawei/TSMC, Manchester United. Focus on strategic dilemmas in technology, supply chains, and international branding.	Folder Literature on Moodle
9	June 17	**Strategic Management Beyond Corporations:** Competitiveness of Cities, Imaging & Branding, Smart Cities, and Urban Resilience. Applied exercise: strategic positioning of a chosen city.	Folder Case studies on Moodle
10	June 18	**Seminar Paper Presentations & Exam (Essay Questions).** Wrap-up discussion: connecting theory, trends, and practice.	–

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 the 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 management 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 competencies - Upon successful completion of ISM participants will use generic competencies 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
- Experiential Exercise

- Simulation game

Teaching methods:

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

Required Textbooks and Materials

Day 1 – Day 5 (June 7th to June 11th)

- Johnson, Scholes & Whittington (2008). Exploring Corporate Strategy.—8th Edition.
- Wheelen, Hunger, Hoffman & Bamford (2018). Strategic Management and Business Policy – 15th Edition
- Rothaermel (2017). Strategic Management – 3rd Edition
- Dess, McNamara, Eisner & Sauerwald (2024) Strategic Management Text & Cases – 11th Edition.
- David & David (2015). Strategic Management concepts and cases – 15th Edition.

Day 6 – June 14

Bridging Session: From Frameworks to Global Trends (Friend-shoring, Regionalization, AI Geopolitics)

- Deng, Z., et al. (2025). *Supplier response to Apple's friendshoring.* Website: https://www.sciencedirect.com/science/article/pii/S0148296325004370
- da Rocha, A., et al. (2025). *A systematic literature review of near-shoring and friend-shoring.* Website: https://www.sciencedirect.com/science/article/abs/pii/S1075425325000602
- Georgetown Security Studies Review (2024). *"Friend-Shoring": A Collaborative Industrial Strategy to Solve Geostrategic Challenges.* Website: https://georgetownsecuritystudiesreview.org/2024/11/18/friend-shoring-a-collaborative-industrial-strategy-to-solve-geostrategic-challenges/

Day 7 – June 15

Critical Trends: Debt, Monetary Policy, Demography, BRICS+, Multipolarity, De-globalization & Supply Chains

- McKinsey Global Institute (2025). *Geopolitics and the geometry of global trade: 2025 update.* Website: https://www.mckinsey.com/mgi/our-research/geopolitics-and-the-geometry-of-global-trade-2025-update
- BCG Henderson Institute (2025). *The Geopolitics of Tech Is Hitting All Companies.* Website: https://www.bcg.com/publications/2025/geopolitics-of-tech-is-hitting-all-companies

Day 8 – June 16

Case Studies: Nike, Tesla, Huawei/TSMC, Manchester United

- McKinsey Global Institute (2025). *Geopolitics and the geometry of global trade: 2025 update.*
  Website: https://www.mckinsey.com/mgi/our-research/geopolitics-and-the-geometry-of-global-trade-2025-update
- BCG Henderson Institute (2025). *The Geopolitics of Tech Is Hitting All Companies.*
  Website: https://www.bcg.com/publications/2025/geopolitics-of-tech-is-hitting-all-companies

Day 9 – June 17

Strategic Management of Cities: Competitiveness, Branding, Smart Cities, Resilience

- Vinyals-Mirabent, S. (2025). *Nation branding: a strategic tool for attracting talent globally.*
  Website: https://www.emerald.com/jgm/article/doi/10.1108/JGM-10-2024-0118/1252832/Nation-branding-a-strategic-tool-for-attracting
- Stylianou, C., et al. (2025). *Rural place branding through social media: a stakeholder study in Cyprus.*
  Website: https://www.emerald.com/whatt/article/17/1/62/1244088/Rural-place-branding-through-social-media-a
- Ginesta, X., et al. (2024). *The Role of Future Generations in Place Branding: Case of Huelva.*
  Website:
  https://www.cogitatiopress.com/politicsandgovernance/article/viewFile/7730/3644

Day 10 – June 18

Seminar Presentations & Exam – Wrap-up (Optional Enrichment Readings)

- Brcic, M. (2025). *The Memory Wars: AI Memory, Network Effects, and the Geopolitics of Cognitive Sovereignty.*
  Website: https://arxiv.org/abs/2508.05867
- Wasi, A., Eram, F., Mitu, S., & Ahsan, A. (2025). *Generative AI as a Geopolitical Factor in Industry 5.0: Sovereignty, Access, and Control.*
  Website: https://arxiv.org/abs/2508.00973

Suggested/Additional Course Materials

David, Fred R. (2011). Strategic management: concepts and cases / Fred R. David.—13th Ed.ISBN-13: 978-0-13-612098-8 (PDF).

- Zegers, Robert and Cornelius J. Murombedzi. (2004). *Strategic Management.* Amman: JABA-Jordan American Business Association (PDF).
- *Ritson, Neil. (2011). Strategic Management. London: Bookboon (PDF).*

Assessment, Assignments & Academic Calendar

- Seminar paper – document 30%
- Seminar paper - presentation 10%
- Multiple Choice Questions – 10%
- 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	Befriediegend	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

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

Course & Instructor Policies

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

Extra credit: *not possible*

Class attendance: *mandatory attendance of 80%*

Late work: /

Course Evaluation

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

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

Module 11: Economics and Sustainability

Course title:	Economics and Sustainability
Semester:	Summer Term 2027
Credits:	2,5 ECTS
Class dates:	21 – 25 June, 2027
Class times:	09:00-13:00 daily
Classroom:	Room 014 (G.EA11.014)

Professor Contact Information

Name: Tomás Santa María González, PhD

Phone number:

Email: tsantamaria@udd.cl

Office location: via Teams – contact instructor for details

Office hours: Contact via e-mail for appointment

Instructor Bio

Tomas Santa-Maria is an Associate Professor at the Business Sustainability Center of Universidad del Desarrollo (Chile) and PhD in Sustainability and Innovation Management from University of Graz (Austria). His research focuses on processes of business model innovation for a sustainable circular economy, the development of circular ecosystems, and the role of sustainability-oriented strategic alliances, regenerative organizations and dynamic capabilities for sustainability. His research has been published in e.g. Business Strategy and the Environment, British Journal of Management, Journal of Cleaner Production and Sustainable Consumption and Production.

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

Basic knowledge of economic and sustainability-related concepts is useful but not required.

Course Description

This intensive course introduces students to the fundamentals of economics while connecting them to the pressing challenges of sustainability. Over a week, students will explore how economic principles can be applied to environmental and social issues, such as market failures, resource allocation, and sustainable development. The course delves into the fields of

environmental and ecological economics and examines the role of businesses in advancing sustainability through innovative business models and circular economy principles. By the end of the course, students will have a solid understanding of how economics can drive sustainability strategies in both policy and business contexts, as well as practical tools for business model innovation.

Overview of Topics and Schedule of Topics and Activities*

Day	Date/Time	Content	Recommended Readings
1	Monday June 21st, 9:00-13:00	**Principles of Economics** • Micro vs macroeconomics • Supply & demand, market equilibrium, elasticity • Market efficiency and key assumptions **Environmental Economics** • Market failures: negative externalities, tragedy of the commons • Policy tools: Pigouvian taxes, subsidies, cap-and-trade	-Mankiw, G. (2018). Principles of Economics (Chapters 4,5,10, 11). 8 Ed. Cengage Learning -Field, B. C., Field M. K., (2016). Environmental economics: an introduction (Chapter 4). 7th Ed. McGraw-Hill Book Company (UK) Ltd.
2	Tuesday June 22nd, 9:00-13:00	**Sustainability 101** • Global challenges (environmental degradation and social inequality) • Sustainable Development and the SDGs **Ecological Economics** • Economy as subsystem of biosphere • Limits to growth & sustainability • Planetary Boundaries & Doughnut Economics	-Rockström, J., Steffen, W., et al., 2009. A safe operating space for humanity. Nature. -O'Neill, D. W., Fanning, A. L., Lamb, W. F., & Steinberger, J. K. (2018). A good life for all within planetary boundaries. Nature Sustainability, 1(2), 88–95.
3	Wednesday June 23rd, 9:00-13:00	**Business Sustainability** • Role of business in addressing sustainability challenges (Shareholder capitalism vs stakeholder capitalism) • Typology of business sustainability (from business-as-usual to truly sustainable) • The business case for sustainability: Risks, opportunities, and value creation	-Friedman, M. (2007). The social responsibility of business is to increase its profits. -Statement on the Purpose of a Corporation, the Business Roundtable, 2019 -Dyllick, T., Muff, K., 2015. Clarifying the Meaning of Sustainable Business: Introducing a Typology From Business-as-Usual to True Business Sustainability. Organ. Environ. 29, 156–174.
4	Thursday June 24th, 9:00-13:00	**Circular Economy** • Circular Economy principles • Technical and biological cycles **Sustainable Business Models** • Sustainable Entrepreneurship • Sustainable, Circular and Regenerative Business Models	-Ellen McArthur Foundation. (2013). Towards the Circular Economy Vol.1: Economic and business rationale for an accelerated transition. -Geissdoerfer, M., Vladimirova, D., Evans, S., 2018. Sustainable business model innovation: A review. J. Clean. Prod. 198, 401–416.
5	Friday June 25th, 9:00-13:00	**Circular Business Model Innovation Workshop** • Value Chain Mapping • Ideation with SBM patterns • Sustainable Business Model Canvas	-Santa-Maria, T., Vermeulen, W.J.V., Baumgartner, R.J., 2022. The Circular Sprint: Circular business model innovation through design thinking. J. Clean. Prod. 362, 132323.

		• Team's presentations	

Student Learning Objectives/Outcomes

By the end of this course, students will be able to:

- Understand fundamental economic principles
- Analyze the causes and implications of market failures and assess policy responses
- Explain key concepts of sustainability
- Examine the core principles of environmental and ecological economics
- Assess the role of businesses in addressing sustainability challenges
- Apply circular economy principles and sustainable business models to real-world business challenges

Teaching Approach

This course combines theory and practical application, creating a dynamic learning environment that bridges academic concepts with real-world examples. Each session integrates direct lectures with interactive elements such as group discussions, case studies, and critical debates, allowing students to actively engage with the material. The course culminates in a hands-on design-thinking workshop, where students will apply the principles learned throughout the course to develop an innovative, sustainable business model.

Assessment, Assignments & Academic Calendar

For the preparation of examination performances, only those artificial intelligence assistance systems are permitted that are explicitly approved by the course instructor. Any unauthorized use of artificial intelligence assistance equals a fraudulent examination result.

1. Participation and Engagement (20%)
   Active participation in class discussions and group activities is essential for mastering the course material. Students are expected to contribute thoughtfully during group discussions, demonstrating their understanding of both theoretical concepts and their practical applications. If you don't attend, you can't participate.
2. Individual Reflection Essay (30%)
   Students must submit a 1,500-2,000 word reflection essay that critically analyzes a key concept discussed in class (e.g., market failures, ecological economics, business sustainability, circular economy, etc.). The essay should include, at least:
   - A clear explanation of the chosen concept.
   - Its relevance and relation to sustainability challenges.
   - An evaluation of its application to a real-world case or example.
   - Proper use of academic references (APA Style)
   - Declaration on ethical AI use

   Deadline: Sunday, June 27th
3. Group Project: Circular Business Model Innovation (50%)
   In teams, students will participate in the design-thinking workshop on Day 5 to develop an innovative, sustainable business model using circular economy principles. The group project involves:

- Group Presentation (25%): On the final day, each team will present their business model to the class, highlighting key insights from the value chain mapping, ideation process, and the use of the Sustainable Business Model Canvas.
- Group Report (25%): Each team will submit a written report (1,500-2,000 words) detailing their proposed business model, including how it addresses a sustainability challenge, how it incorporates circular economy principles, and the potential business case for their proposed model.

Presentation Date: Friday, June 19th (during class).
Report Deadline: Sunday, June 27th

Grading Policy

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

Course & Instructor Policies

Make-up exams: No make up exams

Class attendance: 80% manadatory

Late work: Any late work will receive no credit

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.