Swiss School of Business and Management Geneva (SSBM Geneva)

SSBM Geneva Program Outline

Global MBA

Method: Instructional Site

Duration of Program: 12 months/2 semesters

Total number of ECTS: min. 60

Avenue des Morgines 12, 1213 Genève

Switzerland

www.ssbm.ch

1. Enrollment criteria

Admission to MBA studies is granted to people who fulfil the following requirements:

- Hold a Bachelor's degree in the related field or an equivalent university degree.

  - Applicants who do not have a Bachelor's degree in the related field will have to complete at least 2 online management courses prior to being enrolled into master program and subject to the Recognition of Prior Learning policy. The Admissions Committee decides on the final number of the courses that have to be taken by the student.

- English requirements:

  - TOEFL, IELTS or Cambridge
  - Intensive English Program certificate
  - Previous education in English speaking or Bilingual school with an official certificate
  - Test/Interview with SSBM member staff (75 EUR cost which will be deducted from tuition fees upon enrolment).
  - If a candidate is not from a majority English-speaking country, then an evidence of English language competency is required.

2. Credit Transfer and Recognition of Prior Learning

Credit Transfer and Recognition of Prior Learning are described in the "Recognition of Prior Learning (RPL) Policy" of SSBM Geneva.

3. Graduation Requirements

Upon successful completion of the MBA program students will be awarded with an MBA with a selected specialization. To successfully complete the program, students must:

- Complete all program courses with a passing grade
- Have no outstanding financial obligations towards SSBM

Award of MBA with Distinction

MBA with Distinction, is awarded to students who meet the following terms:

- Complete their studies with an average grade score of minimum 90%:
  - For 6.0 grade scale minimum average grade of 5.5
  - For 4.0 grade scale minimum average grade of 4.0 (letter grade A)

4. Teaching Method and Learning Materials

This program is delivered entirely on site. Learning experience is further enhanced with the opportunity to attend SSBM Geneva webinars.

All learning materials for this program are made accessible through the SSBM Online Learning Portal.

Access to SSBM Connect is provided to all SSBM students. SSBM Connect is an online platform to socialize / exchange / engage and communicate with current students, alumni, professors and industry partners.

Access to SSBM e-Library and ESBCO (largest provider of research databases, e-journals, magazine subscriptions, e-books and discovery service) is provided to all students. SSBM Librarian is available to all students to further advance their access to literature.

5. Grading system

Grade elements are described in the course syllabus and consist of formative and summative assessments.

The numerical assessment at a module level is expressed in the following whole grade points and half-grade points in between:

6 = very good
5 = good
4 = sufficient
3 = insufficient (fail)
2 = weak (fail)
1 = very weak (fail)

A grade of 4.0 is equivalent to 60% of the minimum possible performance:

Percent Grade	6.0 Scale
95-100	6.0
90-94	5.5
85-89	5.0
80-84	4.5
60-79	4.0
50-59	3.5
40-49	3.0
30-39	2.5

Additional conversion table for 4.0 and letter grade scales (for international students):

Letter Grade	Percent Grade	4.0 Scale
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
D	60-69	1.0
F	< 60	0.0

The exam is passed if the total number of points equals to or is above 60.

6. Regular exam deadlines

If the student fails the 1st exam deadlines, he/she can attend regular examinations.

- Students who do not pass the exam in the 1st deadline take the next regular exam.
- Number of times the student can take the exam is 3+1, where the last one is considered as a commission exam. If the student fails, the commission exam he/she has to enroll in the course one more time.
- Commissions exam is held through the commission.
- Commission exam cannot be cancelled.
- Grade achieved on the exam is considered to be the final grade of the student.

If the student decides to refuse the grade achieved on the exam, he/she is obligated to communicate his/her decision to the head of the course and take another exam.

7. Program Outcomes

Master's core Learning Outcomes applicable to all Masters:

- Graduating students will demonstrate fundamental knowledge of the functional areas of business
- Master students will be able to demonstrate proficiency in technical and digital literacy.
- Master students will demonstrate effective teamwork and leadership roles
- Master students will demonstrate good written and oral communications skills
- Master students will be able to communicate effectively and efficiently
- Master students will acquire analytical skills

Program-specific Learning Outcomes:

- Demonstrate understanding of the importance of global finance
- Use and apply technology in the business environment context
- Analyze market strategies and understand how global organizations can benefit from business models

8. Program Specializations

Students choose a specialization by selecting additional courses (2-4) that are added to the core program curriculum. Specialization is dependent on the courses that the student chooses.

Global MBA specializations are the following:

- Global Finance and Banking
- Global and International Management
- Human Resource Management
- Marketing

9. Program Curriculum – Mandatory Courses

Course ID	Course	Lecturer	ECTS
	Project Management	Tatjana Kotarski	7
	Financial Statement analysis and reporting	Hrvoje Volarevic	6
	Leadership	Pilar Cabral Majerovic	6
	Organizational Behavior	Maja Vucic	5
	Data Analytics and Decision Making	Mario Silic	5
	Financial Management	Dario Silic	7
	Innovation and Change Management	Velimir Srica	5
	Human Resources Management	Aco Momcilovic	5
	Sales and Marketing Integration	Vesna Glisic	5
	Digital Business Acceleration	Damir Gavran	5
		TOTAL:	**56**

10. Specialization Curriculum – Elective Courses

Course ID	Course	Lecturer	ECTS
Global Finance and Banking			
	Strategic Risk Management (elective for Global MBA)	Drazen Rajakovic	4
	Tax Management (elective for Global MBA)	Pere Mioc	4
	Private Equity and venture capital	Pierre Matek	3
	Trading	Ivo Balen	3
	Company valuation and M&A	Petar Karlic	3
	Risk Management	Ozren Hudina	3
Global and International Management			
	Digital Gatekeepers	Martina Dragicevic	3
	Risk Management	Ozren Hudina	3
	AI for Managers	Aco Momcilovic	2
	Business Intelligence	Mirko Bilandzic	3
	Cross Cultural Management	Alex E. Asampong	5
	ESG	Ines Borcic	2
Human Resource Management			
	I as a Leader	Pilar Cabral Majerovic	2
	AI for Managers	Aco Momcilovic	2
	Business Intelligence	Mirko Bilandzic	3
	Cross Cultural Management	Alex E. Asampong	5
	ESG	Ines Borcic	2
Marketing			
	Customer Data Driven Marketing	Damir Gavran	7
	Strategic Marketing	Olesya Meskina	6

Course Descriptors

PROJECT MANAGEMENT

Course Description

The course introduces students to the basic concepts of project management. Effective management of projects implies knowledge of certain project methodology, developing and leading project teams to deliver results and to know business domain and environment to ensure change adoption.

Topics of project management that students will address in this course are: understanding bussiness environment and context in which projects are delivered, roles and responsibilites of project manager and other staheholders, project governance and methodologies, what are the processes and knowledge areas used to prepare, plan, execute, monitor and close the project. Also, basic leadership skills for leading project teams and examples of real projects will be presented.

During the course variety of teaching methods will be used: from basic explanations of terms and concepts, exercises, working on case studies, individual work in finding the application of the presented knowledge and group/team work on the project. Beyond mere description of theoretical lectures, the emphasis will be on practical work, where students will plan and manage a project.

We are always open for questions, discussions and suggestions of our students through especially e-mail communication or if necessary, by telephone.

Course objectives

Students will acquire the ability to apply the acquired knowledge in new and unfamiliar circumstances, using understanding of the principles of project management.

Students will communicate effectively in a manner appropriate to leadership roles.

Students will gain the ability to use new technologies.

Course Learning Outcomes

Students will study the literature (books) in the fields of project management and make research, which will help them to gain the necessary knowledge to solve tasks, tests, exercises and case studies.

Students will prepare individual presentation in which they will demonstrate theoretical knowledge and application to selected cases from practice.

Students will also prepare projects in groups in which they will need to prepare project documents to start a project and present case

study on real project examples.

Students will prepare a project plan using different project templates, and tasks will be dealt with in groups. Also, students will make research on project management topic and prepare presentation with practical examples.

Students will orally present their group and individual work.

Students will use information technology in order

to develop project documentation and for research on their topics.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
Lectures – Powerpoint	20	0.8
Problem Solving Exercises	15	0.6
Preparations for the lectures	20	0.8
Preparations for the practical work	20	0.8
Individual study for additional activities (presentations, seminars, projects, debating, reporting etc.)	40	1.6
Learning for final assignment + time for solving	60	2.4

Course materials and textbooks

Main literature:

Harold Kerzner (2022): *Project Management: A Systems Approach to Planning, Scheduling, and Controlling 13th Edition. USA: John Wiley & Sons*
Robert K. Wysocki (2019): *Effective Project Management: Traditional, Agile, Extreme, Hybrid. USA: John Wiley & Sons*
Project Management Institute, Inc. (2017*): Agile Practice Guide 1st Edition. Project Management Institute Inc.*
http://www.projectmanagement.com/
https://www.scrum.org/
https://www.youtube.com/@ProjectManager/

FINANCIAL STATEMENT ANALYSIS AND REPORTING

Course Description

The course "Financial Statements Analysis and Reporting" is primarily aimed at the adoption of the basic concepts of reporting and financial statement analysis and the interpretation of different financial ratios for different groups of users of information (lenders, investors, managers, etc.), i.e. as a basis for making daily operational decisions. In addition, there is an emphasis on the use of financial information for strategic decision-making and recognition of the warning signs of

possible problems in the future. Lectures are enriched with numerous problem-oriented exercises and various themes are covered through small business cases, real life examples, homework, etc.

Students are required to follow the lectures and problem-solving exercises and be prepared by reading the given reading materials.

Course objectives

The main goal of the course is on a thorough analysis of the balance sheet, the income statement, and the cash flow statement. The course is designed to prepare students to interpret and analyze financial statements for tasks such as credit and security analysis, lending and investment decisions, and other decisions that rely on financial data. The course is taught using problem-solving exercises, discussion questions, and homework tasks. Idea is to concentrate on different companies' financial information (historical & current) and see how these can be used for business analysis and valuation. The framework that will be presented includes four main parts:

1.   Business strategy analysis: the goal is to evaluate the company's profit potential – the company's market position and how it is transmitted to financial statements.

2.   Financial analysis: assessment of historical performance in the context of goals, tools used include ratio analysis, cash flow analysis, and dividend policy and common-size financial statements.

3.   Accounting analysis: idea is to see whether a company's accounting accurately reflects its economic situation and if there are manipulations.

4.   Valuation/prospective analysis: includes projections of the company's future cash flows based on historical financial data, the focus is on forecasting mechanics.

Course Learning Outcomes

Students will acquire and apply a basic theoretical knowledge connected to the financial reporting and analysis of financial statements, which should enable understanding of practical business situations after completion of the studies. Students will suggest the basic and additional literature, in addition to solving problem exercises. They will measure and evaluate a different methods and techniques of analyzing and making use of different types of information, found on financial statements, for the internal and external needs of daily business operations.

Students should develop and support managerial skills and abilities that will allow them to apply the theory covered to solve real-life problems in the business world. Students will confirm critical and analytical thinking - through problem-solving exercises with an emphasis on the interpretation of the analysis and the understanding and elaboration of positive and negative elements of the analysis leading to the conclusion, which is the basis for making business and strategic decisions. Students will support a team approach to problem-solving

exercises - interacting with colleagues in lectures and during problem-solving exercises.

Students will confirm interpersonal and communicational skills necessary for efficient functioning in the global environment. Students will have ability to develop teamwork, oral and written communication and presentation skills as a prerequisite for continuous improvement in the business world.

Students will detect and predict the values and their actualization by means of problem solving-exercises, discussions and literature review.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
Lectures – Powerpoint	21	0.8
Problem Solving Exercises	7	0.3
Preparations for the lectures	30	1.2
Preparations for the practical work	30	1.2
Individual study for additional activities (presentations, seminars, projects, debating, reporting etc.)	15	0.6
Learning for final assignment + time for solving	49	1.9

Course materials and textbooks

Main literature:

Suwardy, T., Harrison, W.T., Tietz, W.M., Horngren C.T., Thomas, C.W.; Financial Accounting: International Financial Reporting Standards, Global Edition, 11th Edition; Pearson Education Limited, UK, 2018.

Additional literature:

International Financial Reporting Standards applicable in EU; https://eur-lex.europa.eu/legal-content/HR/TXT/HTML/?uri=CELEX:02008R1126-20160101&from=EN

Robinson, T.R., Henry, E., Pirie, W.L., Broihahn, M.A., Cope, A.T.;
International Financial Statement Analysis, 3rd Edition, John Wiley & Sons, 2018.
Elliot, B., Elliot, J.; Financial Accounting and Reporting, 18th Edition, Pearson Education Limited, UK, 2017.
Melville, A.; International Financial Reporting, 6th Edition, Pearson Education Limited, UK, 2017.

LEADERSHIP

Course Description

In this course students will become familiar with different ways of exercising leadership, their own strengths and weaknesses, and how they can best work with others in a leadership context. They will learn and apply leadership skills in a hands-on practical way that encourages them to challenge their own beliefs and assumptions about what constitutes leadership. The entire course is experienced based, topics include participatory leadership, holistic leadership and emotional intelligence. Students will be invited to identify their natural leadership style, putting it in perspective with other leadership styles experienced throughout their professional career (through their superiors & peers) and the one that they'd like to develop or acquire.

Each student will face a variety of leadership styles and challenges throughout their career. How they will perceive and treat these challenges will have a significant impact on their team, on the entire company but also on them as individuals.

This course offers students the opportunity to sharpen their personal awareness, unlock emotions and tackle their beliefs.

Because our realities are becoming so complex, we no longer can rely on a "one man show leader" who "knows it all". Unfortunately, rather than exploring new ways of leading many leaders increase levels of control which lowers levels of trust and kills people's motivation and creativity. It's time to find and implement new models which will answer to the needs of an always faster changing world tailoring to new leadership approaches, people development, satisfaction and success. An inevitable and important shift from the "I" to the "we".

We are always open for questions, discussions and suggestions of our students through especially e-mail communication or if necessary, by telephone.

Course objectives

- Providing introduction to leadership challenges
- Understanding philosophy and leadership styles
- Developing leadership skills and creating a vision
- Addressing ethics in leadership
- Improving leadership performance

Course Learning Outcomes

At the end of this course the students are expected to:

- Identify leadership concepts and styles and analyse individual styles of leadership
- Evaluate leadership problems and opportunities
- Design and change work organization
- Develop and upgrade his/her leadership skills, conflict management and team development

- Make a self reflection based on leadership methods and techniques (how to incorporate individual values in leadership style and involving emotional intelligence)

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
Lectures – Powerpoint	16	0.6
Preparations for the lectures	20	0.8
Preparations for the practical work	40	1.6
Individual study for additional activities (presentations, seminars, projects, debating, reporting etc.)	25	1.0
Learning for final assignment + time for solving	50	2.0

Course materials and textbooks

What got you here won't get you there_ Marshall Goldsmith

Scaling up excellence_ Robert Sutton and Huggy Rao

The Flaw of averages, why we underestimate risk in face of uncertainty _ Sam L.Savage

Regenerative Leadership _ Laura Storm and Giles Hutchins

The wisdom of the crowds _ James Surowiecki

Permission to feel _ Marc Brackett

Drive _ Daniel Pink

Positive intelligence _ Shirzad Chamine

Coaching for performance _ Sir John Whitmore

Dare to Lead _ Brene Brown

ORGANIZATIONAL BEHAVIOR

Course Description

The course is created as an overview of different factors important to understand Organizational Behaviour. This field is rich with findings, research, guidelines and tools about individual and group behaviour, leadership, and structure. It will be shown how to understand why people behave in specific way, what motivates them to change themselves, to increase their job satisfaction and productivity, and how whole organization can be a better place for employees.

Topics include motivation, rewarding behaviour, stress, individual and group behaviour, conflict, power and politics, leadership, job design, organizational structure, decision making, communication and organizational change and development.

Each of the learning modules objectives specific to that topical area. All together helps the student to develop his knowledge and skills about the overall conceptual space of organizational behaviour.

Course objectives

This course aims to:

- Improve students understanding of human behaviour in organization and the ability to lead people to achieve more effectively toward increased organizational performance.
- Obtain knowledge of OB concepts so that you can understand and analyse how organizations and the people within them work.
- Five your possibilities to apply OB concepts to real-world problems that managers have.
- Develop your leadership and management potential.

Course Learning Outcomes

By the end of the module students will be able to:

- Explain Organizational Behaviour model and how various aspects of organization work together and create human output
- Understand what part of inner aspect is responsible for individual's behaviour
- Know how to detect a problem and find the best solution
- Develop interpersonal and team skills
- Evaluate the benefits and challenges of alternatives to achieve high performance at the individual, team, and organizational level
- Find the right person for specific team or organization
- Evaluate ethical issues as related to organizational behaviour.
- Examine challenges of effective organizational communication
- Assess the impact that a company's structure and design can have on its organizational behaviour

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
Lectures – Powerpoint	20	0.8
Preparations for the lectures	20	0.8
Preparations for the practical work	20	0.8
Individual study for additional activities (presentations, seminars, projects, debating, reporting etc.)	30	1.2
Learning for final assignment + time for solving	30	1.2

Course materials and textbooks

SSBM portal

Presentations, seminars, and additional materials for class participation (case studies, excel cases etc)

DATA ANALYTICS AND DECISION MAKING

Course Description

This course provides a conceptual and practical overview of analytical tools, techniques, and practices used to support data driven decision making in an organization. It places an emphasis on working with data, databases, and performing and interpreting descriptive analytics an visualization techniques in the context of contemporary, data- rich decision-making environments including various business and management applications and contexts.

We are always open for questions, discussions and suggestions of our students through especially e-mail communication or if necessary, by telephone.

Course objectives

The goal of this course is to help you develop your skills as a data-savvy manager who are managers that are not necessarily data-science experts, but understand what analytics can and cannot do, how to ask the right questions, and, most importantly, how to interpret data to make better decisions. To that end, we will study several basic analytics techniques, focusing on how you, yourself, can apply them in practice, interpret their output, build intuition, and leverage them in decision-making. Specifically, we will focus on Data Exploration, Data Aggregation,

Data Visualization, various analytics and software tools such as Excel, Power Query, Power BI, Python, SQL, Azure ML, Machine Learning, etc. From various data sets you will be able to give sense to data and convert data into a manageable insight for decision-making.

Course Learning Outcomes

At the end of this course, you will be able to:

- Explain the key ideas behind fundamental techniques in data analytics, including dashboarding, visualization, classification, aggregation of data
- Identify new opportunities to use these techniques across business domains to guide decision-making
- Apply these techniques to novel problems using a combination of Excel, Power Query, Power BI, SQL, Python or machine learning
- Formulate and communicate actionable business recommendations based upon your analysis, including its limitations
- Critically assess the validity of analytics-based recommendations in the context of specific business decisions

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
Lectures – Powerpoint	10	0.4
Problem Solving Exercises – Excel	10	0.4
Preparations for the lectures	20	0.8
Preparations for the practical work	20	0.8
Individual study for additional activities (presentations, seminars, projects, debating, reporting etc.)	15	0.6
Learning for final assignment + time for solving	50	2.0

Course materials and textbooks

Main literature:

A First Course in Database Systems (3rd Edition), Jeffrey D. Ullman, Jennifer Widom, Pearson (2007). ISBN-10: 013600637X [Companion page]

Business Analytics (2nd Edition), James R. Evans, Pearson (2015). ISBN-10: 0321997824. [Pearson web site]

Data Analysis Using SQL and Excel, Gordon S. Linoff, second edition, Wiley

Publishing (2015). ISBN-10: 111902143X [Companion page]

Additional learning resources:

SQLite page (with documentation and tutorials)

SQLite Tutorial (Tutorials point)

Using SQLite in Python

Using SQLite in R

SQL Tutorial (Tutorials point)

Database Systems: The Complete Book by Hector Garcia-Molina, Jeff Ullman, and Jennifer Widom. Companion web site.

Database Management Lecture by Jennifer Widom

7 Steps to Mastering SQL for Data Science (KDnuggets)

FINANCIAL MANAGEMENT

Course Description

The course is made of a combination of lectures and case studies. Themes are covered through small business cases, homework, real-life examples, case studies work, etc.

Students are required to follow on-site lectures and case studies and be prepared by reading the given reading materials. Students are expected to actively follow on-site lectures and case studies.

We are always open for questions, discussions and suggestions of our students through especially e-mail communication or if necessary, by telephone.

Course objectives

The Financial Management course consists of a few basic sections of key importance for Corporate finance like: basic theoretical concepts of modern corporate finance; rates of return on money market and capital market, cost of capital, risk measurement; capital structure; company valuations; short and long terms cash flow projections; Discounting etc (FCF, NPV, IRR, PBP, WACC, EPS...) etc. The course deals with traditional financial instruments and modern corporate analysis of securities on primary and secondary capital markets. Special focus will be put on common and preferred stocks, different bonds and different types of loans. The goal of this course is, by using inputs like spread, rating, credit worthiness, Beta, cost of capital, yield, maturity, variance, standard deviation etc. to learn students how to apply such and other finance indicators in practice in foreign capital markets, in order to enable students to successfully understand and use concepts of modern corporate finance. Furthermore, emphasis will be put upon financial engineering in such a way that the student acquires knowledge necessary for creating a financial model in excel using all relevant financial excel formulas, and implementing them in the analysis of accounting reports such as the balance sheet, profit and loss account, and cash flow reporting, with the goal

of calculating the rates of return of a specific investment (profitability index, NPV, IRR, etc) for the shareholders and debt providers. At same time, students will learn how to calculate the average cost of capital (WACC) and to valuate a company through dividends, FCF and multiples through different capital structures, scenarios analysis, break even analysis and sensitivity analysis. Many different small and big excel cases from different foreign capital markets will be used to learn students the way Financial Management should work in practice.

Course Learning Outcomes

The students will study different literature from the field of Corporate finance. They will link theoretical knowledge with real business cases. When they face a business problem, in order to solve it, they will apply adequate methods, coming from different fields of Finance and Banking. On the basis of different practical examples from foreign businesses and countries, the students will learn how to issue stocks, bonds, debts, etc. The students will learn different (legal, accounting, financial, administrative, tax and other) aspects of corporate financing. The final goal of the course is to learn students to apply the acquired knowledge in practice in a way to value the company, profitability of an investment, calculate the cost and the risk of capital through different securities, analyse the financial state of the company… All given outcomes will be valued through big excel case study (all together 100 points or 100%) in the final exam where all Financial management topics from all lectures will be covered.

The students will discover problems and offer possible solutions, as well as identify possible risks of a proposed solution. The students will participate in developing case studies in excel which they will orally present during the lectures and finally in teamwork in Global case study. The students will be encouraged to continuously participate in class discussions. For a critical and analytical analysis and conclusions through a big excel case study, students can achieve a maximum of 10 points (10%) that are added to the final number of points in Global case study.

The students will identify key global trends in Financial management and discuss the influence of those trends on the entire activity of a company. The students will identify key components of a business surroundings of a country (economical, social, cultural, political, technological, legal) through class discussions and case studies. The students will give examples how these aspects differ between countries and give suggestions for the possibilities of adjusting to the ever- changing international environment. The students will be encouraged to get involved in discussions related to the questions of adjusting to conducting businesses in a global environment. For applying such component or solutions in the Final Global case study, students can achieve a maximum of 10 points (10%) that are added to the final number of points in Global case study.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
Lectures – Powerpoint	30	1.4
Problem Solving Exercises – Excel	10	0.4
Preparations for the lectures	20	0.8
Preparations for the practical work	20	0.8
Individual study for additional activities (presentations, seminars, projects, debating, reporting etc.)	10	0.4
Learning for final assignment + time for solving	**80**	3.2

Course materials and textbooks

Main literature:

Brealey, A.R., Myers C.S., Marcus, J.A. Fundamentals of Corporate Finance. McGraw Hill. (BMM)
J. C. Van Horne, J. M. Wachowicz, Jr. Fundamentals of Corporate finance (Prentice Hall),
J. Berk, P. DeMarzo: Corporate finance. Pearson Education.

Additional literature:

Asquith, P., & Weiss, L. A. Lessons in corporate finance: A case studies approach to financial tools, financial policies, and valuation. John Wiley & Sons.

Wahlen, J., Baginski, S., & Bradshaw, M. Financial reporting, financial statement analysis and valuation. Nelson Education.

Corporate finance Raymond Am. Brooks, Pearson
Corporate finance Sheridan Titman, Arthur aj. Keown and John d. Martin, Pearson

SSBM web platform

Presentations, seminars and additional materials for class participation (case studies, excel cases etc)

INNOVATION AND CHANGE MANAGEMENT

Course Description

The course is made of a combination of lectures, case studies and team projects. Themes are covered throughsmall business cases, individual and team presentations, real life examples, self-assessment tests, etc.

Students are required to attend the lectures, prepare, and present individual and team projects on innovation and change management.

We are always open for questions, discussions and suggestions of our students through especially e-mail communication or if necessary, by telephone.

Course objectives

The course is aimed at providing students with theoretical principles as well as with practical knowledge, including tips and tricks in the area of change and innovation management. The students will develop understanding of innovation and creativity as phenomena in general, and specifically within an organizational environment

Course Learning Outcomes

They will develop individual and team skills in preparing and presenting innovative projects, specifically those based on digital transformation and creating added value. The goals of the course are associated with the following set of topics and issues to be covered in lectures, seminars and through student project presentations:

- Provide an introduction to innovation and change management
- Describe and explain innovation and change in the age of digital transformation
- Research and explain convergent, divergent, lateral, and vertical thinking
- Provide an insight into barriers to creativity and innovation and how to remove them
- Learn how to manage change in seven steps
- Explain and practice individual and team creativity supporting techniques
- Outline the principles of building innovative and change-oriented organizational environment
- Understand and learn the principles of managing projects that bring change and innovation
- Case studies and student projects with presentations

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
Lectures – Powerpoint	24	1.0
Preparations for the lectures	10	0.4

Preparations for the practical work	10	0.4
Individual study for additional activities (presentations, seminars, projects, debating, reporting etc.)	40	1.6
Learning for final assignment + time for solving	40	1.6

Course materials and textbooks

Main literature:

Srića Velimir (2016): Creativity and Innovation Management, Kindle Store

Additional literature:

Cameron Esther (2015): Making Sense of Change Management, Cogan Page
Hayes John (2010): The theory and practice of change management, Palgrave Macmillan
Srića Velimir (2014): In Search of Harmony in a Disharmonious World: Leadership Manual for Change Agents and Dreamers, Algora Publishing
Srića Velimir (2008): Social Intelligence and Project Leadership, Journal of American Academy of Business, no. 2.

HUMAN RESOURCE MANAGEMENT

Course Description

Modern HR Departments have outgrown their administrative related activities within organization and became active contributors to the strategy and competitive success of organization. The focus of this module is to explore modern HR functions and how they evolved over the years, and what is considered a good practice in some of those areas. Aim is also, to encourage to think about HRM in your organization in the context of globalized world and 21st century. We are always open for questions, discussions and suggestions of our students through especially e-mail communication or if necessary, by telephone.

Course objectives

- To provide an understanding of the HR functions in modern organizations
- To understand HR strategy and HR function and its position within today business
- To deepen knowledge of the range of HRM practices, models, and ideas
- To develop some specific knowledge and skills crucial for good people management

- To develop new understanding and approach in your collaboration with your HR department

Course Learning Outcomes

- A knowledge and awareness of some behavioural, managerial and HRM challenges facing our organizations
- Develop a critical approach to the implications, assumptions and limitations of current practices and theories in the field
- Working understanding of a range of human resources and people management practices
- Acquire a usable toolkit of basic HR tasks and operations

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
Lectures – Powerpoint	24	1.0
Preparations for the lectures	10	0.4
Preparations for the practical work	20	0.8
Individual study for additional activities (presentations, seminars, projects, debating, reporting etc.)	10	0.4
Learning for final assignment + time for solving	60	2.4

Course materials and textbooks

Main literature:

R. Noe / J. Hollenbeck: Human Resources Management; Mate d.o.o. 2006
R. Brčić, Ž. Dulčić, M. Černe, T. Hernaus: Koraci uspješnog organiziranja; Školska knjiga 2018
S.P. Robbins: Bitni elementi organizacijskog ponašanja; Mate d.o.o. 1995
Additional literature:
Allen, P.L 2015. - Toward a new HR philosophy. McKinsey Quarterly
Schein, E.H. 1983. - The role of the founder in creating organizational change.
P. Capelli. - Why We Love to Hate HR…and What HR Can Do About It; HBR 2015
P. Capelli, A. Travis. - The New Rules of Talent Management; HBR 2018

SSBM web platform
Presentations, seminars, and additional materials for class participation

Web https://www.hr.com/ https://www.cipd.co.uk/
https://www.hrbartender.com/ https://www.shrm.org/
https://fistfuloftalent.com/ http://systematichr.com/ https://www.process.st/hr-best-practices/

SALES AND MARKETING INTEGRATION

Course Description

The course introduces students to the marketing concept which stands for integration of sales and marketing. The aim of the course is to familiarise students with knowledge, tools and techniques needed to integrate sales and marketing through activities, systems and processes, organizational structure as well as (re)building the culture.

Basic topics and segments of marketing that students will address in this course are: sales vs. marketing approach, types of sales and marketing relationship, tools for successful sales and marketing integration, B2B marketing and omnichannel/multichannel approach, how to use technology in integration, 4E as a new marketing mix, economy of experience, and more.

During the course variety of teaching methods will be used: from basic explanations of terms and concepts, exercises, working on case studies, individual work in finding the application of the presented knowledge and/or group/teamwork on the project. Beyond mere description of theoretical lectures, the emphasis will be on practical work, where students will work on a model of marketing.

We are always open for questions, discussions, and suggestions of our students through especially e-mail communication or if necessary, by telephone.

Course objectives

- Students will acquire the ability to apply the acquired knowledge in new and unfamiliar circumstances, using understanding of the principles of marketing.
- Students will communicate effectively in a manner appropriate to leadership roles.
- Students will gain the ability to use new technologies.

Course Learning Outcomes

Students will study the literature (books) in the fields of market communications which will help them to gain the necessary knowledge to solve tasks, tests, exercises, and case studies.

Students will prepare a seminar in which they will demonstrate theoretical knowledge and application to selected cases from practice.

Students will solve several exercises in which will show their opinion, knowledge, and skills about subjects. Students will orally present their group and individual work.

Students will use information technology to develop marketing model. The same technology will be used in the preparation of student papers.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
Lectures – Powerpoint	24	1.0
Preparations for the lectures	10	0.2
Preparations for the practical work	20	0.8
Individual study for additional activities (presentations, seminars, projects, debating, reporting etc.)	15	0.6
Learning for final assignment + time for solving	60	2.4

Course materials and textbooks

Main literature:

P. Kotler, K.L. Keller, M. Martinovic (2014). Marketing Management, 14th ed. USA: Pearson
B.J. Pine, J.H. Gilmore (2018). The Experience Economy with a New Preface by the Authors: Competing for Customer Time, Attention, and Money. USA: Harvard Business Review Press

Additional literature

Al Ries, Jack Trout (2001), Positioning – A battle for your mind, McGraw Hill
Lawrence Ingrassia (2020), Billion Dollar Brand Club, Henry Holt & Company
J. Raju, Z.J. Zhang (2012). Smart Pricing. USA: Wharton School Publishing.
P. Kotler, J. Saunders (2013). Principles of Marketing, 6th eur. ed. New Jersey: Prentice Hall
A. Swartzlander (2003). Serving Internal and External Customers. New Jersey: Prentice Hall
S.A. Neslin (2002). Sales Promotion. Marketing Science Institute
J.M. Mentzer, M.A. Moon (2005). Sales Forecasting Management: A Demand management Approach. London: Sage Publication
C.Heat, D. Heat, J. Bobb (2017). The Power of Moments: Why Certain Experiences Have Extraordinary Impact. Simon and Schuster Audio
H. Beckwith (2012). Selling the Invisible. USA: Warner Books.
J. Belfort (2017). Way of the Wolf: Straight Line Selling: master the art of persuasion, influence, and success. Simon and Schuster Audio

DIGITAL BUSINESS ACCELERATION

Course Description

Digital transformation is an abused buzzword nowadays and vast oceans of solutions and technologies makes it very hard to navigate. Making a winning strategy for a concrete business can be confusing and time consuming. Gap between "nice ideas" and proven and applicable strategical solutions seems quite difficult to bridge in everyday life. The goal of the course is to provide a navigation map for business leaders. The course is made of a combination of lectures, case studies and team projects. Themes are covered through small business cases, individual and team presentations, real life examples, self-assessment tests, etc.

Students are required to attend the lectures, prepare and submit team project in line with the lecturer's requirements. We are always open for questions, discussions and suggestions of our students through especially e-mail communication or if necessary, by telephone.

Course objectives

In this course, we will start out by introducing a concept of a sort of holistic framework, looking at digital strategies through five key domains of strategy that are changing and being transformed by digital technologies. Customers are being changed, our competition, how we think about data, how we think about innovation, and how we define the value of our business and our industry. Those are the five domains of digital transformation, because each of these areas of strategy are changing so dramatically today.

Topics we would address include:

- Domains of Digital Transformations,
- Digital Customers networks and New Path to purchase,
- Understanding of Digital customers behaviours,
- Platform Business models,
- Cooperation's,
- Disintermediation and Asymmetric competition,
- Building Data as Strategic Assets for Business,
- Big Data,
- Innovation through Experimentation,
- Translation of the Lean Start-up to Enterprise Innovation,
- Adaptation of Value proposition.

Course Learning Outcomes

- Understanding the customer habits and digital behaviour driving the customers across different markets
- Analysis of data – building data as a strategic asset in business
- Value creation from analysed data
- Apply the principles and best practices of the leading start-ups to enterprise large scale organizations.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
Lectures – Powerpoint	15	0.6
Problem Solving Exercises/case studies	5	0.2
Preparations for the lectures	20	0.8
Preparations for the practical work	30	1.2
Individual study for additional activities (presentations, seminars, projects, debating, reporting etc.)	15	0.6
Learning for final assignment + time for solving	40	1.6

Course materials and textbooks

Main literature:

David L. Rogers (2016): The Digital Transformation Playbook

Additional literature:

Geoffrey G. Parker, Marschall W. Van Alstyne, Sangeet Paul Choudary (2017): Platform revolution
Alexander Borek, Nadine Prill (2020): Driving Digital Transformation through data and AI.

Specializations – Course Descriptors

STRATEGIC RISK MANAGEMENT

Course Description

The course is made of a combination of lectures and case studies. Themes are covered through small business cases, real life examples, case studies work, etc.

Students are required to follow on-site lectures and instructions and be prepared by reading the given reading materials in advance. Students are expected to actively participate at course including case studies.

We are always open for questions, discussions and suggestions of our students through especially e-mail communication or if necessary, by telephone.

Course objectives

Strategic Risk Management course consists of several modules outlining and combining modern theoretical concepts of risk management and strategy analysis with aim of educating students to be able to manage company strategic risks. Student will be provided with methodologies and tools for risk identification and evaluation, as well as for strategy analyses and development.

Goal of the course is also that students develop practical skills in strategic risk management. Consequently, during the course three case studies will be organized where students will be able to demonstrate, and practice gained theoretical knowledge.

We are always open for questions, discussions and suggestions of our students through especially e-mail communication or if necessary, by telephone.

Course Learning Outcomes

Students will acquire and apply a basic theoretical knowledge connected to strategic risk management, which should enable understanding of practical business situations after completion of the studies. Students will suggest the basic and additional literature, in addition to solving problem exercises.

Students should develop and support managerial skills and abilities that will allow them to apply gained knowledge in order to: identify and evaluate within team significant strategic incurred company's risk. The students will discuss which risk mitigation measures/control activities should be in place to optimize identified risk. Examples of

strategic risks discussed during workshops will be selected by students.

Students will confirm interpersonal and communicational skills necessary for efficient functioning in the global environment. Students will have ability to develop teamwork, oral and written communication and presentation skills as a prerequisite for continuous improvement in the business world. Students will work in teams and will be provided with example of risk register and risk model. Student will need to identify, describe and evaluate key risks on business case involving company from automotive sector through a presentation.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
Lectures – Powerpoint	3.5	0.1
Problem Solving Exercises	4.5	0.2
Preparations for the lectures	5	0.2
Preparations for the practical work	20	0.8
Individual study for additional activities (presentations, seminars, projects, debating, reporting etc.)	5	0.2
Learning for final assignment + time for solving	10	0.4

Course materials and textbooks

Main literature:

Lam James, Implementing Enterprise Risk Management: From Methods to Applications (Wiley Finance) 1st Edition
Hopkin Paul, Fundamentals of Risk Management, Understanding, Evaluating and Implementing Effective Risk Management, Kogan Page; 5 edition
Lafley, A.G., Martin Roger L. Playing to Win, How Strategy Really Works (Harvard Business Review Press)
Reeves Martin, Haanaes Knut, Sinha Janmejaya, Your Strategy needs Strategy (Harvard Business Review Press)

SSBM web platform

Presentations, seminars and additional materials for class participation (case studies, etc)

Web

Different web sites will be mentioned during the lectures. The students are fully advised to consult such web pages in advance of lectures so that they can be prepared to better understand curriculum.
Some of the web pages are listed here after:

https://www2.deloitte.com/content/dam/Deloitte/uk/Documents/audit/deloitte-uk-erm-a-risk- intelligent-approach.pdf
https://www.iso.org/iso-31000-risk-management.html
https://www.coso.org/Documents/2017-COSO-ERM-Integrating-with-Strategy-and-Performance- Executive
https://global.theiia.org/knowledge/Public%20Documents/GPI-2018-Top-Risks-Faced-by-CAES.pdf

https://www2.deloitte.com/content/dam/insights/us/articles/4222_Gl obal-risk-management- survey/DI_global-risk-management- survey.pdf

websites for workshop no. 3
http://www.aztn.hr/ea/wp-content/uploads/2019/07/PRIKAZ-STANJA-TRGOVINA-2018.pdf
https://progressive.com.hr/?p=2786
https://www.index.hr/vijesti/clanak/bivsi-agrokor-u-minusu-od-gotovo-100-milijuna-eura/2136973.aspx
https://www2.deloitte.com/content/dam/Deloitte/uk/Documents/consumer-business/deloitte-uk-cpg- trends-2016.pdf
https://www2.deloitte.com/content/dam/Deloitte/tw/Documents/co nsumer-business/tw- 2019%20Retail%20Indutry%20Outlook.pdf

https://www2.deloitte.com/content/dam/Deloitte/tw/Documents/co nsumer-business/tw-Global%20powers%20of%20retailing%202019.pdf

TAX MANAGEMENT

Course Description

The course is made of a combination of lectures and case studies. Themes are covered through small business cases, real life examples, case studies work, etc.

Students are required to follow online/live lectures and case studies and be prepared by reading the given reading materials. Students are expected to actively watch all online lectures/attend live lectures and participate in case studies.

We are always open for questions, discussions, and suggestions of our students through especially email communication or if necessary, by telephone.

Course objectives

- Students will acquire basic knowledge in taxation concepts.
- Students will have the capacity of critical and analytical thinking.
- Students will have the capacity for
- identification of key tax issues   concerning businesses, which is necessary for doing business in the global environment.

Course Learning Outcomes

After this course, the students will learn to recognize and manage typical tax drivers and risks, learn essential mitigation steps, manage tax planning, and handle post-transactional risks and exposures.

The course is based primarily on the Croatian taxation system to enable the students to apply their knowledge in real life. However, any students not residing in Croatia should still be able to pick up key taxation concepts as the course will also refer to international tax concepts, tax treaties and global tax

guidance. The goal of the course is not to gain an in-depth understanding of specific tax issues but rather to be able to identify key issues that may arise from the taxation perspective.

The students will discover problems and offer possible solutions, as well as identify possible risks of a proposed solution. The students will participate in developing case studies in various formats which they will orally present during the lectures. The students will be encouraged to continuously participate in class discussions.

The students will identify key global trends in taxation and discuss the influence of those trends on the entire activity of a company. The students will identify key taxes that may impact a business or its employees and be able to assess the approximate tax impact of a business transaction.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
Lectures – Powerpoint and practical part	12	0.5
Preparations for the lectures	20	0.8
Reading part (literature)	20	0.8
Learning for final assignment + time for solving	20	0.8

Course materials and textbooks

Main literature:

OECD Transfer Pricing Guidelines for Multinational Enterprises and Tax Administrations 2017; online version available at https://www.oecd.org/tax/transfer-pricing/oecd-transfer-pricing-guidelines-for- multinational-enterprises-and-tax-administrations-20769717.htm
Model Tax Convention on Income and on Capital: Condensed Version 2017; online version available at https://www.oecd.org/tax/treaties/model-tax-convention-on-income-and-on-capital-condensed-version- 20745419.htm
Croatian tax legislation, available at Croatian Tax Authority's web, https://www.porezna-uprava.hr/hr_propisi/_layouts/15/in2.vuk2019.sp.propisi.intran et/propisi.aspx

SSBM web platform

Presentations, seminars, and additional materials for class participation (case studies etc.)
 survey/DI_global-risk-management-survey.pdf

websites for workshop no. 3

http://www.aztn.hr/ea/wp-content/uploads/2019/07/PRIKAZ-STANJA-TRGOVINA-2018.pdf

https://progressive.com.hr/?p=2786

https://www.index.hr/vijesti/clanak/bivsi-agrokor-u-minusu-od-gotovo-100-milijuna-eura/2136973.aspx

https://www2.deloitte.com/content/dam/Deloitte/uk/Documents/consumer-business/deloitte-uk-cpg- trends-2016.pdf

https://www2.deloitte.com/content/dam/Deloitte/tw/Documents/consumer-business/tw- 2019%20Retail%20Indutry%20Outlook.pdf

https://www2.deloitte.com/content/dam/Deloitte/tw/Documents/consumer-business/tw-Global%20powers%20of%20retailing%202019.pdf

PRIVATE EQUITY AND VENTURE CAPITAL

Course Description

The course is made of a combination of lectures and case studies. Themes are covered through small business cases, homework, real life examples, case studies work, etc.

Course objectives

- Students will acquire basic knowledge of private equity and venture capital markets
- Students will have the capacity of critical and analytical thinking.
- Students will have the capacity for adaptation which is necessary for doing business in the global environment.

Course Learning Outcomes

The students will study different literature from the field of private equity and venture capital. They will link theoretical knowledge with practical knowledge and business cases. When they face a business problem, in order to solve it, they will apply multi-disciplinary methods, coming from finance, organizational science and law. On the basis of practical examples from different jurisdictions, the students will learn how to set up and organise a private equity and venture capital fund, lay down the basis of a comprehensive business process, assess key legal documents for investors and investee companies and raise capital from private investors. The final goal of the course is to learn students to apply the acquired knowledge in practice in a private equity and venture capital vehicle. All given outcomes will be valued through a series of small case studies (all together 100 points or 100%) in the final exam where all private equity and venture capital topics from all lectures will be covered.

The students will discover problems and offer possible solutions, as well as identify possible risks of a proposed solution. The students will participate in solving case studies which they will orally present during the lectures. The students will be encouraged to continuously participate in class discussions.

The students will identify key global trends and best practice in private equity and venture capital, and discuss their influence on the market. The students will identify key components of a private equity ecosystem (entrepreneurs, investors, institutional infrastructure) through class discussions and case studies. The students will give examples of how the investment process in a private equity firm is set up and what are the main clauses to be included in limited partnership agreements and term sheets. The students will be encouraged to critically assess the various solutions proposed and get involved in discussions.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
Lectures – Powerpoint	16	0.4
Problem Solving Exercises – Excel	8	0.3
Preparations for the lectures	10	0.4
Preparations for the practical work	10	0.4
Individual study for additional activities (presentations, seminars, projects, debating, reporting etc.)	10	0.4
Learning for final assignment + time for solving	20	0.8

Course materials and textbooks

Main literature:

Cyril Demaria, *Introduction to Private Equity, Debt and Real Assets* (Third Edition, Wiley)
Stefano Caselli, Giulia Negri, *Private Equity and venture Capital in Europe* (Second Edition, Academic Press)

Additional literature:

Brad Feld, Jason Mendelson, *Venture Deals* (Third Edition, Wiley)
Guy Fraser-Sampson, *Private Equity as an Asset Class* (Second Edition, Wiley)
David K. Eiteman, Arthur I. Stonehill, Michael H. Moffett, *Multinational Business Finance* (Global Edition, 15th Edition, Pearson)
Lawrence J. Gitman, Scott B. Smart, Chad J. Zutter, Michael Joehnk, *Fundamentals of Investing* (Global Edition, 14th Edition)

SSBM web platform

Presentations, seminars and additional materials for class participation (case studies, excel cases etc.)

Web

Different web sites and information sources will be mentioned during the lectures. The students are fully advised to consult such web pages so that they can better understand the course.

TRADING

Course Description

The course is made of a combination of lectures and real-life examples. Themes are covered through lectures focused on different aspects of trading and financial markets. There will be homework, real life examples, case studies work, etc.

Students are required to follow online lectures and case studies and be prepared by reading the given reading materials. Students are expected to actively watch all online lectures and case studies.

We are always open for questions, discussions and suggestions of our students through especially e-mail communication or if necessary, by telephone.

Course objectives

Students will acquire basic knowledge of trading in financial markets, using different asset classes.

Students will have the capacity to distinguish among different tools that support trading activities, the prerequisites for the effective trading setup, the risk management techniques and market limitations.

Students will have the clear understanding of the structure of financial market, main participants and regulatory framework

Course Learning Outcomes

The students will study the recommended literature and often get preparatory assignments in order to be able to actively discuss the topics covered. The theoretical knowledge will be linked with real business cases. They will be able to distinguish among different financial instruments and asset classes, with a thorough understanding of their characteristics and limitations important for a real life trader. Real life experiences will be shared in order to facilitate active discussion and secure deep and permanent understanding. The students will have clear understanding of trading activities and the purpose of trading in financial markets from the perspective of individual investor, asset manager, corporate treasurer and the bank.

The students will discover the various approaches to trading from day trading to market making and flow-based trading, to asset management and long term investing. Their knowledge will be further built with macroeconomic forces that move the markets and mostly used indicators. Furthermore, technical analysis will be discussed as the very important tool in trading, especially in high frequency trading. On top of that, the mindset and skills of an ideal trader will be

discussed. The students will also manage to use the critical thinking and assess risks and risk management tools and techniques that are used in trading, which is essential for having a clear overall understanding of trading.

The students will learn about complex structure of contemporary financial markets. They will understand who the participants are and what are their roles. Students will distinguish among participants according to their goals, risk appetites and time horizons, but also some other limitations and regulatory framework that governs their behavior. Students will understand the main issues in different relationships among market participants and regulatory framework that addresses these issues.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
Lectures – Video materials	16	0.6
Readings - PowerPoint	25	1.0
Preparations for the lectures	25	1.1
Learning for final assignment + time for solving	10	0.4

Course materials and textbooks

Main literature:
Options, Futures, and Other Derivatives, Global Edition, 9th Edition; John C. Hull, University of Toronto; Pearson.
Trading Catalysts: How Events Move Markets and Create Trading Opportunities (paperback), Robert I. Webb
Bond Markets, Analysis, and Strategies, 9th Edition, Frank J. Fabozzi, EDHEC Business School
Technical Analysis: The Complete Resource for Financial Market Technicians, 3rd Edition, Charles D. Kirkpatrick, II, Julie R. Dahlquist
Financial Markets and Institutions, 9th Edition, Frederic Mishkin, Columbia University, Stanley Eakins, East Carolina University

Additional literature:
The Economics of Money, Banking, and Financial Markets, 13th Edition, Frederic Mishkin, Columbia University
Bible of Options Strategies, The: The Definitive Guide for Practical Trading Strategies, 2nd Edition, Guy Cohen
ETF Trend Following Playbook, The: Profiting from Trends in Bull or Bear Markets with Exchange Traded Funds (paperback), Tom Lydon
Reading Minds and Markets: Minimizing Risk and Maximizing Returns in a Volatile Global Marketplace, Jack Ablin, with Suzanne McGee

SSBM web platform
Presentations, seminars and additional materials for class participation (case studies, excel cases etc)

FINANCIAL STATEMENT ANALYSIS & COMPANY VALUATION

Course Description

The course is made of a combination of lectures, case studies and practice via excel sheets. Themes are covered through small business cases, homework, real life examples, case studies work linked especially with corporate finance.

Students are required to follow the lectures and case studies and be prepared by reading the given reading materials. Students are expected to actively participate on the lectures and case studies.

We are always open for questions, discussions and suggestions of our students through especially e-mail communication or if necessary, by telephone.

Course objectives

Students will acquire basic knowledge in Financial Statement Analysis and Company Valuation. Students will have the   capacity   of critical   and analytical thinking.

Students will have the capacity for learning Accounting and Cash Value skills

Course Learning Outcomes

The course will be taught using a combination of examples, discussion questions, cases and homework problems. We will learn new concepts using various firms' historical and current financial data. To achieve these objectives, we will learn a framework for business analysis and valuation. The steps in the framework include:

(1)   Business Strategy Analysis: The purpose of business strategy analysis is to assess the profit potential of the firm at a qualitative level. This involves an understanding of the firm's strategy and its industry and considering how these affect and are affected by the firm's financial performance.

(2)   Financial Analysis: The purpose of financial analysis is to assess the firm's historical financial performance in the context of its goals and strategies. Tools used for financial analysis include ratio analysis, cash flow analysis, dividend policy and common-size financial statements.

(3)   Accounting Analysis: The purpose of accounting analysis is to develop an understanding of whether a firm's accounting captures its true underlying economic condition(s) and potential accounting manipulations. This involves understanding accounting transactions, identifying accounting flexibility, evaluating the appropriateness of accounting policies and estimates, and at times, altering financial statements to enhance decision making.

(4)   Valuation/Prospective Analysis: The purpose of valuation/prospective analysis is to forecast the firm's future financial performance and determine a potential valuation of the firm—our best assessment of intrinsic value. To do this we will learn the mechanics of forecasting financial statements and we will see how to create the valuation models.**Grading system**

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
Lectures – theoretical part	26	1.0
Lectures – practical part (problem solving exercises in excell)	14	0.6
Readings - Nike's auditet report, World bank macroeconomic trends	15	0.6
Preparation for classess– exploring NYSE information, macrotrends, Damodaran site	15	0.6
Preparation for practical part – homework (calculation of financial ratios, projections of future financial statements)	25	1.0
Learning for final assignment and time of solving (Financial model)	80	3.2

Course materials and textbooks

Main literature:

Brealey, A.R., Myers C.S., Marcus, J.A. Fundamentals of Corporate Finance. McGraw Hill. (BMM)
J. C. Van Horne, J. M. Wachowicz, Jr.Fundamentals of Corporate finance (Prentice Hall),.
J. Berk, P. DeMarzo: Corporate finance. Pearson Education.

Additional literature:

Asquith, P., & Weiss, L. A. Lessons in corporate finance: A case studies approach to financial tools, financial policies, and valuation. John Wiley & Sons.

Wahlen, J., Baginski, S., & Bradshaw, M. Financial reporting, financial statement analysis and valuation. Nelson Education.

Corporate finance, Raymond Am. Brooks, Pearson
Corporate finance, Sheridan Titman, Arthur aj. Keown and John d. Martin, Pearson

Johnson, Howard E. Business Valuation. (The Canadian Institute of Chartered Accountants)
Niculita, A. V., Pratt S. P., Valuing a Business: The Analysis and Appraisal of Closely Held Companies, (McGraw-Hill Co.)

SSBM web platform

Presentations, seminars and additional materials for class participation (case studies, excel cases etc)

Excel

Excel is an important tool for corporate finance. Some lectures have excel case studies online so it is fully advised that every student individually perform exercises in Excel. Students are advised to get acquainted with Excel before and during the lectures, and especially with using different financial formulas for easier understanding of the course.

RISK MANAGEMENT

Course Description

The course is made of a combination of lectures and case studies discussions. Themes are covered through small business cases, real life examples, etc.

Course objectives

Risk Management course consists of eight modules outlining and combining modern theoretical concepts of risk management with aim of educating students to be able to understand what risks a particular company may be exposed to and how to manage those risks. Student will be provided with methodologies and tools for risk identification and evaluation, as well as for risk mitigation.

Goal of the course is also that students develop knowledge and practical skills in risk management. Consequently, during the course multiple examples will be presented and connected to the theoretical knowledge.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
● Lectures – PowerPoint	8	0.3
● Problem Solving Exercises	4	0.2
● Preparations for the lectures	20	0.8
● Preparations for the practical work	20	0.8
● Learning for final assignment + time for solving	20	0.8

Course materials and textbooks

Main literature:

Lam James, Implementing Enterprise Risk Management: From Methods to Applications (Wiley Finance) 1st Edition

Hopkin Paul, Fundamentals of Risk Management, Understanding, Evaluating and Implementing Effective Risk Management, Kogan Page; 5 edition

SSBM web platform

Presentations, seminars and additional materials for class participation (case studies, etc)

Web

Different web sites will be mentioned during the lectures. The students are fully advised to consult such web pages in advance of lectures so that they can be prepared to better understand curriculum.

DIGITAL GATEKEEPERS

Course Description

The course is a combination of lectures on the overview/snapshot of the technologies, accompanied EU (ex ante/ex post) regulation and case law. The last day (third lesson) of the elective is focused on ideation use cases that will be proposed and presented by students.

Students are expected to actively participate on the lectures and provide ideation case studies.

We are always open for questions, discussions and suggestions of our students through especially e-mail communication or if necessary, by telephone.

Course objectives

The main goal of this course is better understanding of the pros and cons of the emerging technologies and accompanying regulation, encouraging critical and out of the box thinking, share of the knowledge and experience and creative ideas for the development of new use cases.

Students will learn and better understand development of technologies and how regulation could affect development of technologies including the possibility to use so called regulatory sandboxes in order not to deteriorate the development of technologies.

Students are expected to actively participate in dialog and exchange opinions i.e. basically to fully open their minds and provoke discussion.

It is up to students to create own use case without any boundary in the use of technologies or the niche where it could be applied.

Course Learning Outcomes

1.	Students will acquire basic knowledge on new technologies and ex ante/ex post regulation	digital services.
2.	Students will have the capacity of critical and analytical thinking.	By making a deep dive into the technologies students will be encouraged to state pros and cons of the technologies and whether applicable regulation is acceptable or regulatory sandboxes that allow both technology and regulatory piloting are better approach in order not to hinder innovation.
3.	Students will have the opportunity to show out of the box/creative thinking	

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
Lectures – theoretical part	8	0.3
Lectures – practical part (presentation of use cases)	4	0.1
Reading (slides + literature)	40	1.6
Preparation for lectures and final assignment	15	0.6
Final Assignment/Case Study	10	0.4

Course materials and textbooks

SSBM web platform

Presentations of the lectures

Public articles discussing the topics that are subject to lectures

Literature:

Thibault Schrepel Blockchain + Antitrust (The decentralization formula), Edward Elgar Publishing, 2021 Ethem Alpaydin - Introduction to Machine Learning/Machine Learning, MIT press, 2021

John D. Kelleher – Deep Learning, MIT press, 2019

John D. Kelleher, Brendan Tierney – Data Science, MIT press, 2018

Peter J. Denning, Matti Tedre – Computational Thinking, MIT press, 2019

Articles:

Damien Geradin, What Is a Digital Gatekeeper? Which Platforms Should Be Captured by the EC Proposal for a Digital Market Act?, 2 Apr 2021 (https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3788152)

Pinar Akman, Regulating Competition in Digital Platform Markets: A Critical Assessment of the Framework and Approach of the EU Digital Markets Act, 10 Dec 2021 (https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3978625)

Luciano Floridi, Matthias Holweg, Mariarosaria Taddeo, Javier Amaya Silva, Jakob Mökander, Yuni Wen, capAI - A Procedure for Conducting Conformity Assessment of AI Systems in Line with the EU Artificial Intelligence Act, 25 Mar 2022,

(https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4064091)

Jessica Fjeld, Nele Achten, Hannah Hilligoss, Adam Nagy, Madhulika Srikumar, Principled Artificial Intelligence: Mapping Consensus in Ethical and Rights-Based Approaches to Principles for AI, 14 Feb 2020, (https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3518482)

Ethan R. Mollick, Lilach Mollick, New Modes of Learning Enabled by AI Chatbots: Three Methods and Assignments, 23 Dec 2022, (https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4300783)

Prof. dr.Vesna Tomljenović; A glimpse at recent general court case law in the competition cases, 28 Sep 2022., (https://www.aztn.hr/ea/wp-content/uploads/2022/10/V.-Tomljenovic-Zagreb.2022.pdf)

Web sites

Different web sites will be mentioned during the lectures. It is not mandatory to consult the list of web sites that are listed below (these are only for the students who want to learn more):

Technologies:

https://www.elementsofai.com/
Bernard Marr Linkedin Newsletter Future Tech Trends
https://www.mckinsey.com/featured-insights/mckinsey-explainers/what-is-the-metaverse

https://www.mckinsey.com/industries/retail/our-insights/how-the-fashion-industry-can-get-into-a-metaverse-mindset
https://www.youtube.com/watch?app=desktop&v=Oz9zw7-_vhM
https://www.youtube.com/watch?v=B18Tn4Dbva0&list=RDCMUCSNX50LYGXWV_e5UWZGPGbw https://www.youtube.com/watch?v=Uvufun6xer8

https://bernardmarr.com/here-are-the-top-10-breakthrough-technologies/

Netflix – Cryptopia https://youtu.be/Y2qe3hFeQ5g

Computational Antitrust:

https://law.stanford.edu/codex-the-stanford-center-for-legal-informatics/computational-antitrust/

Ex ante and ex post regulation

https://www.oecd.org/competition/the-goals-of-competition-policy.htm
https://www.oecd.org/competition/interactions-between-competition-authorities-and-sector-regulators.htm
https://www.oecd.org/daf/competition/market-power-in-the-digital-economy-and-competition-policy.htm

EU ex ante regulation

https://digital-strategy.ec.europa.eu/en https://digital-strategy.ec.europa.eu/en/policies https://digital-strategy.ec.europa.eu/en/activities

https://ec.europa.eu/commission/presscorner/detail/en/IP_22_6423

Blockchain regulation

https://digital-strategy.ec.europa.eu/en/policies/regulatory-framework-blockchain

AI regulation

https://digital-strategy.ec.europa.eu/en/policies/european-approach-artificial-intelligence

Digital markets/services regulation

https://www.oecd.org/daf/competition/ex-ante-regulation-and-competition-in-digital-markets.htm https://www.oecd.org/daf/competition/ex-ante-regulation-and-competition-in-digital-markets.htm https://digital-strategy.ec.europa.eu/en/policies/digital-services-act-package https://www.oecd.org/daf/competition/ex-ante-regulation-and-competition-in-digital-markets.htm

https://digital-strategy.ec.europa.eu/en/news/digital-markets-act-rules-digital-gatekeepers-ensure-open-markets- enter-force

Metaverse regulation

https://www.weforum.org/agenda/2022/12/digital-identity-metaverse-why-we-need-to-regulate-it-and-how/

Regulatory sandboxes

https://www.fca.org.uk/firms/innovation/regulatory-sandbox
https://fintechlatvia.eu/regulatory-sandbox/
https://www.europarl.europa.eu/thinktank/en/document/EPRS_BRI(2022)733544

AI FOR MANAGERS

Course Description

Artificial Intelligence has become a buzzword many years ago. In the recent decade we are witnessing rapid rise in AI research, development and application. AI as a field has become much more than just software development – engineering and technical issue. Many more fields are getting included in this area, and making significant contribution from economic, philosophical, ethical, or social side. Ways to get included are growing, as are the concerns about mismanagement of future AI projects and services. We believe that is a good time to learn and expand knowledge of people in business about different aspects of AI. Aim of this course is to combine scientific research on different AI related topis, with different business analytics and predictions, and to maximize understanding by use of different sources.

Introduction to AI for Business is a course aimed at business professionals, managers, and entrepreneurs, who want to get a better understanding of the main topics and questions related to AI. It is intended to make them curious, but also inspire them to research further, and explore the possibilities of AI in their business environment, companies, and organizations. We aim to ask some deep questions, but also provide the audience with the broad specter of approaches and factors that are influencing AI development but are also affected by it. Participants

will have a chance to discuss different consequences from, economic, social, or geopolitical, and ethical. It is the first course that provides dedication to AI that is not tech-oriented and is not for people that are working on software development, data science, and similar jobs.

We are always open for questions, discussions and suggestions of our students through especially e-mail communication or if necessary by telephone.

Course objectives

Explore different definitions of AI as a basis for exploration of different aspects and approaches. Ger familiar with the widely used AI connected terminology. Position AI development in the broader context of digitalization and tech development that is progressing in the last few decades. Get familiar with already existing best practices and areas of implementation of AI. Identify most common ethical questions about AI development.

Course Learning Outcomes

- Be able to compare different definitions and choose most suitable for your business. Understand interconnectedness of different technologies and areas of implementation. Create new ideas about AI products and services.

- Create broader framework about consequences of AI and its development on the geopolitical and economic level. Get inspired to explore AI field further.

- Gather number of sources for additional AI education.

- Think about impact of AI and new technologies in the broader global context, and on the different levels: from individual to company to country level.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
Lectures ●	8	0.3
● Preparations for the practical work	10	0.4
● Readings (presentation and literature)	25	1.0
● Learning for final assignment + time for solving	10	0.4

Course materials and textbooks

Books:

Max Tegmark: Life 3.0: Being Human in the Age of Artificial Intelligence

Kai Fu Lee: Ai Superpowers: China, Silicon Valley, and the New World Order
James Barrat: Our Final Invention

Kai Fu Lee: AI 2041 Ten Visions for Our Future and AI Superpowers

Links https://www.aitimejournal.com/ https://videos.re-work.co/

Companies https://ai.facebook.com/ https://ai.googleblog.com/
https://www.deepmind.com/blog https://openai.com/blog/

Social Media Profiles https://twitter.com/karpathy https://twitter.com/ylecun
https://twitter.com/drfeifei https://twitter.com/AnimaAnandkumar
https://twitter.com/demishassabis?lang=en

Slack

https://ai-researchers-invite.herokuapp.com/
https://datasciencesalon.slack.com/

Newsletters

https://fortune.com/newsletter/eye-on-ai/
https://inside.com/ai?iwassenthereby=founderstime

https://us16.list-
manage.com/subscribe?u=969b1987cadb0e680b9a47c09&id=81470d1b13
https://mailchi.mp/2fb3aa308ad3/welcome-to-synced-global-ai-weekly-
newsletter https://www.topbots.com/

https://oecd.ai/en/ https://www.technologyreview.com/topic/artificial-
intelligence/ https://www.elementsofai.com/

Articles

https://waitbutwhy.com/2015/01/artificial-intelligence-revolution-1.html
https://openai.com/blog/ai-and-efficiency/

https://future.a16z.com/new-business-ai-different-traditional-software/

SSBM web platform

Presentations, seminars and additional materials for class participation

BUSINESS INTELLIGENCE

Course Description

In contemporary business conditions, characterized by rapid globalization and hypercompetition, business information simultaneously present power, capital and knowledge, competitive advantage, i.e. key management resource.

Timely, quality and accurate business information are the precondition for making quality business decisions, as well as achieving business success, both on the level of national economy and its role in the world economy, and on the level of individual business entity.

The course is focused on the dimension of business decision-making process based on business information converted into knowledge and the management of business information process (business intelligence).

It refers to the process and activities in economic area that are planned, organised and implemented by national economies and individual business entities, whereby these activities imply the process of legal collection of public data available to all though ethical means, their analysis and conversion into business analyses („knowledge") for the purpose of supporting leadership in national economy system or business entity (management) with the aim of quality business decision-making and the realisation of those decisions directed towards the preservation of existing position of national economy and business entity in business environment, avoiding any threats or minimising their effects and, finally, the overall qualitative progress and strengthening of competitiveness of national economy and individual business entity.

Business information converted into knowledge enable the detection of suitable business opportunities on the market before they become visible to the competition (other national economies or individual business entities), as well as the detection of threats early enough so that management (macro and micro level) has enough time to react, i.e. avoid those threats or minimise their effects.

Due to the importance that business information have in the process of business decision-making and the realisation of those decisions, the application of the overall mechanism from the aspect of business information (collection of information, their processing and interpretation, creating business analyses and their distribution to the management) presents a separate form of socioeconomic activity on a national-state level and a separate business function on the level of individual business entity.

This element is processed from the aspect of its social situatedness, role in the strategic management of business processes, organisation in business systems (macro and micro level) and management of that system, practical application of methods and resources of that system, as well as its achievement in relation to business.

At the same time, the course introduces students with the importance of achieving security of own business information, meaning that it introduces them with the model, process and development of business information security system (business counterintelligence) on the level of national economy and in individual business systems.

Course objectives

The course introduces students with the meaning of business information in corporate business and decision-making processes (processes, techniques and means of collecting and processing business information), their interpretation, i.e. conversion into business analyses (knowledge) and the distribution of those analyses to creators of business policies and makers of business decisions (management).

In other words, the course offers students the basic knowledge of the term, content, model, process and system of business intelligence, which is an integral part of business management, thinking, business culture and business policy in contemporary companies.

The course aims to teach students about the importance of information in the business process and teach them to collect, interpret, use and keep such information with the interest of achieving business success of a company and its business security.

The aim is, in fact, to understand business intelligence process (business counterntelligence), its products and its role in managing companies, as well as the ability to organise and manage business (counter)intelligence process and use its end products.

After lectures, students will gain competences necessary for the analysis and management of business information process, i.e. defining the needs of macro and micro management for business information, collection of necessary information, processing and interpretation of collected information, creation of business analyses that are based on such information and that serve the management as support in the process of business decision-making and the realisation of those decisions.

Course Business Intelligence has, therefore, conceptual, analytical and applicative aim.

Methods used: Course will be held in the form of lectures. Teaching methods used in the course are: lectures, group discussions, presentations and case analyses (case studies and country studies).

Course Learning Outcomes

After the course the students will be able to:

- analyse business intelligence model and process

- analyse the model and process of business information security (business counterintelligence)

- evaluate business intelligence

- examine the techniques of collecting business information

- discuss the meaning of business information

- create business analyses based on business information

- compare business intelligence models in EU Member States

- compare business intelligence models in different types of economy systems in the world

- gain competences necessary for the analysis and management of business information process, i.e. defining the needs of macro and micro management for business information, collection of necessary information, processing and interpretation of collected information, creation of business analyses that are based on such information and that serve the management as support in the process of business decision-making and the realisation of those decisions.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
Lectures – theoretical part	12	0.5
Readings	40	1.6
Learning for final assignment and time of solving	30	1.2

Course materials and textbooks

Main literature:

Bilandžić, M. (2008). Poslovnoobavještajno djelovanje: business intelligence u praksi, Zagreb: AGM.

Fleisher, S. C.; Bensoussan, E. B. (2015) Business and Competitive Analysis: Effective Application of New and Classic Methods (2nd Edition), New Jersey: Pearson Education. (Section II: New and Classic Methods of Business and Competitive Analysis)

Additional literature:

Bazdan, Z. „Menadžeri moraju znati: poslovno obavještajna djelatnost kreira najvažniji resurs upravljanja", Poslovna izvrsnost, God. III, Br. 2, 2009.

Bazdan, Z. „Poslovna obavještajna djelatnost - ključan čimbenik poslovne izvrsnosti case study: industrijska špijunaža", Poslovna izvrsnost, God. III, Br. 1, 2009.

Bernhardt, D. Competitive Intelligence: How to acquire and use corporate intelligence and counter-intelligence, Prentice Hall Financial Times, London. 2003.

Boromisa, A.M.; Tišma, S.; Raditya-Ležaić, A. Gospodarska diplomacija Republike Hrvatske ili zašto Hrvatskoj nužno treba snažna i sustavna gospodarska diplomacija, Zaklada Adris, Institut za međunarodne odnose, Zagreb, 2012.

Fehringer, D; Hohhof, B. (eds.) Competitive Intelligence Ethics: Navigating the Gray Zone, Competitive Intelligence Foundation, Alexandria, Virginia, 2006.

Heuer, J. R. Psychology of Intelligence Analysis, Center for the Study of Intelligence, Central Intelligence Agency, 1999.

Liautaud, B; Hammond, M. e-Poslovna inteligencija: kako informacije pretvoriti u znanje, a znanje u profit, Prudens

Consilium, Varaždin, 2006.

Nasheri, H. Economic Espionage and Industrial Spying, Cambridge University Press, Cambridge, 2005.

Panian, Ž; Klepac, G. Poslovna inteligencija, Masmedia, Zagreb, 2003.

Potter, E. (ed.). Economic Intelligence and National Security, Carleton University Press and The Center for Trade Policy and Law, Canada, 1998.

Richards, J. The Art and Science of Intelligence Analysis, Oxford: Oxford University Press, 2010.

Sadžak, M.; Mujanović, E.; Tutnjević, M. Ekonomska diplomacija: menadžerski pristup, Synopsis: Zagreb-Sarajevo, 2009.

SSBM web platform

Presentations, seminars and additional materials for class participation (case studies, excel cases etc)

Web

Different web sites will be mentioned during the lectures. The students are fully advised to consult such web pages in advance of lectures so that they can be prepared to better understand the calculations in excel.

CROSS-CULTURAL MANAGEMENT

Course Description

Cross-Cultural Management plays a significant role in International Business because of the globalisation and internationalisation of companies. Culture influences international business in several ways and failing to understand such complexities could affect the growth of the business. Multinational companies employ workers from diverse cultural backgrounds to achieve their global objectives. That notwithstanding, the employees encounter several challenges such as leadership problems, intercultural problems, miscommunication, poor teamwork, incomplete targets, high employee turnover, poor output etc. Consequently, the module will assist students to become aware that they live in a dynamic and diverse world and therefore, the need for the skills, knowledge and attitude in culture and organisation becomes highly indispensable. To prepare our students adequately for such future challenges and work effectively in multinational organisations, the module will assist students to develop the skills, knowledge, and attitudes for the practice of intercultural and diversity competence in international business.

By applying the scientific-practitioner approach, students would receive a first-class didactic approach to teaching, including video cases, practical examples from multinational companies and teamwork. After the end of this course, students would achieve the following objectives.

At the end of this course, students would apply the knowledge and skills developed to write a final report including case study questions.

We are always open for questions, discussions and suggestions of our students through especially e-mail communication or if necessary, by telephone.

Course objectives

The Cross-Cultural Management course aims to provide knowledge and insight into the roles of cultural in International Business Transactions. Culture plays significant roles in multinational Organisations due to several benefits. Unfortunately, culture could affect the operations of multinational Organisations.

Course Learning Outcomes

Consequently, after following the course, students will achieve the following goals demonstrated in the table below:

1. To understand the culture and its effects on international businesses
   The students will learn to:

   - Define and explain the various concepts of culture and how it impacts international business.

   - Demonstrate how individual cultural norms, values, beliefs, and traditions influence attitudes and behaviour in the organisation.

2.   To analyse the benefits and negative impacts of cultural differences among multinational teams   The students will learn to:

- Differentiate between the positive and the negative influence of culture in the organisation.

- Collaborate effectively with different kinds of stakeholders in different cultural and organizational settings.

3.   To apply effective intercultural communication (both verbal and non-verbal) in an intercultural setting. The students will learn to:

- Examine different communication styles (verbal and non-verbal) in international business.

- Communicate effectively in international business by managing international communication challenges in international business.

4.   To develop the skills and knowledge to apply the various cultural dimensions in multinational companies. The students will learn to:

- Differentiate between the various cultural dimensions with practical illustrations.

- Use the cultural dimensions to understand different national cultures in multinational organisations.

- Apply the dimensions to understand leadership attitudes and behaviour in organisations.

5.   To evaluate the effects of cultural differences in multinational organisations   The students will learn to:

- Understand and apply the various intercultural competence models in a multinational organisation

- Become intercultural competent to work effectively in multinational companies.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
● Lectures 1-9 PowerPoint, case studies, and individual exercises in class	12	0.5
● Students Preparations for course activities	15	0.6
● Preparations for the final report including applied research	23	0.9

Course materials and textbooks

Cross-Cultural Management journals, articles and textbooks used for the course include the following.

BOOK

Title   Cultures and Organizations: Software of the Mind, Third Edition: Software of the Mind: Intercultural Cooperation and Its Importance for Survival (BUSINESS SKILLS AND

DEVELOPMENT (Gert Jan Hofstede)

Author(s)

ISBN 978-0071664189 Edition   13   Publisher   McGraw-Hill Education

BOOK

Title   Riding the Waves of Culture: Understanding Diversity in Global Business Charles Hampden-Turner and Fons Trompenaars

Author(s)

ISBN 978-1-260-46864-9   Edition   2020 Publisher   Nicholas Brealey

Publishing

BOOK

Title   Intercultural sensitivity: from denial to intercultural competence

Carlos Nunez, Raya Nunez-Mahdi, Laura Popma

Author(s)

ISBN 978-9023255550 Edition   2017 Publisher   Gorcum b.v.,

Koninklijke Van

BOOK

Title   Diversity Competence – Cultures don't meet people

Edwin Hoffman and Arjan Verdooren

Author(s)

ISBN 9789046905982 Edition   2018 Publisher   Uitgeverij Coutinho

However, students are allowed to use any academic article or textbook on Cross-Cultural Management.

SSBM web platform

There are additional links for videos (cases) to support the academic materials for the Cross-Cultural Management Course.

I AS A LEADER

Course Description

The course is made as a dynamic workshop with required interaction and group work.

We are always open for questions, discussions and suggestions of our students through especially e-mail communication or if necessary, by telephone.

Course objectives

The objective of this workshop is to work on who you are as a leader, alternatively also on who you'd like to be as a leader.

This is a straight forward process: "how do I see myself through observing others".

Between the way I see myself and the way the others see me, there might be a gap. If there is, what is it telling me? What can I learn from this process? What will I do about it?

Course Learning Outcomes

Students will acquire knowledge in how to use coaching leadership style to empower a person or a team At the end of this course, students will:

- understand the qualities of a good leader

- analyze skills required to be a good leader

- understand the creative competencies versus reactive tendencies

- learn the difference between perception of you and others of you as a leader

- present by using coaching leadership style how you as a good leader can empower a person or a team

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
Workshop	3	0.1
Presentation	1	0.0
Preparations for the lectures	10	0.4
Preparations for the practical work	10	0.4
Individual study for additional activities (presentations, seminars, projects, debating, reporting etc.)	16	0.6
Learning for final assignment + e for solving	10	0.4

Course materials and textbooks

Not mandatory, of informative type only. Sample, many more titles worth mentioning, more available on demand:

SSBM web platform

Presentations, seminars and additional materials for class participation if applicable (case studies, excel cases etc).

AI FOR MANAGERS

Course Description

Artificial Intelligence has become a buzzword many years ago. In the recent decade we are witnessing rapid rise in AI research, development and application. AI as a field has become much more than just software development – engineering and technical issue. Many more fields are getting included in this area, and making significant contribution from economic, philosophical, ethical, or social side. Ways to get included are growing, as are the concerns about mismanagement of future AI projects and services. We believe that is a good time to learn and expand knowledge of people in business about different aspects of AI. Aim of this course is to combine scientific research on different AI related topis, with different

business analytics and predictions, and to maximize understanding by use of different sources.

Introduction to AI for Business is a course aimed at business professionals, managers, and entrepreneurs, who want to get a better understanding of the main topics and questions related to AI. It is intended to make them curious, but also inspire them to research further, and explore the possibilities of AI in their business environment, companies, and organizations. We aim to ask some deep questions, but also provide the audience with the broad specter of approaches and factors that are influencing AI development but are also affected by it. Participants will have a chance to discuss different consequences from, economic, social, or geopolitical, and ethical. It is the first course that provides dedication to AI that is not tech-oriented and is not for people that are working on software development, data science, and similar jobs.

We are always open for questions, discussions and suggestions of our students through especially e-mail communication or if necessary by telephone.

Course objectives

Explore different definitions of AI as a basis for exploration of different aspects and approaches. Ger familiar with the widely used AI connected terminology. Position AI development in the broader context of digitalization and tech development that is progressing in the last few decades. Get familiar with already existing best practices and areas of implementation of AI. Identify most common ethical questions about AI development.

Course Learning Outcomes

Be able to compare different definitions and choose most suitable for your business. Understand interconnectedness of different technologies and areas of implementation. Create new ideas about AI products and services.

Create broader framework about consequences of AI and its development on the geopolitical and economic level. Get inspired to explore AI field further.

Gather number of sources for additional AI education.

Think about impact of AI and new technologies in the broader global context, and on the different levels: from individual to company to country level.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
Lectures	8	0.3
● Preparations for the practical work work	10	0.4

● Readings (presentation and literature)	25	1.0
● Learning for final assignment + time for solving	10	0.4

Course materials and textbooks

Books:

Max Tegmark: Life 3.0: Being Human in the Age of Artificial Intelligence

Kai Fu Lee: Ai Superpowers: China, Silicon Valley, and the New World Order
James Barrat: Our Final Invention

Kai Fu Lee: AI 2041 Ten Visions for Our Future and AI Superpowers

Links https://www.aitimejournal.com/ https://videos.re-work.co/

Companies https://ai.facebook.com/ https://ai.googleblog.com/
https://www.deepmind.com/blog https://openai.com/blog/

Social Media Profiles https://twitter.com/karpathy https://twitter.com/ylecun
https://twitter.com/drfeifei https://twitter.com/AnimaAnandkumar
https://twitter.com/demishassabis?lang=en

Slack

https://ai-researchers-invite.herokuapp.com/
https://datasciencesalon.slack.com/

Newsletters

https://fortune.com/newsletter/eye-on-ai/
https://inside.com/ai?iwassenthereby=founderstime

https://us16.list-
manage.com/subscribe?u=969b1987cadb0e680b9a47c09&id=81470d1b13
https://mailchi.mp/2fb3aa308ad3/welcome-to-synced-global-ai-weekly-
newsletter https://www.topbots.com/

https://oecd.ai/en/ https://www.technologyreview.com/topic/artificial-
intelligence/ https://www.elementsofai.com/

Articles

https://waitbutwhy.com/2015/01/artificial-intelligence-revolution-1.html
https://openai.com/blog/ai-and-efficiency/

https://future.a16z.com/new-business-ai-different-traditional-software/

SSBM web platform

Presentations, seminars and additional materials for class participation

CUSTOMER DATA-DRIVEN MARKETING

Course Description

The Customers Data driven marketing program goes into the strategic understanding of how marketing paradigms change from classical one-way communication to real time personalized communication that leverages data collected and processed using – Martech – artificial intelligence, predictive analytics and marketing automation tools.

Effective Marketers need to be strategic about how they use massive amounts of data and information available to them. This means not only knowing how to reveal consumer behavior, but also how to identify trends and patterns to more effectively reach your target audience.

Beside strategic aspects, during the course we would look at many best practices from companies like: Google, Facebook (Meta), Netflix, UBER, IBM, Coca Cola, Zeta Global, Amazon etc.

Students are required to watch all VIDEO lectures, understand and learn principles presented. Each student needs to submit individual exam in line with SSBM rules.

Course objectives

The goal of this course is to explain how to focus on customer satisfaction, leverage technology and data to provide the best possible solutions for your business and customers in the digital age. Satisfied customers lead to higher profits, advocacy, loyalty and long-term relationships. Technology has significantly changed the way we live as well as the customer purchasing journey and relationship changed drastically. That leaves us with two choices; either evolve with it and become more technically savvy or else get left behind. There are plenty of tools available like analytics or data extraction to help you understand your customers and how to engage with them.

Student should understand and learn as described in Course outline.

Course Learning Outcomes

At the end of this course, students will:

1.   Understand and learn how to Explain the key ideas behind customer experience, customer focus, role of data and various data types and the basics of data privacy, big data

2.   Asses and evaluate the business by using data properly

3.   Learn the basic principles of data analytics and its measures and dimensions and technology digital enablers.

4.   Create value from data

5.   Use critical thinking to enhance and improve our business, services and products

Overview of student workload

Learning activities	umber of Hours	ECTS Allocation
Lectures – videos	5	0.2
Lectures – reading part	40	1.6
Preparations for the lectures	30	1.2
Reading part (literature and pre-reading links)	60	2.4
Learning for final assignment + time for solving	40	1.6

Course materials and textbooks

1.   David L. Rogers (2016): The Digital Transformation Playbook

2.   Marco Hassler: From data driven to people-based marketing.

3.   Geoffrey G. Parker, Marschall W. Van Alstyne, Sangeet Paul Choudary (2017): Platform revolution

4.   Alexander Borek, Nadine Prill (2020): Driving Digital Transformation through data and AI.

STRATEGIC MARKETING

Course Description

The aim of this course is to provide learners with a detailed understanding of the marketing planning process and to apply these principles to a variety of business contexts.

We strongly advise the students to finish the course, lecture after lecture as stated in syllabus, as there is a logical classification of topics as each new topic is based on the previous one.

Course objectives

The unit also provides a comprehensive understanding of environmental analysis and how this can lead to the development of appropriate objectives and strategies to enhance operational marketing performance.

Course Learning Outcomes

At the end of this course, students will:

1 Understand the principles of marketing and its role in business practice.

- Evaluate the role of marketing in an organisation.

- Analyse the relationship between corporate strategy and marketing strategy.

- Explain how marketing strategy is developed.

2 Be able to evaluate approaches to marketing analysis.

- Evaluate various approaches to internal environmental analysis.

- Evaluate various approaches to external environmental analysis.

- Explain how internal and external analyses can be integrated to devise strategic alternatives.

3 Be able to apply and analyse strategic marketing decisions and choices.

- Justify decisions and choices to be made at a corporate level.

- Assess how these decisions influence marketing at business unit and functional level.

- Evaluate approaches to competitive positioning of businesses.

4 Be able to evaluate and understand the use of marketing strategies for competitive advantage.

- Summarise a range of strategies that can contribute to competitive advantage.

- Assess marketing strategies, their application

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
Lectures – Video material	3.0	0.2
Readings – literature, reading assignment and literature	50	2.0
Quizzes, assignments and individual study	50	2.0
Learning for final assignment + time for solving	50	2.0

Course materials and textbooks

Main literature:

Aaker, D.A. and McLoughlin, D. (2010) Strategic Market Management- Global Perspective. UK: John Wily & Sons Ltd. Best, R. J. (2009) Market-based Management: Strategies for Growing Customer Value and Profitability. 5th Edition.Harlow: Prentice Hall.

Bradley, F. (2005) International Marketing Strategy. New Jersey, FL: Prentice Hall. Chernev, A. (2009) Strategic Marketing Management.5th Edition. New York: Brightstar

Media.

Hastings, H. and Saperstein, J. (2007) Improve Your Marketing to Grow Your Business. New York: Wharton School Publishing.

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SSBM web platform

Presentations, seminars and additional materials for class participation (case studies, excel cases etc)