

DOING BUSINESS AND MANAGEMENT IN CENTRAL AND EASTERN EUROPE

Course coordinator : **Zsuzsa DELI-GRAY**

Course Information

Total of course hours : **23,00** — ECTS credits : 3,5

Teaching language : **English**

OVERALL DESCRIPTION

Drawing on insights from leaders in diverse fields, this course is designed to help participants to develop a deeper understanding of the issues that confront regional and global managers today and to prepare them for leadership roles in regional organizations or to become regionally/globally successful entrepreneurs. The course is designed to provide different perspectives about the opportunities and challenges of doing business in Central and Eastern Europe, from guest speakers that range from Ambassadors, through highly respected academics to industry leaders.

LEARNING GOALS & LEARNING OBJECTIVES

1 Leadership, strategy and decision-making

1.1 Graduates will know current theories and concepts of leadership.

1.3 Graduates will be capable of identifying the overall stakes of a situation, analyse different options, and assess their implications.

2 Managerial skills

2.3 Graduates will possess a global mindset and adopt an international perspective in the management of their projects and missions.

3 Ethics

3.1 Graduates will know the ethical principles and rules of their profession.

4 Specific competences according to the Master 1 specialisation track.

4.1 Graduates will demonstrate critical thinking and creative problem-solving in management practice.

4.2 Graduates will have good command of project management methodology and of the tools for effective management of the human resources involved.

ORGANIZATION

Session1 : Session 1

Course introduction.

What was it like to bring an American multinational company into the Central Eastern Europe region in the '90s? A case study of introducing American Express into the Hungarian Market.

An overview of the Global Traveler's Check Business of American Express.

Assignment of Country Presentations.

Readings and homework

None

Session2 : Session 2

An in-depth look into the political, cultural and economic challenges and opportunities of Albania. Special focus is placed on the business opportunities that Albania can offer in terms of investment and trade (export-import).

Guest Speaker:

A group discussion of what was learnt from the presentation. Would they invest in Albania, and in what sector?

Readings and homework

None

Session3 : Session 3

A look into the dynamics of the Tourism Industry. Presentation about the Tourism industry of Hungary, with special focus on how to increase tourism revenues of the country. The 'Hardware' and 'Software' metaphor, and their impacts on the creation of a quality tourism product.

Feasibility Studies through the lens of a real-life hotel development case: developing a Boutique Hotel in Novi Vinodolski, Croatia.

A group discussion of what was learnt from the presentation.

Readings and homework

None

Session4 : Session 4

Field visit to the offices of KRAFT & Associates, with an introduction to its activities, and a look into how a hotel project is developed in real life. What are the steps, who are the stakeholders? What are investors looking for in Hungary, and the region? Presentation of a comparison study between Vienna, Prague and Budapest in terms of hotel capacity. A group discussion of what was learnt from the presentation.

Readings and homework
None

Session5 : Session 5

An in-depth look into the political, cultural and economic challenges and opportunities of Belarus. How important is industry in the economy of Belarus, and what are the future prospects? A group discussion of what was learnt from the presentation.

Readings and homework
None

Session6 : Session 6

How to evaluate Export-Import opportunities in new markets. The "Value Chain", and margins. The role of producers, wholesalers, retailers. The considerations that go into appointing distributors. A group discussion of what was learnt from the presentation.

Readings and homework
None

Session7 : Session 7

A country- by- country review of geo-political and economic challenges and opportunities in Central Eastern Europe. A look into the role of the European Union in the growth of economies in Central Eastern Europe. What is the future of the European Union in the region? A group discussion of what was learnt from the presentation.

Readings and homework
Bring 3 questions to ask the guest performer

Session8 : Session 8

Students will gain insight into creating and maintaining a distribution network in the region. Different cultures and what to keep in mind in a professional setting. A success story of building a company in Hungary.

Readings and homework
None

Session9 : Session 9

An in-depth look into the opportunities and challenges of the Croatian tourism. What governmental programs have been developed to support tourism growth in Croatia? What tools can be used to tackle the challenge of seasonality? Success stories, and future outlook.

Readings and homework
None

Session10 : Session 10

The differences between the Startup Ecosystems in Central Eastern Europe and the United States. Comparison of the important metrics of Venture Capital investments. How different is the approach to Innovation and Entrepreneurship between the two? A group discussion of what was learnt from the presentation, sharing examples of the success stories research as homework.

Readings and homework
Research one startup success story of Central Eastern Europe. What was its growth path? What can be known about the entrepreneurs? What were the key factors for its success?

Session11 : Session 11

Central Eastern Europe from a Headhunter's perspective, The challenges in hiring, training, and retention, Cultural differences and their impact on company culture, HR management. What global trends are affecting the employment market in Central Eastern Europe? A future outlook on changes to the workplace. Some advice on career development.

Readings and homework
None

Session12 : Session 12

From Banker to Entrepreneur: a career path and business opportunities in Central Eastern Europe. How does the banking sector work, and what do bankers do? What areas are preferred in terms of investment in Hungary, Romania, and the region? How to enter the agricultural industry, what are the strengths of land in Hungary, Romania and the region. A real life story on being a Dutch serial entrepreneur in Central Eastern Europe.

Readings and homework

ASSESSMENT

	% of final grade	Assessment type %	Duration (hours)
Final Exam (FE)	80	Written exams Individual 100	2,00
Midterm Exam (ME)			
Continuous Assessment (CA)	20	Oral exams Individual 50.0 Oral exams Group 50.0	

CROSS-CULTURAL MANAGEMENT

Course coordinator : **Zsuzsa DELI-GRAY**

Course Information

Total of course hours : **27,00** — ECTS credits : **4,00**

Teaching language : **English**

GENERAL INFORMATION ABOUT THE COURSE:

Special competence needed to sign up for the course (if any): None

Prerequisites (if any): None

Volume of personal work (hour/week) of students (how much time will the students need to learn the concepts, to do the homeworks and home assignments, etc. outside of classes): It is anticipated that the students should spend approximately 3 hours per week outside the classroom environment.

Description of personal work student have to do during the semester (what type of personal work, e.g. individual homework, individual readings, individual information search, etc.): Students on an individual level are primarily expected to demonstrate their progress by coming prepared and well informed to class sessions enabling them to be assessed on in-class tasks and participation. In addition to mere attendance, individual students are expected to show their involvement by being active in class discussion sessions, showing understanding and knowledge of pertinent concepts and topics. Furthermore, students are to be evaluated individually on 'synthesis' – the ability to contextualize and apply learned knowledge in new and relevant ways

Homeworks (during the whole semester what type and how many homeworks do the students have to do, will they be individual or group based works): All formal homework is to be group-based, and centred around the dual assignments forming 3/11 of the overall course grade. These are: Assignment 1 – Cultural Overview. Select one culture that is not represented in your group. Prepare a presentation explaining cultural differences, idiosyncracies and traits of the selected culture. Assignment 2 – Applied Cultural Analysis. Prepare and present a marketing plan or publicity campaign for a product or service that your group believes appropriate for your selected culture.

OVERALL DESCRIPTION

If one examines the variety of information, ideas, capital, media, cultural artifacts and indeed people of today, it can be seen that the boundaries, behaviours and borders that have historically separated one nation or social group from another are becoming increasingly permeable. This course is designed to help in comprehending the challenges of living, studying and working in a world in which students may be increasingly asked to interact with people who may differ from them in fundamental ways. Its primary objective is to help candidates become more adept at dealing with intercultural differences, and to provide the knowledge and skills that will help successful interaction with people and organizations from differing cultures

LEARNING GOALS & LEARNING OBJECTIVES

2 Intellectual capacities

2.2 Coordinate knowledge from different fields and synthesize complex data.

3 Interpersonal, teamwork and communication skills

3.2 Present results, debate and convince through the use of language appropriate to written and oral business communication.

4 Ethics and cultural as well as international awareness

4.3 Develop and apply cross-cultural skills in international and multicultural contexts.

ORGANIZATION

1. 1 session

Session 1 : Concepts and definitions of culture

Heroes, symbols and rituals. Iceberg and Onion metaphors for culture. Primary Socialization.

Readings and homework

Students will be given reading assignments on an ongoing basis in place of formal set texts. These assignments are discrete and unitary in nature and require the students to determine the pertinence and relevance of studied material in relation to the concepts and theories elaborated in class sessions.

2. 2 session

Session 1 : Individual vs group culture

Social groups and categories. Societies and universal values. Components of inter-cultural communication. Ethnocentricity vs Ethnorelativity. Staircase model of communication.

Readings and homework

Students will be given reading assignments on an ongoing basis in place of formal set texts. These assignments are discrete and unitary in nature and require the students to determine the pertinence and relevance of studied material in relation to the concepts and theories elaborated in class sessions.

3. 3 session

Session 1 : Critical thinking 1

Processing of signals and communications received. Fallacy detection, identification and categorization.

Readings and homework

Students will be given reading assignments on an ongoing basis in place of formal set texts. These assignments are discrete and unitary in nature and require the students to determine the pertinence and relevance of studied material in relation to the concepts and theories elaborated in class sessions.

4. 4 session

Session 1 : Critical thinking 2

Argumentation logic and mapping for culturally neutral and fallacy-free communication.

Readings and homework

Students will be given reading assignments on an ongoing basis in place of formal set texts. These assignments are discrete and unitary in nature and require the students to determine the pertinence and relevance of studied material in relation to the concepts and theories elaborated in class sessions.

5. 5 session

Session 1 : Culture and language

High vs low context communication. Non-verbal communication: proxemics, haptics, chronemics, kinesics, artifacts, vocalics and Environment.

Readings and homework

Students will be given reading assignments on an ongoing basis in place of formal set texts. These assignments are discrete and unitary in nature and require the students to determine the pertinence and relevance of studied material in relation to the concepts and theories elaborated in class sessions.

6. 6 session

Session 1 : Cultural dimensions – a global view

Hofstede's PDI, IDV, MAS, UA, LTO, IND research.

Readings and homework

Students will be given reading assignments on an ongoing basis in place of formal set texts. These assignments are discrete and unitary in nature and require the students to determine the pertinence and relevance of studied material in relation to the concepts and theories elaborated in class sessions.

7. 7 session

Session 1 : Specific case studies

Cultural dimensional assessment from an HR perspective. Site/company visit.

Readings and homework

Students will be given reading assignments on an ongoing basis in place of formal set texts. These assignments are discrete and unitary in nature and require the students to determine the pertinence and relevance of studied material in relation to the concepts and theories elaborated in class sessions.

8. 8 session

Session 1 : Presentation progress review and workshop. Interim Exam

Readings and homework

Students will be given reading assignments on an ongoing basis in place of formal set texts. These assignments are discrete and unitary in nature and require the students to determine the pertinence and relevance of studied material in relation to the concepts and theories elaborated in class sessions.

9. 9 session

Session 1 : Organizational Culture 1

Functions (and dysfunctions) of organizational culture. National vs organizational culture. 'Multifocus' model of corporate culture. Apple case study.

Readings and homework

Students will be given reading assignments on an ongoing basis in place of formal set texts. These assignments are discrete and unitary in nature and require the students to determine the pertinence and relevance of studied material in relation to the concepts and theories elaborated in class sessions.

10. 10 session

Session 1 : Organizational Culture 2

Cultural dimensions and typology of differing organizational cultures. Characteristics of (inter)national aspiration and expansion, Families, Eiffel Tower, Guided Missiles and Incubators (Trompenaars). 'Building' a corporate culture (HBR)

Readings and homework

Students will be given reading assignments on an ongoing basis in place of formal set texts. These assignments are discrete and unitary in nature and require the students to determine the pertinence and relevance of studied material in relation to the concepts and theories elaborated in class sessions.

11. 11 session

Session 1 : Organizational Culture 3

Corporate artifacts. Narratives, ceremonies and symbols. Industry examples of cultural 'shows' (Ogilvy, Google, Coca Cola, Walgreens, Axel Springer, PwC, Toyota.

Readings and homework

Students will be given reading assignments on an ongoing basis in place of formal set texts. These assignments are discrete and unitary in nature and require the students to determine the pertinence and relevance of studied material in relation to the concepts and theories elaborated in class sessions.

12. 12 session

Session 1 : Diversity vs multicultural

Confirmation bias. Multicultural group formation and performance. Sector specific (marketing) review of 'cultural clusters'. Interim Exam Review.

Readings and homework

Students will be given reading assignments on an ongoing basis in place of formal set texts. These assignments are discrete and unitary in nature and require the students to determine the pertinence and relevance of studied material in relation to the concepts and theories elaborated in class sessions.

13. 13 session

Session 1 : Revision, group presentation seminar/workshop

Group exercises (Barngra, BafaBafa, LAS)

Readings and homework

Students will be given reading assignments on an ongoing basis in place of formal set texts. These assignments are discrete and unitary in nature and require the students to determine the pertinence and relevance of studied material in relation to the concepts and theories elaborated in class sessions.

14. 14 session

Session 1 : Group Presentations and discussion

Readings and homework

Students will be given reading assignments on an ongoing basis in place of formal set texts. These assignments are discrete and unitary in nature and require the students to determine the pertinence and relevance of studied material in relation to the concepts and theories elaborated in class sessions.

ASSESSMENT

	% of final grade	Assessment type	%	Duration (hours)
Examen Final (EF)	60	Written exams Individual Oral exams Group	50 50	2,00
Examen Intermédiaire (EI)				
Contrôle Continu (CC)	20	Project Group	100	

BIBLIOGRAPHY

- Deresky, H. (2011). International Management: Managing Across Borders and Cultures 7th edition. Prentice Hall.
- Mead, R & Andrews, T.G. (2009). International Management. Wiley-Blackwell
- Hall, E.T. (1997) Beyond Culture Anchor Books edition. Anchor Books or Missana. S. (2010) In the Grip of Culture: Edward T. Hall
- Lustig M.W. and Koester, J. (2010) Intercultural Competence: Interpersonal Communication Across Cultures 6th Edition. Pearson