COURSE DESCRIPTION

GENERAL DATA

Course Unit Titel	Summer School: Data Science - An Overview		
Module			
Course Unit Code	IFLV0099	**Type of Course Unit**	ILV
Level of Course Unit	Bachelor	**Year of Study**	1
Semester	Spring 2022	**ECTS credits allocated**	3.500

SPECIAL INFORMATION

Name of lecturer(s)	Dr. Peter Schwazer; Walter Boyajian, PhD; Mag. Mario Tuta
Objective of the course (Learning Outcomes)	Data Science is the study of the generalizable extraction of knowledge from data. Being a data scientist requires an integrated skill set spanning mathematics, statistics, machine learning, databases and other branches of computer science along with a good understanding of the craft of problem formulation to engineer effective solutions. This summer school will introduce students to this rapidly growing field and equip them with some of its basic principles and tools as well as its general mindset. Students will learn concepts, techniques and tools they need to deal with various facets of data science practice, including data collection and integration, exploratory data analysis, predictive modeling, descriptive modeling, data product creation, evaluation, and effective communication.
Mode of delivery	

Course contents

Introduction: What is Data Science?
    Big Data and Data Science hype and getting past the hype
    Why now? - Datafication
    Current landscape of perspectives
    Skill sets needed / Data Science Teams
    Data Catalog
    Plan a Data Science Project & measure success of a DS project
    Digital Transformation strategies

Statistical Inference
    Populations and samples
    Statistical modeling, probability distributions, fitting a model

Exploratory Data Analysis and the Data Science Process
    Basic tools (plots, graphs and summary statistics) of EDA
    Philosophy of EDA
    The Data Science Process

Three Basic Machine Learning Algorithms
    Linear Regression
    k-Nearest Neighbors (k-NN)
    k-means

One More Machine Learning Algorithm and Usage in Applications
    Motivating application: Filtering Spam
    Why Linear Regression and k-NN are poor choices for Filtering Spam
    Naive Bayes and why it works for Filtering Spam
    Data Wrangling: APIs and other tools for scrapping the Web

Feature Generation and Feature Selection (Extracting Meaning From Data)
    Motivating application: user (customer) retention
    Feature Generation (brainstorming, role of domain expertise, and place for imagination)
    Feature Selection algorithms
    Filters; Wrappers; Decision Trees; Random Forests

Recommendation Systems: Building a User-Facing Data Product
    Algorithmic ingredients of a Recommendation Engine
    Dimensionality Reduction
    Singular Value Decomposition
    Principal Component Analysis

Mining Social-Network Graphs
    Social networks as graphs
    Clustering of graphs
    Direct discovery of communities in graphs
    Partitioning of graphs
    Neighborhood properties in graphs

Data Science and Ethical Issues
    Discussions on privacy, security, ethics
    A look back at Data Science
    Next-generation data scientists

Recommended reading

Planned learning activities and teaching methods

Assessment methods and criteria	
Language of instruction	English

COURSE DESCRIPTION

GENERAL DATA

Course Unit Titel	Winter School: Entrepreneurship in Family Firms		
Module			
Course Unit Code	IFLV6562	**Type of Course Unit**	ILV
Level of Course Unit	Bachelor	**Year of Study**	1
Semester	Spring 2022	**ECTS credits allocated**	3.000

SPECIAL INFORMATION

Name of lecturer(s)	FH-Prof. PD MMag. Dr. habil. Anita Zehrer, Mag. Gundula Glowka, Valerie Nickel, BSc, BSc, MSc

Objective of the course (Learning Outcomes)	This module aims to provide students with a core understanding of entrepreneurship, theory and practice through a blend of theoretical and experiential learning activities. This course explores and develops an understanding of entrepreneurship and the wider enterprise business environment. The course explores and covers theoretical concepts relating to entrepreneurship, idea development, creativity and innovation management, market analysis, strategic planning, resource management, operations management, financial planning, ethical/social enterprise, marketing and the role of the digital environment, as well as growth and internationalisation. Illustrated with real-life examples, this course aims to provide students with a critical understanding of the process of entrepreneurship both in theory and in practice.

Specifically, the course aims to:
• To raise awareness of the importance of entrepreneurship in the 21st century.
• Introducing students to establish and emerging entrepreneurship methodologies.
• Provide a deeper understanding of contemporary issues related to entrepreneurship theory and practice.
• Demonstrate the role and importance of entrepreneurship to the Global economy.
• Illustrate the ways in which entrepreneurship occurs in a variety of contexts.
• Develop an understanding of entrepreneurial fundamentals (from opportunity identification and idea development to marketing and operations).
• Develop student knowledge of the internal environment of the enterprise and its operations.
• Enable students to acquire and develop an understanding of key entrepreneurial skills and tools.
• Understand how businesses grow and the changing role of the entrepreneur.
• Provide the opportunity to practice some entrepreneurial skills.
• Provide practical experience of setting up a business
• Develop understanding of organisational forms and structures.
• Introduce students to the marketing function and business planning.
• Develop student understanding of the interconnectedness between core elements of the business and its operation.
2
• Enable students to acquire and develop understanding, knowledge and skills related to managing an entrepreneurial venture.
• Enhance business skills via an understanding of the practical application of theoretical knowledge through assessment and guest speakers.
• Engagement with the wider entrepreneurial ecosystem
• To assist the development of skills (particularly critical evaluation of academic research, diagnostic, problem solving, team/group working, communication, written, presentation and IT skills) through both formative classroom based work and summative assessment.

The course involves lectures and tutorials, both of which will be highly interactive. Class participation is compulsory both in individual and group activities which encourages creative thinking and 'learning by doing'. Class participation is highly rewarded and expected. Moreover, this class is designed to operate as a stepping stone for other classes in the second and third year of your studies. Therefore, you are expected to immerse yourself in its integrated design. Lectures provide the theory, the assignments are linked to practice and tutorials bridge the gap between the theory and practice.

Mode of delivery

Course contents	1. Entrepreneurial Mindset Chapter 1 Learning Objectives 01: To introduce the concept of entrepreneurship and explain the process of entrepreneurial action. 02: To describe how structural similarities enable entrepreneurs to make creative mental leaps. 03: To highlight bricolage as a source of entrepreneurs' resourcefulness. 04: To introduce effectuation as a way expert entrepreneurs sometimes think. 05: To develop the notion that entrepreneurs cognitively adapt 06: To introduce sustainable entrepreneurship as a means of sustaining the natural environment and communities and developing gains for others. 2. Generating and Exploiting New Entries Chapter 3 Learning Objectives 01: To understand that the essential act of entrepreneurship involves new entry. 02: To be able to think about how an entrepreneurial strategy can first generate, and then exploit over time, a new entry. 03: To understand how resources are involved in the generation of opportunities. 04: To be able to assess the attractiveness of a new entry opportunity. 05: To acknowledge that entrepreneurship involves making decisions under conditions of uncertainty. 06: To be able to assess the extent of first-mover advantages and weigh them against first-mover disadvantages. 07: To understand that risk is associated with newness but there are strategies that the entrepreneur can use to reduce risk. 3. Creativity and the Business Idea Chapter 4 Learning Objectives 01: To identify various sources of ideas for new ventures. 02: To discuss methods available for generating new venture ideas. 03: To discuss creativity and creative problem solving techniques. 04: To discuss the importance of innovation. 05: To understand and be able to develop an opportunity assessment plan. 06: To discuss the aspects of the product planning and development process. 07: To discuss aspects of e-commerce. 4. Protecting the idea Chapter 6 Learning Objectives 01: To identify and distinguish intellectual property assets of a new venture including software and websites. 02: To understand the nature of patents, the rights they provide, and the filing process. 03: To understand the purpose of a trademark and the procedure for filing. 04: To learn the purpose of a copyright and how to file for one. 05: To identify procedures that can protect a venture's trade secrets. 06: To understand the value of licensing to either expand a business or start a new venture. 07: To recognize the implications of new legislation that affects board of directors and internal auditing processes for public companies. 08: To illustrate important issues related to contracts, insurance, and product safety and liability. 5. The Business Plan: Creating and Starting the Venture Chapter 7 Learning Objectives 01: To define what the business plan is, who prepares it, who reads it, and how it is evaluated. 02: To understand the scope and value of the business plan to investors, lenders, employees, suppliers, and customers. 03: To identify information needs and sources for each critical section of the business plan. 04: To enhance awareness of the value of the Internet as an information resource and marketing tool. 05: To present examples and a step-by-step explanation of the business plan. 06: To present helpful questions for the entrepreneur at each stage of the planning process. 07: To understand how to monitor the business plan. 08: To understand the importance of contingency planning 6. The Marketing Plan Chapter 8 Learning Objectives 01: To understand the relevance of industry and competitive analysis to the market planning process. 02: To describe the role of marketing research in determining marketing strategy for the marketing plan. 03: To illustrate an effective and feasible procedure for the entrepreneur to follow in engaging in a market research study. 04: To define the steps in preparing the marketing plan. 05: Understanding how to prepare a marketing budget. 06: To illustrate different creative strategies such as social media that may be used to differentiate or position the new venture's products or services. 7. The Organizational Plan Chapter 9 Learning Objectives 01: To understand the importance of the management team in launching a new venture. 02: To understand the advantages and disadvantages of the alternative legal forms for organizing a new venture. 03: To explain and compare the S corporation and limited liability company as alternative forms of incorporation. 04: To understand the implicatio
Recommended reading	
Planned learning activities and teaching methods	The course comprises an interactive mix of lectures, discussions and individual and group work.

Assessment methods and criteria	Project work
Language of instruction	English

COURSE DESCRIPTION

GENERAL DATA

Course Unit Titel	Entrepreneurship		
Module			
Course Unit Code	IFLV6589	**Type of Course Unit**	ILV
Level of Course Unit	Bachelor	**Year of Study**	
Semester	Spring 2022	**ECTS credits allocated**	3.000

SPECIAL INFORMATION

Name of lecturer(s)	Ranjit Das

Objective of the course (Learning Outcomes)	This module aims to provide students with a core understanding of entrepreneurship, theory and practice through a blend of theoretical and experiential learning activities. This course explores and develops an understanding of entrepreneurship and the wider enterprise business environment. The course explores and covers theoretical concepts relating to entrepreneurship, idea development, creativity and innovation management, market analysis, strategic planning, resource management, operations management, financial planning, ethical/social enterprise, marketing and the role of the digital environment, as well as growth and internationalisation. Illustrated with real-life examples, this course aims to provide students with a critical understanding of the process of entrepreneurship both in theory and in practice.
	Specifically, the course aims to:
	• To raise awareness of the importance of entrepreneurship in the 21st century.
	• Introducing students to establish and emerging entrepreneurship methodologies.
	• Provide a deeper understanding of contemporary issues related to entrepreneurship theory and practice.
	• Demonstrate the role and importance of entrepreneurship to the Global economy.
	• Illustrate the ways in which entrepreneurship occurs in a variety of contexts.
	• Develop an understanding of entrepreneurial fundamentals (from opportunity identification and idea development to marketing and operations).
	• Develop student knowledge of the internal environment of the enterprise and its operations.
	• Enable students to acquire and develop an understanding of key entrepreneurial skills and tools.
	• Understand how businesses grow and the changing role of the entrepreneur.
	• Provide the opportunity to practice some entrepreneurial skills.
	• Provide practical experience of setting up a business
	• Develop understanding of organisational forms and structures.
	• Introduce students to the marketing function and business planning.
	• Develop student understanding of the interconnectedness between core elements of the business and its operation.
	2
	• Enable students to acquire and develop understanding, knowledge and skills related to managing an entrepreneurial venture.
	• Enhance business skills via an understanding of the practical application of theoretical knowledge through assessment and guest speakers.
	• Engagement with the wider entrepreneurial ecosystem
	• To assist the development of skills (particularly critical evaluation of academic research, diagnostic, problem solving, team/group working, communication, written, presentation and IT skills) through both formative classroom based work and summative assessment.
	The course involves lectures and tutorials, both of which will be highly interactive. Class participation is compulsory both in individual and group activities which encourages creative thinking and 'learning by doing'. Class participation is highly rewarded and expected. Moreover, this class is designed to operate as a stepping stone for other classes in the second and third year of your studies. Therefore, you are expected to immerse yourself in its integrated design. Lectures provide the theory, the assignments are linked to practice and tutorials bridge the gap between the theory and practice.
Mode of delivery	

Course contents	1. Entrepreneurial Mindset Chapter 1 Learning Objectives 01: To introduce the concept of entrepreneurship and explain the process of entrepreneurial action. 02: To describe how structural similarities enable entrepreneurs to make creative mental leaps. 03: To highlight bricolage as a source of entrepreneurs' resourcefulness. 04: To introduce effectuation as a way expert entrepreneurs sometimes think. 05: To develop the notion that entrepreneurs cognitively adapt 06: To introduce sustainable entrepreneurship as a means of sustaining the natural environment and communities and developing gains for others. 2. Generating and Exploiting New Entries Chapter 3 Learning Objectives 01: To understand that the essential act of entrepreneurship involves new entry. 02: To be able to think about how an entrepreneurial strategy can first generate, and then exploit over time, a new entry. 03: To understand how resources are involved in the generation of opportunities. 04: To be able to assess the attractiveness of a new entry opportunity. 05: To acknowledge that entrepreneurship involves making decisions under conditions of uncertainty. 06: To be able to assess the extent of first-mover advantages and weigh them against first-mover disadvantages. 07: To understand that risk is associated with newness but there are strategies that the entrepreneur can use to reduce risk. 3. Creativity and the Business Idea Chapter 4 Learning Objectives 01: To identify various sources of ideas for new ventures. 02: To discuss methods available for generating new venture ideas. 03: To discuss creativity and creative problem solving techniques. 04: To discuss the importance of innovation. 05: To understand and be able to develop an opportunity assessment plan. 06: To discuss the aspects of the product planning and development process. 07: To discuss aspects of e-commerce. 4. Protecting the idea Chapter 6 Learning Objectives 01: To identify and distinguish intellectual property assets of a new venture including software and websites. 02: To understand the nature of patents, the rights they provide, and the filing process. 03: To understand the purpose of a trademark and the procedure for filing. 04: To learn the purpose of a copyright and how to file for one. 05: To identify procedures that can protect a venture's trade secrets. 06: To understand the value of licensing to either expand a business or start a new venture. 07: To recognize the implications of new legislation that affects board of directors and internal auditing processes for public companies. 08: To illustrate important issues related to contracts, insurance, and product safety and liability. 5. The Business Plan: Creating and Starting the Venture Chapter 7 Learning Objectives 01: To define what the business plan is, who prepares it, who reads it, and how it is evaluated. 02: To understand the scope and value of the business plan to investors, lenders, employees, suppliers, and customers. 03: To identify information needs and sources for each critical section of the business plan. 04: To enhance awareness of the value of the Internet as an information resource and marketing tool. 05: To present examples and a step-by-step explanation of the business plan. 06: To present helpful questions for the entrepreneur at each stage of the planning process. 07: To understand how to monitor the business plan. 08: To understand the importance of contingency planning 6. The Marketing Plan Chapter 8 Learning Objectives 01: To understand the relevance of industry and competitive analysis to the market planning process. 02: To describe the role of marketing research in determining marketing strategy for the marketing plan. 03: To illustrate an effective and feasible procedure for the entrepreneur to follow in engaging in a market research study. 04: To define the steps in preparing the marketing plan. 05: Understanding how to prepare a marketing budget. 06: To illustrate different creative strategies such as social media that may be used to differentiate or position the new venture's products or services. 7. The Organizational Plan Chapter 9 Learning Objectives 01: To understand the importance of the management team in launching a new venture. 02: To understand the advantages and disadvantages of the alternative legal forms for organizing a new venture. 03: To explain and compare the S corporation and limited liability company as alternative forms of incorporation. 04: To understand the implicatio
Recommended reading	
Planned learning activities and teaching methods	The course comprises an interactive mix of lectures, discussions and individual and group work.

Assessment methods and criteria	Project work

COURSE DESCRIPTION

GENERAL DATA

Course Unit Titel	Innovation & Entrepreneurship in the Service Sector		
Module			
Course Unit Code	IFLV6525	**Type of Course Unit**	ILV
Level of Course Unit	Bachelor	**Year of Study**	
Semester	Spring 2022	**ECTS credits allocated**	3.000

SPECIAL INFORMATION

Name of lecturer(s)	Vincent Magnini, PhD
Objective of the course (Learning Outcomes)	Within the context of entrepreneurial firms, the overarching purpose of this course is to improve students' ability to generate and implement innovative concepts within service sector industries to enhance competitiveness. More specifically, the objectives are to apply innovation to: 1) the customer interfaces; 2) the internal dynamics within the firm that influence innovation; and 3) the external marketing activities.
Mode of delivery	
Course contents	**Vincent Magnini, PhD**: Fostering cultures in entrepreneurial firms in which a steady stream of innovative ideas is generated, implemented, and evaluated using the following framework: Interactional marketing: This course addresses how to apply such innovative concepts in the area of customer interface through service design, script deviation, and atmospherics. Internal marketing: The culture of innovation should be throughout the entrepreneurial firm; therefore, internal dynamics of team performance and motivation are examined. External marketing: Because all entrepreneurial firms must entice potential customers to try their offerings, innovative practices in social media and guerilla marketing are also covered. All of the above concepts will be taught using a blend of theory and practice. That is, academic research will anchor innovative strategies and tactics.

Recommended reading	Recommended reading:
	Anning-Dorson, T., Hinson, R. E., Amidu, M., & Nyamekye, M. B. (2018). Enhancing service firm performance through customer involvement capability and innovativeness. Management Research Review, 41(11), 1271-1289.
	Barrett, M., Davidson, E., Prabhu, J., & Vargo, S. L. (2015). Service innovation in the digital age: key contributions and future directions. MIS quarterly, 39(1), 135-154.
	Biswas, D., Szocs, C., Chacko, R., & Wansink, B. (2017). Shining light on atmospherics: How ambient light influences food choices. Journal of Marketing Research, 54(1), 111-123.
	Magnini, V. P., Crotts, J. C., & Zehrer, A. (2011). Understanding customer delight: An application of travel blog analysis. Journal of Travel Research, 50(5), 535-545.
	Salunke, S., Weerawardena, J., & McColl-Kennedy, J. R. (2013). Competing through service innovation: The role of bricolage and entrepreneurship in project-oriented firms. Journal of Business Research, 66(8), 1085-1097.
	Vilaplana, A., & Yamanaka, T. (2015). Effect of Smell in Space Perception. International Journal of Affective Engineering, 14(3), 175-182.
	Vink, J., Edvardsson, B., Wetter-Edman, K., & Tronvoll, B. (2019). Reshaping mental models–enabling innovation through service design. Journal of Service Management, 30(1), 75-104.
	Wetter-Edman, K., Vink, J., & Blomkvist, J. (2018). Staging aesthetic disruption through design methods for service innovation. Design Studies, 55, 5-26.
	Witell, L., Snyder, H., Gustafsson, A., Fombelle, P., & Kristensson, P. (2016). Defining service innovation: A review and synthesis. Journal of Business Research, 69(8), 2863-2872.
	Witell, L., Gebauer, H., Jaakkola, E., Hammedi, W., Patricio, L., & Perks, H. (2017). A bricolage perspective on service innovation. Journal of Business Research, 79, 290-298.
Planned learning activities and teaching methods	The course comprises an interactive mix of lectures, discussions and individual and group work.
Assessment methods and criteria	Exam

mentoring the motivated.

MCI MANAGEMENT CENTER INNSBRUCK
6020 Innsbruck / Austria, Universitaetsstrasse 15
+43 512 2070-0, office@mci.edu, www.mci.edu

MCI®
MANAGEMENT CENTER
INNSBRUCK

COURSE DESCRIPTION

GENERAL DATA

Course Unit Titel	Innovation Strategy		
Module			
Course Unit Code	IFLV6588	**Type of Course Unit**	ILV
Level of Course Unit	Bachelor	**Year of Study**	
Semester	Spring 2022	**ECTS credits allocated**	3.000

SPECIAL INFORMATION

Name of lecturer(s)	Dr. Yevgen Bogodistov
Objective of the course (Learning Outcomes)	Innovation management at the intersection of Innovation, Digital Technology, and Strategy has to deal with very diverse challenges: e.g., how to unleash creativity in the organization, how to set up an innovation-oriented organisation, how to tap into customer's innovation potential, how to identify the potential value of new digital technologies, how to select the right ideas, how to manage innovation projects and teams, and how to bring an innovation successfully into the market and capture the resulting monetary value, and many others. The module sets out to discuss the key challenges that come along with innovation and its strategic implementation. In this course, we try to links environmental challenges with a company's innovation approach.
Mode of delivery	
Course contents	In this course, we try to work on three different levels. First, we start with the creativity and how to produce a new idea. Idea creation happens on the individual level. Second, we need to build a bridge from an idea to an innovation which happens on the organisation level. Each organisation needs to see potential in an idea, select few ideas of many, and bring them to the market. Third, we need to think about the market level – how will competitors react on your innovation, how can you protect your idea, how can you position your idea in order to make it sustainable with regard to long-term profits. At the same level, we have to think about the perception of your idea. Perception of innovation is a cultural matter – not every idea fits the market and the consumers' expectations. During our classes, we work on all three levels in order to equip you with knowledge and skills necessary to make you and your organisation profitable. Knowledge: On successful completion of this module, students will bel able to: • Distinguish core concepts of innovation and their different forms from incremental to radical • Identify the particularities of digital technologies and how those affect the way innovation management happens • Judge the different components of the innovation strategy and its impact on sustained firm's success • Understand innovation management within a firm • Estimate cultural aspects of innovation Competence: After successfully completing this module, students will be able to: • Ideate and build bridge from an idea to an innovation • Strategically position their innovation • Evaluate strategic options for solving challenges associated with innovation

Recommended reading	Grant, Robert M., and Judith Jordan. 2015. Foundations of Strategy. 2nd ed. Chichester, West Sussex: Wiley
	Cohen, Wesley M., and Daniel A. Levinthal. 1990. "Absorptive Capacity: A New Perspective on Learning and Innovation." Administrative Science Quarterly 35 (1): 128–52
	David, P. A. (1985). Clio and the Economics of QWERTY. The American economic review, 75(2), 332-337.
	Fiske, Alan Page. 1992. "The Four Elementary Forms of Sociality: Framework for a Unified Theory of Social Relations." Psychological Review 99 (4): 689–723
Additonal literature	Pearce, J. & Robinson, R. (2010). Strategic Management – Formulation, Interpretation, and Control.
	Schilling, M. (2016). Strategic Management of Technological Innovation. New York: McGraw-Hill.
	Shuradze, Giorgi, Yevgen Bogodistov, and Heinz-Theo Wagner. 2018. "The Role of Marketing-Enabled Data Analytics Capability and Organizational Agility for Innovation: Empirical Evidence from German Firms." International Journal of Innovation and Technology Management 22 (4): 1850037
Planned learning activities and teaching methods	In this course, we will have a series of lectures with discussion. We also run an innovation strategy simulation (online). Group work is performed both during lectures and as a part of the simulation.
Assessment methods and criteria	

COURSE DESCRIPTION

GENERAL DATA

Course Unit Titel	International Human Resource Management		
Module			
Course Unit Code	IFLV6503	**Type of Course Unit**	ILV
Level of Course Unit	Bachelor	**Year of Study**	
Semester	Spring 2022	**ECTS credits allocated**	3.000

SPECIAL INFORMATION

Name of lecturer(s)	Dr. Wendy Becker
Objective of the course (Learning Outcomes)	The objective of this course is to help students gain insight and appreciation for the complexities of operating a business in the international context; specifically, the importance of human resource management.
Mode of delivery	face-to-face
Course contents	This course explores the importance of human resource management in the context of international business, including topics such as culture, globalization, strategic HR, customer focus, social responsibility, cultural agility, leadership, and the changing characteristics of the workforce. **Dr. Wendy Becker**: Lecture, case study, individual exercises, online assignments.
Recommended reading	Several short reading assignments in IHRM
Planned learning activities and teaching methods	Lectures, cases, exercises, video cases, discussion
Assessment methods and criteria	Test written examination Exams will either take place during the course (e.g. last day) or on a date agreed upon by the students and the lecturer after the course. Missing the exam will result in a negative grade. Taking the exams at an alternative date and/or re-exams are not possible. Cheating is not allowed and leads to a negative grade, as well as possible further sanctions (exclusion of study program; notification of your home university; etc.).

MCI MANAGEMENT CENTER INNSBRUCK
6020 Innsbruck / Austria, Universitaetsstrasse 15
+43 512 2070-0, office@mci.edu, www.mci.edu

mentoring the motivated.

COURSE DESCRIPTION

GENERAL DATA

Course Unit Titel	International Marketing		
Module			
Course Unit Code	IFLV6512	**Type of Course Unit**	ILV
Level of Course Unit	Bachelor	**Year of Study**	
Semester	Spring 2022	**ECTS credits allocated**	3.000

SPECIAL INFORMATION

Name of lecturer(s)	Rene Dentiste Mueller, Ph.D.
Objective of the course (Learning Outcomes)	The objective of this course is for you to gain a basic overview and understanding of global marketing opportunities, problems, and strategies. Specifically, students will learn about the impact of global environmental factors on marketing decisions and acquire knowledge about major international marketing concepts. Also, students should appreciate basic cross cultural sensitivities and skills that will enable you to identify, analyze, and solve international marketing problems. Upon completion of this course students will understand the basics of global business environments and trends of trade and how it impacts the marketing of firms.
Mode of delivery	face-to-face
Course contents	1) Global Business Environments and Trends 2) International Marketing Opportunities 3) Globalization and its Impact on Marketing 4) Socio-Cultural and Political-Legal Environments 5) International Marketing Research 6) International Market Segmentation/Selection 7) International Product, Pricing, Promotion, and Distribution Decisions 8) Ethical and Legal issues in International Marketing
Recommended reading	International Marketing, 18th ed. by Cateora, Gilly, Graham and Money. ISBN: 9781259712357
Planned learning activities and teaching methods	Planned learning activities and teaching methods - Lecture, Case Studies, Project-Based Learning
Assessment methods and criteria	Homework Assessment methods and criteria - Exams and Project (written and oral presentations)

mentoring the motivated.

MCI MANAGEMENT CENTER INNSBRUCK
6020 Innsbruck / Austria, Universitaetsstrasse 15
+43 512 2070-0, office@mci.edu, www.mci.edu

MCI
MANAGEMENT CENTER
INNSBRUCK

COURSE DESCRIPTION

GENERAL DATA

Course Unit Titel	Introduction to International Business		
Module			
Course Unit Code	IFLV6535	**Type of Course Unit**	ILV
Level of Course Unit	Bachelor	**Year of Study**	
Semester	Spring 2022	**ECTS credits allocated**	3.000

SPECIAL INFORMATION

Name of lecturer(s)	Dr. Phani Adidam, Ph.D.
Objective of the course (Learning Outcomes)	Business today is by all measures -- global. No business or industry of any size is immune from the global environment. Even small businesses that purchase and sell only in the domestic market are subject to competition from products coming into the domestic market from overseas or from global issues when their suppliers or consumers become global. Therefore, even employees of such companies are affected by the global environment. Understanding the global economy, therefore, is necessary for all engaged in business and careers regardless of the size or type of business or career endeavor. This course is designed for all majors who will ultimately be engaged in the business of their chosen careers. A basic understanding of the global business environment is essential in the students working in their area of expertise. Given the academic diversity, this course will consist of the basic areas of international business. In general, the major topics of global business will be discussed to give students a working vocabulary and basic level of knowledge and skills involved in today's global business.
Mode of delivery	
Course contents	During the course we will examine a number of key issues in international business including: the international environment; political, economic, cultural and legal aspects of the foreign environment; topics relating to how management deals with a variety of forces such as international marketing, import/export practices, human resources management, global operations management, financial management and strategic management and control; opportunities in the global market; and theoretical and applied examples of international trade. **Dr. Phani Adidam, Ph.D.**: Globalization and International Business Cultural Environments Facing International Business Economic Environments Facing International Business The Political and Legal Environments Facing Business Cross Cultural Negotiations The Strategy of International Business Global Strategic Alliances International Business Focus on Austria
Recommended reading	The Economist http://www.economist.com/ Wall Street Journal http://online.wsj.com/public/us Bloomberg http://www.bloomberg.com Fortune http://www.fortune.com Forbes http://www.forbes.com Far Eastern Economic Review http://www.feer.com

Planned learning activities and teaching methods	Teaching Methods: This course will be delivered in a blended manner. Each day, we will have two and one-half hours of synchronous lectures via Zoom. You will be logging in to Zoom from your respective places at 1400 hours (CEST, which is Austrian time). The rest of the course will be offered asynchronously. You will be expected to watch the lecture videos, submit the relevant assignments, and participate in the Forums on Sakai as per the schedule mentioned in the course page on Sakai.
Assessment methods and criteria	Case analysis (20 points) Country snapshot paper (30 points) Discussion forum participation (10 points) Final quiz (30 points) Professionalism (10 points)

COURSE DESCRIPTION

GENERAL DATA

Course Unit Titel	Organizational Behavior		
Module			
Course Unit Code	IFLV6516	**Type of Course Unit**	ILV
Level of Course Unit	Bachelor	**Year of Study**	
Semester	Spring 2022	**ECTS credits allocated**	3.000

SPECIAL INFORMATION

Name of lecturer(s)	Prof. Karen Boroff, Ph.D.
Objective of the course (Learning Outcomes)	The mission of MCI, in part, is to center teaching and research toward applied, business-relevant and solution-oriented themes. To that end, this course supports this mission by striving to transform concepts into practice. Specifically, . at the conclusion of this course, students will understand the management function of leading, broadly defined. . at the conclusion of this course, students will have applied their newly learned leading concepts in an array of experiential exercises, which will improve their ability to manage and lead themselves and others in organizations.
Mode of delivery	

Course contents	Course Overview: "Why did they do that?" is a question frequently posed in organizations. The study of organizational behavior will provide students the theoretical foundations to help explain why individuals, groups, and organizations behave the way they do. It will also help the student become more competent to manage and lead organizations, to bring about desired change, and to improve organizational effectiveness. Integrity and House Rules for this Course: Honest work is to be lauded and protected. Hence, no instances of academic dishonesty will be tolerated, either by the instructor or by students in this class. Dishonesty can and has impacted the reputations of others, even if they were not a party to the dishonesty. It has ruined livelihoods and lives. So, we cherish honesty as a basic value. As students who are striving to become professionals in business, we must practice now how to conduct ourselves. If an employer came to our classroom to speak to students, what first impressions would she or he have of us by our appearance or our demeanor? We are all responsible for establishing and maintaining a wholesome learning environment, just as professionals strive to do the same in their work environment. So, MCI has established House Rules and we abide by these, so as to advance the learning environment for everyone. We remind ourselves of other behaviors of professionals. . Professionals do not come to work late or lapse on work due dates and, as students, neither do we in this course. . Professionals send emails to one another with subject headings, which give the readers a quick idea of the issue at hand. The emails have salutations. The first sentence of the transmittal tells the reader what the email is about and what is requested by the sender for the reader to do. Emails are logical, grammatically correct, and composed of full sentences. Emails are not used when the recipient is expected to tend to an issue between 8 pm and 8:30 am. Phone calls are best when immediate attention is needed. . Professionals stay attentive to the task at hand. If they sense that they may be losing the drift of a meeting or start to fall asleep, they take action (do isometrics, stretch themselves, get up from their seat and walk to the back of a meeting room, as examples). We expect the same for ourselves in class. Professionals do not "up and leave" a meeting in the middle of it, and we do not "up and leave" in the middle of our class. . Professionals do not allow themselves to be distracted by electronic devices. Cell phones are turned off and not to be used in class. Laptops can be used to take notes but laptop privileges will be taken away for uses not related to the class.
Recommended reading	Stephen P. Robbins and Timothy A. Judge. 2015. Organizational Behavior, 16th Edition. Pearson. Students can also purchase the 14th or 15th editions. The instructor will distribute her lecture slides to help students master the materials. (Text) Simulation: Change Management Simulation by Harvard Business Publishing, purchased by November 21, 2016. (Sim) This will be the basis for the final examination Students will also be required to give 1 Euro for a classroom exercise, to be paid to the instructor by November 22, 2016.
Planned learning activities and teaching methods	
Assessment methods and criteria	The following are the required work products, and their associated point values, for the course. Three Written Memos (each worth 150 points): 450 points Final Examination Simulation Outcome: 100 Final Examination Essay: 200 Class Attendance, Participation and Discussion: 250 Total: 1000 points Points will be converted to a percentage and will adhere to the MCI Grading Scale. Each of these requirements is discussed below.