



**Swiss School of Business and Management Geneva
(SSBM Geneva)**

SSBM Geneva Program Outline

**Bachelor of Science in Business
Administration**

Specialization: International Business

Method: Campus

Duration of Program: 3 years/6 semesters

Total number of ECTS: min. 180

Avenue des Morgines 12, 1213 Genève
Switzerland

www.ssbm.ch

1. Enrollment criteria

Admission to Bachelor's studies is granted to applicants who fulfill the following requirements:

- Successful completion of the Swiss Baccaureate / High School Diploma / International Baccaureate or equivalent
- Swiss commercial vocational baccaureate or Vocational Educational Training (VET) equivalent qualification
- Relevant NQF/QCF/RQF Level 3 Award/Diploma or at the level of GCE/GCSE or any equivalent qualification
- Work experience of 1 year in a commercial environment or mandatory to complete Career Advancement Program
- English requirements:
 - English Proficiency test for non-native speakers is required (TOEFL IBT 90, IELTS 6.5 or equivalent).
 - If a candidate is not from a majority English-speaking country, then an evidence of English language competency is required.

QUALIFICATION	ADMISSION REQUIREMENTS
Swiss Baccaureate Swiss Maturity Certificate Swiss commercial vocational baccaureate or Vocational Educational Training (VET)	<ul style="list-style-type: none"> • Competencies Test required. • Interview required with Admissions Manager • TOEFL IBT 90, IELTS 6.5 or equivalent
International Baccaureate (IB)	<ul style="list-style-type: none"> • IB score minimum 28 (unconditional acceptance) • Competencies Test required • Interview required with Admissions Manager
International Baccaureate Career Related Program (IB CP)	<ul style="list-style-type: none"> • At least two IB subjects taken with min. grade 4 and passing grade for other subjects (unconditional acceptance) • Competencies Test required. • Interview required with Admissions Manager
A-Levels	<ul style="list-style-type: none"> • At least grade C in each of 3 subjects (unconditional acceptance) • Competencies Test required. • Interview required with Admissions Manager
Foreign Diplomas / High School Diploma	<ul style="list-style-type: none"> • Upper secondary school-leaving certificate (Maths included) • Competencies Test required • Interview required with Admissions Manager • Admissions exam required (if applicable, varies per country) • TOEFL IBT 90, IELTS 6.5 or equivalent

2. Criteria for Enrollment in the Next Semester/Academic Year

According to the "Policy on Enrollment in the Next Academic Year":

Regular enrolment in the next academic year

Students who have completed all study obligations determined by the study program, successfully passed all exams, and fulfilled the due financial obligations towards SSBM, acquire the right to enroll in the next academic year under regular terms.

Partial enrolment in the next academic year

Students who have completed all study obligations determined by the study program, successfully passed majority of exams and obtained at least 45 ECTS points, and fulfilled the due financial obligations towards SSBM, acquire the right to enroll in the next academic year under terms stipulated by this policy which is marked as a partial enrolment (points 3.2 to 3.6 of this article).

Failing the academic year

Student who fail to meet the terms for regular or partial enrolment in the next academic year (e.g, total number of ECTS points acquired during the academic year is less than 45), enrolls in the same academic year again. Student who fails to complete all study obligations and successfully pass all exams from re enrolled courses in the repeated academic year, loses the active student status and is suspended from the program, but is still obliged to fulfil all outstanding financial obligations towards SSBM.

3. 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.

4. Graduation Requirements

Upon successful completion of the Bachelor program students will be awarded with a Bachelor's degree with specialization in Business Administration delivered by SSBM Geneva. To successfully complete the program, students must:

- Complete all program courses with a passing grade
- Complete and defend the final thesis with a passing grade
- Have no outstanding financial obligations towards SSBM

Award of Degree with Distinction

Degree 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)

5. Teaching Method and Learning Materials

This program is delivered entirely on campus. 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 EBSCO (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.

6. 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.

7. 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.

8. Program Outcomes

Bachelor's core Learning Outcomes applicable to all Bachelors:

- Students will demonstrate a deep understanding of the fundamental concepts, theories, and principles in their chosen field of study, showcasing a strong academic foundation.
- Students will develop critical thinking skills to analyze information, solve complex problems, and make informed decisions in both academic and real-world contexts.
- Students will manifest a heightened global perspective.
- Students will communicate effectively, both orally and in writing, demonstrating the ability to convey complex ideas clearly and professionally in various formats and settings.
- Students will be able to work effectively in diverse teams, demonstrating strong interpersonal skills, leadership, and the ability to contribute positively to group dynamics.
- Students will be able to recognize and address ethical dilemmas in their field, understanding the implications of their actions on individuals and

society, and demonstrating a commitment to responsible and socially conscious decision-making.

Program-specific Learning Outcomes:

- Demonstrate understanding of global markets and business strategies.
- Collaborate effectively in different cultural environments.
- Develop skills to manage international business operations.

9. Program Curriculum

Year 1

Course ID	Course	Lecturer	ECTS
36987	Principles of Management (PMBAC01)	Hulya Kurt	6
26756	Research & Academic Writing (GRAW01)	Mia Simcox	5
26755	Introduction to Business Communication (GITBC01)	Iva Buljubasic	5
36986	International Marketing & Branding (IMBBAC01)	Francesco Derchi	5
26855	Design Thinking (DT01)	Francesco Derchi	6
26857	Business English (BEBAC01)	S��verine Tochon	6
26862	Accounting for Managers (AMBAC01)	Albian Albrahimi	5
26864	Introduction to Project Management (PMBBA2)	Mario Saba	7
26861	Presentations Skills (PSBAC01)	Iva Buljubasic	7
26867	Business Law and Ethics (BEBLBA2)	Petra Pocrnic Perica	7
36923	Company Project 1 (Internship). CP1G01	Mia Simcox, Stella Kostyuk, Iva Buljubasic	8
TOTAL:			67

Year 2

Course ID	Course	Lecturer	ECTS
26865	Introduction to Sales & CRM (SCRMBA2)	Olesya Meskina	6
37003	Introduction to Human Resource Management (HRMBAC01)	Erik Leif Wollenweber	5
26754	Introduction to Finance (GITF01)	Albian Albrahimi	6
36990	Digital Business (DBBAC01)	Francesco Derchi	7
36985	Applied Statistics for Managers (ASFMBA01)	Olena Iarmosh	6
37001	Copywriting (CWBAC01)	Iva Buljubasic	4
36991	Microeconomics (MEBAC01)	Albian Albrahimi	4
36998	Management of Information Systems (MISBAC01)	BhanuKiran Desiraju	7
36999	Business Strategy (BSBAC01)	BhanuKiran Desiraju	6
26859	Public Relations (PRBAC01)	Iva Buljubasic	5
36924	Company Project 2 (Internship). CP2G01	Mia Simcox, Stella Kostyuk, Iva Buljubasic	8
TOTAL:			64

Year 3

Course ID	Course	Lecturer	ECTS
36995	Entrepreneurship (ESBAC01)	Bhanu Kiran Desiraju	5
36996	Organizational Behaviour & Development (OBDBAC01)	Deborah Abbott	7
37035	Content Management (CMGB01)	Olesya Meskina	5
37002	Leadership and Management Development (LMDBAC01)	Hulya Kurt	6
37004	Innovation and Change Management (ICMBAC01)	Barbora Bruant Gulejova	7
Specialization Courses – 6th semester			
26748	Digital Business Acceleration	Damir Gavran	5

26907	Cross Cultural Management (BCCM01)	Alex E. Asampong	5
37037	Event Management (EMISB01)	Daria Papo, Ivana Nobile	6
36946	Introduction to AI for Managers (IAI02)	Aco Momcilovic	5
37034	Final Thesis (GFT01)	SSBM Supervisor	15
TOTAL:			69

Year 1 – Course Descriptors

PRINCIPLES OF MANAGEMENT

Course Description

This course introduces students to the fundamental principles and concepts of business management. It covers various aspects of managing organizations, including planning, organizing, leading and controlling. Students will gain a comprehensive understanding of essential managerial functions and develop the skills necessary to succeed in the business world. 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 to work in teams and use their creativity in presenting themes pertaining to the topic.

Course objectives

The primary objectives are to develop an understanding of basic management functions such as planning, organizing, leading, and controlling, as well as to cultivate essential skills like decision-making, problem-solving, and effective communication. These principles also aim to focus on a sense of ethics and social responsibility in young learners, emphasizing the importance of sustainable and ethical business practices. Overall, the goal is to provide a foundational knowledge base and practical skills that will prepare students for eventual careers in business and management.

- Understand the basic concepts and theories of business management.
- Identify the key functions and roles of managers in organizations.
- Apply managerial principles to real-world business scenarios.
- Develop critical thinking and decision-making skills in a business context.
- Enhance communication and teamwork abilities for effective management.

Course Learning Outcomes

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

1. Students will acquire basic knowledge in Business Management
2. Students will acquire an understanding of Business Management, the evolution and impact with AI, the different roles and functions such as planning, project management principles, management theories. The importance of effective management in organizations.
3. Students will learn about types of plans, strategic, operational and rational decision-making process
4. Students will 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.
5. Students will learn about steps in the planning process, create their own SWOT analysis based on business cases. They will be able to create SMART goals and will exhibit rationale decision-making abilities.
6. Students will have capability of presentation and communication skills.
7. Students will confirm interpersonal and communicational skills necessary for efficient functioning in the global environment.

8. Students will have ability to develop teamwork, oral and written communication and presentation skills as a prerequisite for continuous improvement in the business world.

9. Students will be equipped with knowing about leadership, basics of human resources, marketing and ethical and social responsibility.

10. Students will learn what it makes to be a leader, a manager and how business work, encompassing from Human Resources to marketing and leadership ending with ethical and social responsibility importance.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures – PowerPoint	20	0.8
• Problem Solving Exercises	10	0.4
• Preparations for the lectures	50	2.0
• Individual study for additional activities (presentations, seminars, projects, debating, reporting etc.)	25	1.0
• Preparing and writing for final assignment	45	1.8

Course materials and textbook

Main literature:

1. Study Skills for Business Management Students / Barbara Allen
2. "Management: Tasks, Responsibilities, Practices" by Peter F. Drucker
3. "The Effective Executive: The Definitive Guide to Getting the Right Things Done" by Peter F. Drucker.
4. "Principles: Life and Work" by Ray Dalio

SSBM web platform

Presentations, seminars and additional materials for class participation (Case studies, business cases.) PowerPoint/Canva is essential for this lecture.

Web

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

RESEARCH AND ACADEMIC WRITING

Course Description

This course is designed to introduce students to the fundamentals of academic research and writing. It aims to develop critical thinking, effective research strategies, and advanced writing skills necessary for success in academic and professional settings. Students will explore a variety of research methodologies and learn how to formulate research questions, conduct literature reviews, and gather data using ethical practices. The writing component of the course will focus on crafting coherent arguments, employing precise language, and adhering to the conventions of academic style and formatting. Emphasis will be placed on the importance of drafting, revising, and editing to achieve clarity and precision in written communication. Throughout the course, students will engage in practical writing exercises, including essays, research proposals, and a final research paper, all of which aim to strengthen their ability to communicate complex ideas effectively. This course is ideal for students preparing for higher education or professionals seeking to enhance their research and writing capabilities.

Course objectives

The primary objective of this course is to equip students with the skills and knowledge necessary to conduct rigorous academic research and articulate their findings effectively through scholarly writing. By the end of the course, students will be able to identify relevant research questions, engage systematically with sources, and employ a variety of research methodologies. They will also learn how to structure their arguments clearly and cohesively, adhere to academic standards of citation and referencing, and develop a scholarly voice appropriate for academic discourse. This course aims to enhance students' ability to produce well-argued, thoroughly researched, and professionally written documents that contribute meaningfully to the academic community in their fields of study.

Course Learning Outcomes

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

1. Understand the use of different sources of information and research formulation.
 - Distinguish different sources of information used in academic writing.
 - Evaluate the benefits of using different sources of information when compiling academic writing.
 - Explain how to formulate research aim(s), objectives, and questions.
2. Be able to conduct a basic literature review.
 - a. Review literature using a range of sources.
 - b. Develop arguments from different perspectives in line with findings.
 - c. Present the output of the literature review.
3. Be able to evaluate research and data collection methods.
 - a. Evaluate the different methods of collecting and analyzing data.
 - b. Use different methods to collect and analyze data.

4. Be able to produce academic work applying the Harvard Referencing system.
 - a. Explain the importance of avoiding plagiarism and academic misconduct.
 - b. Produce a piece of academic writing, applying the Harvard Referencing system.
5. Be able to use techniques for independent learning, self-study and evaluation of own academic work.
6. Use study plans to achieve research and academic writing objectives.
 - a. Use independent learning techniques.
 - b. Reflect on research and academic writing.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures – videos	4	0.2
• Preparations for the lectures	45	1.8
• Readings (presentations/lectures and literature and reading assignments)	70	2.8
• Learning for final assignment + time for solving	80	3.2

Course materials and textbooks

Main literature:

1. Saunders, Lewis and Thornhill, Research Methods for Business Students, 5th Edition, © Mark Saunders, Philip Lewis and Adrian Thornhill 2009

Additional literature:

1. Barras, R. (2005) Students must write: A guide to better writing in coursework and examinations. Abingdon, Oxon: Routledge
2. Binsardi, A. (2008) Research Methods for Management. Cambridge: International Academic Press.
3. Booth, A., Papaioannou, D. and Sutton, A. (2012) Systematic Approaches to a Successful Literature Review. London: Sage Publications.
4. Burns, R. P. and Burns, R. (2008) Business Research Methods & Statistics Using SPSS. London: Sage Publications.
5. Cooper, D. R. and Schindler, P. S. (2006) Business Research Methods. Boston: McGraw Hill.

8. Cottrell, S (2008) The Study Skills Handbook. 3rd Edition. Basingstoke: Palgrave Cottrell, S. (2008) Skills for Success: Personal Development and Employability. London: Palgrave Macmillan
9. Deniels, P. and Becker, L. (2012) Developing Research Proposals. London: Sage Publications.
10. Denscombe, M. (2007) The Good Research Guide. Maidenhead: Open University Press. Fink, A. (2009) Conducting Research Literature Reviews. London: Sage Publications.
11. Jesson, J. K., Matheson, L. and Lacey, F. M. (2011) Doing Your Literature Review. London: Sage

INTRODUCTION TO BUSINESS COMMUNICATION

Course Description

The aim of this course is to enhance learners' business communication skills and enable them to operate confidently in the business world.

Learners will be able to:

- make persuasive presentations
- negotiate convincingly
- write reports/ e-mails that address and/or solve strategic problems
- develop effective interpersonal communication skills
 - enhance their understanding of cross-cultural communication, and the role of languages in business

Course objectives

The aim of the course Introduction to Business Communication at the undergraduate study level is to introduce students to the fundamental principles of business communication, give them the opportunity to develop their communication skills, acquaint them with the importance of business communication in the modern business environment and business in general. Business communication is part of the skill ("tool"), which directs the business and creative potential of individuals and groups in faster and more efficient ways of solving economic and other problems at the micro and macro level of the environment.

Course Learning Outcomes

- Students shall understand the principles which govern communication in business situations.
- Students shall be able to compose common types of written communication.
- Students shall be able to understand the principles of oral and non-verbal communication.
- Understand how to critically think about the barriers to communication and propose ways of overcoming them.

- Students will explore the impact of cultural differences on communication and learn strategies for effective cross-cultural and global business communications.
- Students will recognize and evaluate ethical dilemmas in business communication and make decisions based on ethical considerations and corporate social responsibility.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures – PowerPoint	25	1.0
• Preparations for the lectures (reading, self-work, case studies)	25	1.0
• 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

Main literature:

1. J.V., Thill, and C.L., Bovee (2012) Excellence in Business Communication. 10th Edition. USA: Prentice Hall
2. M., Mayfield and R., Walker (2020) Fundamental Theories of Business Communication: Laying a Foundation for the Field (New Perspectives in Organizational Communication)

Additional literature:

1. H., Hastings and J. Saperstein (2007) Improve Your Marketing to Grow Your Business. New York: Wharton School Publishing.
2. P., Kotler, and G., Armstrong (2008) Principles of Marketing. 13th Edition. New York: Prentice Hall.
3. P., Kotler and K.L, Keller (2008) A Framework for Marketing Management. London: Pearson Education.

SSBM web platform

Presentations, seminars and additional materials for class participation

Web

Different web sites can be mentioned during the lectures.

INTERNATIONAL MARKETING & BRANDING

Course Description

“International marketing is an evolutionary process for companies with an appetite for growth and the stomach for risk”. Prof. Roger Best, 2012

In today's economy, an international and global approach to markets is a necessity for organizations aiming at competitiveness.

This course is tailored for understanding and providing knowledge about how to perform international marketing using branding techniques.

Course objectives

BUSINESS ORIENTATION: The course has a direct link with real industry challenges and needs.

It is designed to apply specific internationalization techniques as per Levitt and Wirtz and Lovelock model. Students will learn.

- What is internationalization?
- What are the different strategies to achieve internationalization?
- How to define the right strategy
- How to leverage the power of brand and branding to support internationalization
- How to apply them in a simulation but using real data
- The course will end with students presenting their work and collecting feedback from colleagues and faculty.
- **INTERNATIONAL SCOPE:** The content has a global application and/or context.
- The theory of study and the practical model have been developed through years of observation and experience
- The application techniques will be applied on a real case study

Course Learning Outcomes

At the end of the course, students will be able to:

1. Understand Global Marketing:
 - Analyze and interpret the complexities of marketing across various international markets.
 - Evaluate the impact of cultural, economic, political, and legal differences on marketing strategies.
2. Acquire Brand Management Skills:
 - Develop skills in creating, managing, and enhancing brands in an international context.
 - Understand brand positioning and differentiation strategies in a global marketplace.
3. Execute Strategic Planning:
 - Formulate international marketing plans that leverage global opportunities and address global challenges.

- Implement and monitor marketing strategies to ensure effectiveness and efficiency across diverse markets.

4. Cross-Cultural Competence:

- Communicate effectively with diverse audiences, recognizing and adapting to cultural nuances in consumer behavior and business practices.
- Foster an appreciation for diversity and inclusivity in marketing practices.

5. Digital Marketing Proficiency:

- Utilize digital marketing tools and techniques to reach international audiences.
- Analyze digital marketing data to improve decision-making and campaign performance.

6. Ethical Marketing Practices:

- Identify ethical issues in international marketing and develop strategies to address them.
- Promote sustainable and socially responsible marketing practices globally.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
Lectures – PowerPoint	15	0.6
Problem Solving Exercises/Case study exercises	10	0.4
Preparations for the lectures	25	1.0
Preparations for the practical work	25	1.0
Individual study for additional activities (presentations, seminars, projects, debating, reporting etc.)	25	1.0
Learning for final assignment + time for solving	25	1.0

Course materials and textbooks

Main literature:

1. Wirt, J. & Lovelock. C. (2016), *Services Marketing: People, Technology, Strategy*, 8th ed., World Scientific, ISBN 9781944659004 (hardcover), 9781944659011(paperback).
2. Pine, J. & Gilmore, J. (1998). *Welcome to the experience economy*. Harvard Business Review.
3. Vargo, S. L., & Lusch, R. F. (2014). *Service-dominant logic: What it is, what it is not, what it might be*. In *The service- dominant logic of marketing* (pp. 43-56). Routledge.

4. Vignali, C. (2001). McDonald's: "think global, act local"—the marketing mix. *British food journal*, 103(2), 97-111.

SSBM web platform

Presentations, seminars and additional materials for class participation (Case studies, Excel cases etc.)

Web

Different web sites can 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.

DESIGN THINKING

Course Description

"Thinking like a designer can transform the way you develop products, services, processes—and even strategy." Tim Brown, 2008

In today's economy, the role of creativity is progressively more and more important.

Historically, the term "design" has been used to refer to the visual appeal of items like clothing, interiors, creative pieces, and products. However, the notion of design is evolving to encompass more than simply physical objects and now refers to strategic services and systems. "Design thinking" is a technique that is becoming more important in identifying meaningful future directions as the opportunities and challenges facing businesses, organizations, and society become more complex, as well as stakeholders become more diverse. This course will explain design thinking and provide students the skills they need to apply it to their context.

Course objectives

BUSINESS ORIENTATION: The course has direct link with real industry challenges and needs. It is designed to apply the specific problem-solving technique as per Stanford School model, and how to achieve results with a specific framework :

- What is Empathizing?
- How to Define a point of view?
- What is Creativity and what is Idea Generation ?
- What is Prototyping ?
- How to Test and collect data?

INTERNATIONAL SCOPE: The content has a global application and/or context.

- The theory of study and the practical framework have been developed at the Stanford School, California

- The application techniques have been applied several times in several consultancy at global level.

Course Learning Outcomes

Students will be able to:

- Grasp the foundational concepts of design thinking including empathy, ideation, prototyping, and testing as well as recognize the role of design thinking in solving complex problems across various disciplines.
- Develop the ability to empathize with users to understand their needs, behaviors, and motivations and apply user-centered research techniques to gather meaningful insights for design solutions.
- Employ diverse ideation techniques to generate a wide range of innovative ideas and foster creativity in problem-solving through brainstorming sessions and creative thinking exercises.
- Create prototypes to explore and iterate on design ideas quickly and cost-effectively and utilize various prototyping tools and techniques suitable for different stages of the design process.
- Conduct tests to validate concepts and refine designs based on user feedback and usability testing and learn to incorporate feedback constructively to improve and evolve design solutions.
- Work effectively in multidisciplinary teams to leverage diverse perspectives and expertise.
- Approach problems with a systematic yet flexible methodology to drive innovation and solutions.
- Apply design thinking methodologies to real-world challenges in business, technology, health, education, and other fields.

Overview of student workload

Learning activities	Number of Hours	ECT S Allocation
• Lectures – PowerPoint	30	1.2
• Preparations for the lectures	25	1.0
• Preparations for the practical work	25	1.0
• Individual study for additional activities (presentations, seminars, projects, debating, reporting etc.)	25	1.0
• Learning for final assignment + time for solving	45	1.8

Course materials and textbooks

Main literature:

1. T., Kelley, D., Kelley, D. (2012). Reclaim your creative confidence. Harvard business review, 90(12), 115-118.
2. T., Brown, (2008). Design thinking. Harvard business review, 86(6), 84.
3. J., Liedtka (2018). Why design thinking works. Harvard Business Review, 96(5), 72-79.
4. R., MerholzIf, R. (2010). Why design thinking won't save you. Harvard Business Review.
5. T., Brown (2015). When everyone is doing design thinking, is it still a competitive advantage. Harvard Business Review, 27.
6. A., Ignatius (2015). Design as strategy. Harvard Business Review, 93(9), 12.
7. R., Razzouk, V., Shute (2012). What is design thinking and why is it important? Review of educational research, 82(3), 330-348.
8. L., Kimbell, (2011). Rethinking design thinking: Part I. Design and culture, 3(3), 285-306.

Additional literature:

1. K., Dorst (2011). The core of 'design thinking'and its application. Design studies, 32(6), 521-532.
2. C., L., Dym, A., M., Agogino, O., Eris, D., D., Frey, L., J., Leifer, L. J. (2005). Engineering design thinking, teaching, and learning. Journal of engineering education, 94(1), 103-120

SSBM web platform

Presentations, seminars and additional materials for class participation.

Web

Different web sites can be mentioned during the lectures.

BUSINESS ENGLISH

Course Description

An "Introduction to Business English" course is typically designed for learners who are just starting to develop their English language skills for use in professional or business contexts. This course provides a foundational understanding of business terminology, basic communication skills, and cultural awareness.

Course objectives

Business English courses aim to enhance participants' language proficiency and communication skills within professional settings. The primary goals include fostering effective communication in various business contexts, expanding business-related vocabulary, refining professional writing skills for emails, reports,

and proposals, improving presentation abilities, and navigating cross-cultural communication challenges. These courses also focus on teaching business etiquette, negotiation and persuasion strategies, networking skills, critical thinking relevant to problem-solving, decision-making, and strategic planning, as well as preparing individuals for job interviews with a focus on resume and cover letter writing. Additionally, the courses may address ethical considerations in business communication and decision-making, and tailor content to industry-specific language and requirements, ensuring participants are well-equipped to succeed in the global business environment.

Course Learning Outcomes

By the end of the course, students should be able to:

1. Communicate effectively in various business settings, such as meetings, presentations, emails, and negotiations.
2. Understand and use key business vocabulary and terminology.
3. Write professional emails, reports, and business documents.
4. Develop cross-cultural communication skills for working in international business environments.
5. Improve listening and speaking skills for clear and confident communication.
6. Enhance reading comprehension skills for business-related texts.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures – PowerPoint	30	1.2
• Preparations for the lectures	35	1.4
• Preparations for the practical work	25	1.0
• Individual study for additional activities (presentations, seminars, projects, debating, reporting etc.)	20	0.8
• Learning for final assignment + time for solving	40	1.6

Course materials and textbooks

"HBR Guide to Better Business Writing" by Bryan A. Garner

"English for Business Communication" by Simon Sweeney

"Business Vocabulary in Use" by Bill Mascull

"The Elements of Business Writing: A Guide to Writing Clear, Concise Letters, Memos, Reports, Proposals, and Other Business Documents" by Gary Blake and Robert W. Bly

"The Business Book: Big Ideas Simply Explained" by DK

ACCOUNTING FOR MANAGERS

Course Description

Often referred to as the language of business, accounting is widely used to describe and analyze business activity using both financial and non-financial information. The importance of reliable and precise information in today's dynamic business environment cannot be overestimated. At the same time, translating tons of data generated by a company into accessible information that can be communicated and used by managers in their decision-making may be a daunting task requiring not only the knowledge of specific measurement techniques but also significant judgment and critical thinking.

The course "Accounting for Managers" is designed for future decision makers and users of accounting information. The main part of the course is focused on basic principles and methods used to develop and interpret information which is usually used by managers. Lectures are supplemented by examples, exercises, business cases, and interactive summaries at the end of each session.

Students are required to follow the lectures and problem-solving exercises and be prepared by reading the assigned materials including, but not limited to, the corresponding chapters of the main textbook.

Course objectives

In this course, the students will learn how accounting information is prepared and used within the firm by managers for planning, operating, and control activities. The emphasis is on relating the accounting theory to practical decision making. For that purpose, accounting is considered in a broader context including economics, marketing, management, and other fields.

Course Learning Outcomes

By the end of the course, students should be able to:

- Students will be able to understand how a company's accounting system is used to develop information and communicate it to decision makers. Students will be able to compare financial accounting and managerial accounting and recognize basic types of costs and the relationships among them. Students will be able to distinguish between job order costing and process costing and understand their respective applications as well as evaluate the advantages and limitations of budgets.

- Students will learn to apply all the steps of the accounting cycle, including transaction analysis, journal entries, ledger, trial balance, adjusted trial balance, and closing entries.
- Explain the relationships between accounting, economics, finance, management, marketing and other fields of study and business activities.
- Students will be able to calculate the cost of manufacturing or selling goods and services, conduct a cost-volume-profit analysis and compute a company's break-even point and construct various types of budgets and use them in planning, operating, and control activities.
- Students will be able to understand that apart from being the language of business, accounting is more generally a language of life and can be used for important decisions relying on the methods and techniques that resemble those learned in this course.
- Students will be able to analyze comprehensive financial statements and conduct financial analysis and prepare financial statements .They would be able to use different inventory systems and methods used in accounting and critically evaluate the implications they have in the profitability of the company.
- Students will be able to apply the acquired knowledge in everyday challenges including those beyond their professional activities. Students will be able to understand that apart from being the language of business, accounting is more generally a language of life and can be used for important decisions relying on the methods and techniques that resemble those learned in this course.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures	30	1.2
• Preparations for the lectures	20	0.8
• Preparations for the practical work	25	1.0
• Learning for final assignment + time for solving	50	2.0

Course materials and textbooks

Main literature:

1. OpenStax, (2019) Principles of Accounting, Volume 1: Financial Accounting (Free online textbook, available at <https://openstax.org/details/books/principles-financial-accounting>)

Additional literature:

1. Williams, J., Bettner, M., Carcello, J. (2020) Financial and Managerial Accounting: The Basis for Business Decisions. 19th Edition. McGraw-Hill Education

2. Brewer, P., Garrison, R., Noreen, R. (2021) Introduction to managerial Accounting. 9th Edition. McGraw-Hill Education
3. Collier P. (2015) Accounting for Managers: Interpreting Accounting Information for Decision Making. 5th Edition. John Wiley & Sons

SSBM web platform

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

Web

Different web sites can 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.

INTRODUCTION TO PROJECT MANAGEMENT

Course Description

The Project Management course identifies specific challenges facing the project manager and explain how to address those challenges. It will take the student step by step through the project life cycle, explaining how projects exist, how they are planned, how they are executed and controlled and how they must be formally closed.

Beyond acquiring the conceptual frames pertaining to project management, this course entails a methodology – based project which allow students to apply the respective concepts simultaneously, in a real situation project setting of their choice.

Course objectives

The course is taught based on an interaction between conceptual development with practical examples and problems discussed in class relative to practice and experience of the participants. Students are presented key concepts and tools which are immediately put to practice via activities and case studies.

Course Learning Outcomes

By the end of the course, students should be able to:

- Understand concepts in the functional areas or project management.
- Understand project management concepts and functions in an comprehensive way.
- Discover theory and practice in the analysis and understand real-world project situations.
- Analyze research and theory in project management situations and understand goals in individual and collaborative settings.

- Be aware of the audiences by composing clear, consistent, and effective written forms of communication, as well as making effective oral project management presentations.
- Apply highly developed communication and collaboration skills needed by effective project management professionals.
- Critically think and assess the risks of waiting to address stakeholder concerns until after a project has begun.
- Evaluate a project performance using the model of 10 critical project success factors.
- Create project management presentation.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures – PowerPoint	25	1.0
• Solving Exercises, quiz and dissertations	10	0.4
• Preparations for the lectures	25	1.0
• Preparations for the practical work	25	1.0
• Individual study for additional activities (presentations, seminars, projects, debating, reporting etc.)	40	1.6
• Learning for final assignment + time for solving	50	2.0

Course materials and textbooks

Main literature:

K. Pinto (2019). Project Management – Achieving competitive advantage. Pearson

Web sources:

www.pmi.org

www.ipma-usa.org

www.projectsmart.co.uk

PRESENTATION SKILLS

Course Description

Nowadays almost everyone needs presentations skills. Either for marketing, sales or investment pitches, any type of presentation, from academically and business development or corporate communication and plans to self-presentation during recruitment process or positioning in new business environment. Course is designed to help every student, even introvert ones to gain skills for better presentation and public speaking. The students work on improving the abilities one needs in order to deliver compelling, engaging, informative, transformative, educational, enlightening, and/or instructive presentations.

Course objectives

The main goal of the course is to cover the key aspects of a presentation's skills. The goals are to train students for the detection and application of all aspects of verbal, non-verbal and paraverbal communication, as well as persuasive techniques, and to train them for media and business communication, as well as for creating quality relations with the public and the media in various fields and aspects of activity. The end goal of the course is for the students improve competences in the field of presentation skills, deliver impactful presentation, overcome fear and radiate confidence (overcoming challenges).

Course Learning Outcomes

By the end of the course, students should be able to:

- Students will be introduced to the world of presentations skills.
- Students will collect and analyze different types of data, identify problems and opportunities and propose appropriate solutions for the best way of presentation.
- Students will understand the process of the presentations.
- Students will understand the codes and process of the presentation - plan presentations being mindful of the audience, assess factors to construct presentations to deliver key ideas and create clear-cut objectives for the presentation. And learn methods, tools, and techniques for effective presentations.
- Students will learn how to recognize symbols and signs from the audience.
- Students will learn how to recognize symbols and signs from the audience for the better communication.
- Students will understand the non-verbal and paraverbal communication.
- Students will understand the body styles (how to have a confident body language) and the quality of the voice.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures – PowerPoint	35	1.4
• Problem solving exercises	25	1.0
• Preparation for the lectures	50	2.0
• Individual Study	15	0.6
• Learning for final assignment + time for solving.	50	2.0

Course materials and textbooks

Main literature:

1. S., Lucas (2011). The Art of Public Speaking. 11th Edition. McGraw-Hill Education.
2. T., Theobald (2022). Develop Your Presentation Skills: How to Inspire and Inform with Clarity and Confidence. 5th Edition. Kogan Page.
3. M., L., Knapp, J., A., Hall, T., G., Horgan (2013). Nonverbal Communication in Human Interaction. 8th Edition. Cengage Learning.

Additional literature:

1. I. Tuhovsky (2015). Communication Skills: A Practical Guide to Improving Your Social Intelligence, Presentation, Persuasion and Public Speaking. 1st Edition. CreateSpace Independent Publishing Platform.

SSBM web platform

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

Web

Different web sites can be mentioned during the lectures.

BUSINESS LAW AND ETHICS

Course Description

The main purpose of this course is to provide non-legal practitioners specific insight into the basic principles of International Law, how is it related to business and what is the role of ethics in this regard. The aim is for the students to understand and to logically connect the legal framework related to business with

the emphasis on (i) European Union (EU) and (ii) Council of Europe (COE) regulation.

This course also introduces the regional and international standards and mechanisms relevant to addressing business, ethics and human rights issues. It is primarily intended to explain the role of moral and ethics in delivering legal instruments, interpreting them and differentiate between the law and equity. In addition, students will learn to analyze an ethical dilemma by applying a legal framework and argue any specific stakeholder position. Moreover, the students shall learn the difference between ethical and legal background when passing relevant decisions and their impact on everyday business.

During this course, students are required to attend the lectures, take part in quizzes and surveys, prepare and present individual and team projects during the course.

Course objectives

The main purpose of this course is to enable student to critically examine legal, regulatory, ethical and moral principles and guidelines that impact business.

Having European legal framework as an example, the course will provide non-legal practitioners specific insight into the European legal framework with the emphasis on (i) European Union (EU) and (ii) Council of Europe (COE) regulation surrounded both by the European Court of Human Rights and EU Court and their practice relevant for doing business in Europe, more specifically:

1. To define the subjects and formal sources of International and European law and the role of ethics in this regard
2. To explain the relations of the International, European and national legal system
3. To apply an international or European sources of law in a specific legal matter related to business and the role of ethics in this regard
4. Critically assess the context in which International and European law originates and applies and the role of ethics in this regard
5. To defend the position on desirable changes based on the practice of courts and experts in the application of International and European law
6. To cooperate in the protection of human rights

Course Learning Outcomes

By the end of the course, students should be able to:

- Students will be introduced to International Law, International Business Law and the role of moral and ethics in forming and applying the rules.
- Students will be able to differentiate different branches of International Law and understand the context of International Business law in International legal system.

- Students will understand which sources of International Law exist, what the process of codification is, why it is important, and what the most important global legal instruments are in this regard. The learning outcome is manifested in the independent recognition and connection of subjects of International law and important legal sources, together with contextual understanding and recognition of good practices.
- Students will be informed about European Union as the subject of International Law, its sources of law and its relevancy to business environment. The learning outcome is manifested in understanding the way of operation, organization and legal sources of the EU together with the recognition of its importance to the European business environment.
- Students will discover how the EU is structured in terms of institutions and what is the role of the Court of EU related to the business. Learning outcomes is manifested in contextual understanding of the activities of EU institutions, its competence, as well as the Importance and the role of practice of the Court of the EU.
- Students will be aware of the legal formation and existence of the Council of Europe, its difference and connection with the European Union, its main supervisory bodies and the role that bodies have in relation to everyday business.
- Students will be able to critically address the basic tasks, methods of operations and organizational work of the Council of Europe. Furthermore, they will be able to understand the way the European Court of Human Rights addresses the human rights protection and what are the impacts of its jurisprudence to everyday business.
- Students will learn the place of the United Nations in relation to the International Law, its formation and structure as well as how the United Nations are connected to individual business. With the United Nations as the leading example, the intent is to focus on identifying the key international organizations and its connections with the state legislature and business.
- Students will learn how to incorporate the business entity, what their choices are in term of legal status, what the possible obstacles to face with IP are and how to protect it.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures	35	1.4
• Preparations for the lectures	25	1.0
• Preparations for the practical work	50	2.0

<ul style="list-style-type: none"> • Individual study for additional activities (presentations, seminars, projects, debating, reporting etc.) 	25	1.0
<ul style="list-style-type: none"> • Learning for final assignment + time for solving 	40	1.6

Course materials and textbooks

Main literature:

1. Clarkson, W., K., Miller, R., L., Cross, F., B. (2010). Business Law: Text and Cases: Legal, Ethical, Global, and Corporate Environment. 12th Edition. Cenage Learning
2. Business and Human Rights A handbook for legal Practitioners, available at <https://edoc.coe.int/en/fundamental-freedoms/7785-business-and-human-rights-a-handbook-for-legal-practitioners.html>
3. Mizzoni, J. (2017) Ethics, The Basics. 2nd Edition. Wiley/Blackwell

Additional literature:

1. Craig, P., Burca, G. (2020) EU Law: Text, Cases, and Materials. 7th Edition. Oxford University Press
2. Mayer, D., Warner, D., Siedel, G. J., Lieberman, J. (2012) Government Regulation and the Legal Environment of Business. Textbook Library. Retrieved from the publicly available source

SSBM web platform

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

Web

Different web sites can be mentioned during the lectures.

COMPANY PROJECT

Course Description

To talk about Company Project 1 is to consider how a business plan works, the marketing process and plan, the research process, and the implementation of relevant skills, knowledge, and tools to achieve the goal set for a project. The course helps the students to set goals and targets and take step-by-step action to achieve those goals.

Course objectives

The main goal of the course is to cover the key aspects of a company project. The course presents the different roles of the project professional. We will describe how project, strategy, and performance can be linked to challenges. The end goal of the course is for the students to finish their project (in order to develop a product or a service) i.e. thesis. Also, one of the goals is for the students to develop their business intelligence by taking them on a journey from project conceptualization, carrying out and beyond its direct termination, using multi-dimensional academic and practical concepts, tools, and techniques.

Course Learning Outcomes

By the end of the course, students should be able to:

1. Understand the nature of research in business and the ways in which it can contribute to business success
 - demonstrate an appreciation of the nature of research, and of alternative approaches to it
 - demonstrate an understanding of the basic principles for ethical research.
 - critically evaluate and use the findings of existing research.
 - investigate, consider and analyse data sources
2. Learn how to generate research ideas then turn them into projects and how to write a research proposal with clear objectives
 - work independently on a research topic
 - plan and manage a piece of extended writing – manage time, write clearly and concisely, organise material coherently.
3. Discuss, critique and apply knowledge of enquiry and research methodologies, methods and analytical techniques
 - collect information and data from a variety of sources and assess the accuracy and reliability of such material
 - draw appropriate inferences and conclusions from the analysis of findings

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures – PowerPoint	40	1.6
• Solving Exercises, quiz and dissertations	25	1.0
• Preparations for the lectures	50	2.0
• Preparations for the practical work	25	1.0
• Individual study for additional activities (presentations, seminars, projects, debating, reporting etc.)	25	1.0

<ul style="list-style-type: none"> • Learning for final assignment + time for solving 	35	1.4
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Course materials and textbooks

Main literature:

1. B., Goodrich (2018). Kick Ass Project Manager: The Handbook for Project Management Success. 1st Edition. Goodrich Fremaux Publishing.
 2. D., Evans, P., Gruba, J., Zobel (2014). How to Write a Better Thesis. 3th Edition. Springer.
 3. M., E., Hamid (2013). How to Write a Research Proposal and a Thesis: A Manual for Students and Researchers. 2nd Edition. CreateSpace Independent Publishing Platform.
 4. M., Saunders, P. Lewis, A. Thornhill (2012). Research Methods for Business Students. 6th Ed. Harlow: Pearson.
 5. C., Costley, G., Elliot, P., Gibbs (2010). Doing Work Based Research: Approaches to Enquiry for Insider- researchers. London: SAGE.
 6. U., Flick (2011). Introducing Research Methodology: A Beginner's Guide to Doing a Research Project. London: SAGE.
 7. D. Gray (2009). Doing Research in the Real World. 2nd Ed. London: SAGE.
- Additional literature:

1. T., Forte (2022). Building a Second Brain: A Proven Method to Organize Your Digital Life and Unlock Your Creative Potential. Atria Books.

SSBM web platform

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

Web

Different web sites can be mentioned during the lectures.

Year 2 – Course Descriptors

INTRODUCTION TO SALES AND CRM

Course Description

Customer Relationship Management (CRM) has undergone a remarkable transformation from its origins in direct marketing. Initially conceived as a system supporting sales and promotional campaigns, CRM has evolved into a comprehensive business strategy. This strategic process involves the discerning selection of customers that a firm can most profitably serve and actively shaping interactions between the company and these customers. The ultimate objective of CRM is to optimize both the current and future value of customers for the businesses. This course is designed as an introduction to the main ideas, concepts, and technical basis behind the modern CRM and Sales. The aim of the course is to familiarize students with the knowledge, tools, and techniques essential for seamlessly integrating sales activities within a CRM framework. This hands-on and practical course is designed to provide a down-to-earth understanding of CRM, a crucial tool in today's business landscape. Throughout the course, a diverse range of teaching methods will be employed, including broad explanations of terms and concepts, practical exercises, analysis of case studies, independent exploration of the application of knowledge, and collaborative group work on CRM projects. Moving beyond theoretical lectures, our focus lies on practical engagement, allowing students to actively work on a model of CRM.

Course objectives

The course is an introductory survey of today's fast-paced, rapidly changing, and interactive global business environment. It employs diverse pedagogical approaches, utilizing lectures and case studies to introduce CRM concepts and delve into the assigned readings. While these approaches establish a foundational understanding, the true nuances of CRM challenges are grasped through hands-on applications. Consequently, students will engage in practical exercises to reinforce their learning.

Course Learning Outcomes

At the end of this course, students will:

- Demonstrate a comprehensive understanding of the theoretical and conceptual framework of Customer Relationship Management (CRM), applying this knowledge to solve practical challenges in sales and CRM functions.
- Exhibit proficiency in applying customer segmentation techniques and basic valuation methods, strategically prioritizing high-value relationships, and making informed decisions for superior business outcomes.
- Acquire predictive analytics skills, enabling them to forecast buying behavior and proactively manage customer churn, contributing to more effective business strategies.
- Showcase a strong comprehension of Sales principles, empowering them to excel in leadership roles. They will evaluate leadership responsibilities, enhancing their ability to understand and contribute to sales functions.
- Possess awareness of emerging technologies, particularly in information technology. This knowledge will serve as a foundation for the creating and development of innovative marketing models, allowing them to adapt in the ever-evolving business landscape.

- Be aware of the legal and ethical considerations in sales practices, ensuring compliance and promoting high standards of professionalism and integrity in their sales careers.
- Learn to evaluate sales performance using various metrics and feedback mechanisms to continually improve their sales strategies and outcomes.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures – PowerPoint	30	1.2
• Problem Solving Exercises	15	0.6
• Preparations for the lectures	15	0.6
• Individual study for additional activities (presentations, seminars, projects, debating, reporting etc.)	50	2.0
• Learning for final assignment + time for solving	25	1.0

Course materials and textbooks

Main literature:

1. Kumar V., Reinartz, W. (2018) Customer Relationship Management
2. Blondeau, G., Roualdes E. (2015) Relation Client – CRM.

Additional literature:

3. Keenan. (2018) Gap Selling: Getting the Customer to Yes: How Problem-Centric Selling Increases Sales by Changing Everything You Know About Relationships, Overcoming Objections, Closing and Price. A Sales Guy Publishing; Illustrated edition.
4. Berger PD, Nasr NI (1998), "Customer Lifetime Value: Marketing Models and Applications," Journal of Interactive Marketing, 12(1), 17-30.
5. Pfeiffer PE, Carraway RL (2000), "Modeling Customer Relationships as Markov Chains," Journal of Interactive Marketing, 14(2), 27-43.
6. Birant D (2011), "Data Mining Using RFM Analysis," Chapter 6 in Knowledge Oriented Applications in Data Mining.
7. A Guide to Customer Satisfaction Metrics – NPS vs CSAT vs CES. ES.
<https://www.retently.com/blog/customer-satisfaction-metrics/>

INTRODUCTION TO HUMAN RESOURCE MANAGEMENT

Course Description

To talk about Human Resources is not to consider the humans are resources but that humans have resources. Successful corporate leaders recognize that employees are the key to gain competitive advantage in today's market. Considering this, HRM became, all over the past years, an active contributor to the firms' strategies and is acknowledged as a key element for business success. Further to this overall reflection, the aim of these modules is to provide a comprehensive overview of HRM theory and an examination of developing HRM practices, along with the future directions and challenges in these fields.

Course objectives

Students are expected to understand and identify HR situations and be able to name some actions. Students will discover the HR function as a whole concept, to have some main bases in terms of law, recruitment, training, management covering conflicts, absenteeism. At least, students will be able to know all the processes in general regarding the employee's cycle of life.

Course Learning Outcomes

- Students will discover the HR function, the history of the function and its evolution. Students will be introduced to the global approach of HR organized around four general themes: HR function and its impact, the roles of HR professionals, the value of HR competencies, and the HR implications of globalization. Students will discover HR history and evolution, understand the role, the function and the main expected skills for a HR professional.
- Students will understand the process of the recruitment. The aim of this course is to investigate the importance of well-conducted recruitment and selection process for the organization. We will have a review of the phases of the recruitment process. At least, students will be able to describe the factors to consider in the procedure of selection and recruitment process.
- Students will be acquainted of the main bases in matter of labor law in Switzerland. The theoretical bases of labor law will be introduced, more precisely rights and responsibilities for employees and respectively employers and more specifically regarding labor law in Switzerland.
- Students will be informed of the bases regarding conflicts and how to deal with it. Students will be introduced in how to deal with conflict in a positive and constructive way to improve the well-being as well as the relationships between employees. They will understand the way of managing conflict, how to ease workplace tensions before they escalate into something more damaging.
- Students will be aware of the concept of absenteeism. Discovering of the concept of absenteeism and recommendations to benefit employees and at least, to ensure the productivity of the business. How to help employees to

find balance – be able to know and identify some actions and ideas to increase well-being as long as to reduce the absenteeism in a firm.

- Students will discover some actions to improve management and also to all the aspects of human resources training and development. Be introduced to the notion of HR performance management, what leading organizations are doing to manage their employees' performance and how they are delivering results.
- Students will discover the HR perspectives and the different opportunities for the HR in the future. The intent is to focus on identifying the key needs in HR and directions for the future. Discover the research and opportunities in HR for the future.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures – PowerPoint	25	1.0
• Solving Exercises, quiz and dissertations	12.5	0.5
• Preparations for the lectures	25	1.0
• Preparations for the practical work	12.5	0.5
• Individual study for additional activities (presentations, seminars, projects, debating, reporting etc.)	50	2.0
• Learning for final assignment + time for solving	25	1.0

Course materials and textbooks

Main literature:

1. G. Dessler (2022). Fundamentals of Human Resource Management. 5th Edition. Pearson
2. F., Laloux (2014). Reinventing Organizations: A Guide to Creating Organizations Inspired by the Next Stage in Human Consciousness
3. D. Torrington, L. Hall, S. Taylor, C. Atkinson (2021). Human Resources Management, 11th Edition
4. D. Ulrich, J. Younger, W. Brockbank, M. Ulrich (2012). HR from the outside in 6 competences for the future of HR. 1st Edition: McGraw Hill
5. W. Cascio, J. Boudreau (2015). Investing in people. Financial impact of Human Resource Initiatives. 2nd Edition: FT Press

Additional literature:

1. Robert H. Brown, 21 HR Jobs of the Future; HBR 2015
2. Adopting Innovative Technologies gives HR Leaders a seat at the table, HBR 2020
3. Monique Lacour, How to give Tough Feedback that helps People Grow; HBR 2015
4. I. Chappuis; HR Futures 2030

INTRODUCTION TO FINANCE

Course Description

This program provides a broad exploration of fundamental principles, financial markets, and institutions. Topics include the time value of money, valuation methods, risk management, and portfolio theory. Develop skills in interpreting financial statements, utilizing ratios for assessments, and navigating capital budgeting complexities. Tailored for aspiring financial professionals and those seeking to enhance financial literacy, the course balances theory with practical applications. By the end, participants can expect to have a solid foundation in essential financial concepts, enabling them to make informed decisions across various financial scenarios.

Course objectives

Students are expected to analyze a company's operations and comprehend basic return and risk analysis ideas. Students gain a more productive approach to researching, understanding, and evaluating financial statements. Specifically, students will learn how to apply financial decisions as a core part of a company's strategic analysis.

Course Learning Outcomes

- Students will learn how to measure a project's profitability through different techniques such as the Net Present Value (NPV), Internal Rate of Return (IRR), Payback Period, and Profitability Index.
- Students will learn to evaluate corporate policies (investment, financing, payout) and their implications on profitability and assess the factors affecting investment decisions and opportunities presented to an organization.
- Students will 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 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.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures – PowerPoint	23	0.9
• Solving Exercises, Excel	7	0.3
• Preparations for the lectures	35	1.4

• Preparations for the practical work	25	1.0
• Individual study for additional activities (presentations, seminars, projects, debating, reporting etc.)	20	0.8
• Learning for final assignment + time for solving	40	1.6

Course materials and textbooks

Main literature:

1. Berk, J., DeMarzo, P. and J. Harford. (2018). Fundamentals of Corporate Finance. (4th Global Edition), Pearson

Additional literature:

1. Brealey, R.A., Myers, S.C. and A.J. Marcus, (2019). Fundamentals of Corporate Finance. (10th Ed.), McGraw Hill
2. Hillier, D., Clacher, I., Ross, S.A., Westerfield, R.W. and Jordan, B.D. (2017) Fundamentals of Corporate Finance, (3rd ed.), McGraw Hill
3. Hirt, G., Block, S., & Danielsen, B. (2016). Corporate finance foundations, (15th ed., International Edition), McGraw-Hill.

DIGITAL BUSINESS

Course Description

“Any company designed for success in the 20th century is doomed to failure in the 21st.” David Rose Disruption and systemic changes happening in society and markets have become the new normal. While in the past, traditional business was born leveraging a condition of scarcity and value was created from selling products or services limited in supply. Exponential technologies are a great driver of disruption and generate an abundance of assets, data and resources in overall. Accordingly, the more technologies increase their distribution, the more the paradigm evolves, creating what Schumpeter calls “Creative Destruction”. In this scenario, a new breed of organizations emerges: Exponential Organizations ExOs are ones whose impact (or output) is disproportionately large, nearly 10x times larger when compared to their peers, because of their use of new organizational techniques that leverage accelerating technologies. (Salim Ismail).

Course objectives

Students are expected to learn about the digital evolution and the industry disruption. Students will learn digital based business models and new organizational framework that allows companies to be high performers in digital times. Specifically, the Exponential Organizations model will be at the foundation of the course.

Course Learning Outcomes

- Students will discover Management and Technology in disruption times.
- Students will analyze the world of Exponential Organisations and how are they impacting today’s world in a very concrete way.

- Students will assess by using critical thinking different industries Hospitality, Automotive and Mobility, Consumer goods, and learn how to apply innovative concepts and digital based business models for a successful business.
- Students will explore emerging technologies such as blockchain, artificial intelligence, and Internet of Things (IoT), and assess their impact on creating innovative business solutions and transforming industries.
- Students will examine the ethical, security, and privacy challenges in the digital environment and learn strategies to address these issues while maintaining trust and compliance.
- Students will synthesize their knowledge to create a comprehensive digital business plan, which includes strategies for market entry, scaling operations, and sustaining competitive advantage in a digital-first economy.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures – PowerPoint	25	1.0
• Solving Exercises, Excel	15	0.6
• Preparations for the lectures	15	0.6
• Preparations for the practical work	15	0.6
• Individual study for additional activities (presentations, seminars, projects, debating, reporting etc.)	25	1.0
• Learning for final assignment + time for solving	80	3.2

Course materials and textbooks

Main literature:

1. S., Ismail, M., S., Malone, Y., Van Geest (2014). Exponential Organizations: Why new organizations are ten times better faster and cheaper than yours (and what to do about it). Diversion Books
2. S., F., Ismail, M., Lapierre, F., Palao (2018). Exponential Transformation: The Ultimate Playbook to Evolve Your Business and Change the World for the Better. Diversion Books – Wiley
3. J., Birkinshaw, N., J., Foss, S., Lindenberg, S. (2014). Combining purpose with profits. MIT Sloan Management Review, 55(3), 49.
4. J., A., Baum, H., A., Haveman (2020). Editors' Comments: The Future of Organizational Theory. Academy of Management Review, 45(2), pp. 268-272.

Additional literature:

1. D., Narayandas, S., Gupta, R., Tahilyani, M., Rao-Kachroo (2018). "OYO: Creating Effective Spaces." Harvard Business School Case 519-023
2. T., Jelassi, F., J., Martínez-López (2020). AccorHotels' Digital Transformation: A Strategic Response to Hospitality Disruptor Airbnb. IMD Case

3. T., S., Teixeira, M., Brown. (2018). Airbnb, Etsy, Uber: Growing from One Thousand to One Million Customers. Harvard Business School Case 516-108
4. M., W., Van Astyne, G., G., Parker, S., P., Choudary (2016). Pipelines, platforms, and the new rules of strategy. Harvard business review, 94(4), 16.

APPLIED STATISTICS FOR MANAGERS

Course Description

The course "Applied Statistics for Managers" is primarily aimed to empower managers with the ability to critically evaluate data, make evidence-based decisions, and communicate their findings effectively to colleagues, stakeholders, and superiors. This course bridges the gap between statistical theory and practical applications in managerial roles across various industries. Lectures are enriched with numerous problem-oriented exercises and various themes are covered through small business cases, real life examples, home assignments, etc. Practical tasks involve calculations and the adoption of effective management decisions based on their results. Students are required to follow the lectures and problem-solving exercises and be prepared by reading the given reading materials.

Course objectives

Students are expected to perform statistical data processing of macro and micro data for making further managerial decisions. Students gain a more productive approach to researching, understanding, and evaluating different sets of data. Specifically, students will learn how to use results of statistical analyses and calculations as a core part of a company's strategic analysis, adjust overall statements on external and internal environment, and apply obtained results in forecasting.

Course Learning Outcomes

- Students will acquire basic knowledge in the field of Statistics, Applied Statistics, and Reporting. Students will acquire and apply a basic theoretical knowledge connected to the statistics and applied statistics of macro and micro data, 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 macro and micro levels, for the internal and external needs of daily business operations.
- Students will have enhanced capacity of critical and analytical thinking. 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 have capability of presentation and communication skills. 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 promote the value system in which ethics and social responsibility are important. 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	20	0.8
• Solving Exercises, Excel	10	0.4
• 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	45	1.8

Course materials and textbooks

Main literature:

1. Timming, A R.; Applied Statistics Business and Management Research, SAGE Publications Ltd, Australia, 2022.

Additional literature:

1. Leekley, R.M.; Applied Statistics for Business and Economics, CRC Press, Taylor & Francis, UK, 2018.

2. Miah, A.Q.; Applied Statistics for Social and Management Sciences, Springer, Germany, 2016.

3. Levin, R.I.; Statistics for Management, Pearson Education, UK, 2011. Melville, A.; International Financial Reporting, 6th Edition, Pearson Education Limited, UK, 2017.

COPYWRITING

Course Description

In today's dynamic and rapidly evolving digital landscape, every entity in business or individuals how are trying brand them self-need copy to have visibility on the market. The ability to craft compelling and persuasive content is more crucial than ever.

Course objectives

Students are expected to understand implementation of copywriting. Students are presented key concepts and tools which are immediately put to practice via activities at the lectures.

Course Learning Outcomes

- Students will understand the basic concept and theory in copywriting and understand goals in individual and collaborative settings.
- Students will analyze the importance of the communication in the process of digital copywriting.
- Students will apply digital copywriting concepts and functions in a comprehensive way. Student will create independently campaigns.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures – PowerPoint	20	0.8
• Preparations for the lectures	10	0.4
• Preparations for the practical work	40	1.6
• Learning for final assignment + time for solving	30	1.2

Course materials and textbooks

Main literature:

1. T., Ischia, J. Zinman – Jeanes Rosenberg (2023). Copywrong to Copywriter: A Practical Guide to

Copywriting for Small Businesses, Small Organizations, Sole Traders, and Lone Rangers. Scribe US

2. R., G., Lewis (2022). COPYWRITING: How to Write a Sales Letter Like a Pro.

Additional literature:

1. C. Heath, D., Heath (2007). Made to Stick: Why Some Ideas Survive and Others Die. 1th Edition. Random House.

MICROECONOMICS

Course Description

Welcome to Microeconomics Essentials! This course is your guide to understanding the economic forces shaping decisions at the individual and firm levels. This course provides you with the tools to understand and navigate the intricacies of individual economic decisions and their broader impact. It delves into how individuals and businesses make choices in the face of scarcity, examining factors like supply and demand, pricing strategies, and market structures. This understanding is crucial for anyone seeking to make informed decisions in a variety of economic contexts, from business strategy to public policy. Students are required to follow the lectures and problem-solving exercises and be prepared by reading the assigned materials including, but not limited to, the corresponding chapters of the main textbook.

Course objectives

In this course, students will develop the analytical skills required to navigate the complexities of microeconomic decision-making and meaningfully contribute to strategic and policy discussions within a broader economic context. They will acquire a foundational understanding of microeconomic principles and learn how to integrate this knowledge with interdisciplinary perspectives.

Course Learning Outcomes

Students will be able to:

- Acquire a comprehensive grasp of core microeconomic concepts, encompassing the dynamics of supply and demand, various market structures, and pricing strategies.
- Demonstrate the ability to compare different microeconomic theories, fostering a nuanced understanding of their practical implications in decision-making processes.
- Explore the synergies between microeconomics and related fields, such as business strategy, marketing, and management.
- Demonstrate the ability to seamlessly integrate microeconomic principles into a broader context, fostering a holistic approach to decision-making across diverse disciplines and scenarios.
- Students will communicate information, ideas, problems, and solutions effectively in both oral and written forms, suitable for specified audiences, purposes, and contexts. They will demonstrate clarity, coherence, and accuracy in their communication.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures	30	1.2
• Preparations for the lectures	20	0.8
• Preparations for the practical work	25	1.0
• Learning for final assignment + time for solving	25	1.0

Course materials and textbooks

Main literature:

1. McConnell, C., Brue, S., Stanley, L., & Flynn, S. (2023). Economics. McGraw Hill. ISBN-13: 9781266675522, ISBN-10: 1266675523

Additional literature:

1. Pindyck, R., & Rubinfeld, D. (2017). Microeconomics (8th ed.). Pearson.

MANAGEMENT OF INFORMATION SYSTEMS

Course Description

This course provides an overview of the strategic and operational aspects of managing information systems within organizations. Topics include the role of information systems in business, IT governance, project management, system development life cycle, security and risk management, and emerging technologies. The course also explores the impact of information systems on organizational processes and decision-making.

Course objectives

A course in Management of Information Systems (MIS) is designed to equip students with the essential knowledge and skills required to effectively manage and utilize information systems in organizational settings. The primary goals include understanding the role of information technology as a strategic enabler of business processes and corporate strategy. Students will learn how to design, implement, and manage information systems to improve decision-making, optimize business processes, and enhance organizational performance. The curriculum covers topics such as database management, systems analysis and design, cybersecurity, and project management within the IT context. Additionally, the course aims to foster critical thinking and problem-solving skills, preparing students to address the challenges of rapidly changing technology landscapes. By the end of the course, students should be able to analyze business needs and technology solutions, ensuring alignment with broader business strategies and objectives.

Course Learning Outcomes

Students will be able to:

- Students will discover management and problem-solving theories are presented with specific applications from several cases.
- Students will be able to evaluate the importance of IT governance in aligning IT strategy with organizational – goals and analyze strategies for effective IT resource management and investment.
- Students will be able to apply project management principles and methodologies to plan, execute, and monitor IT projects.
- Students will be able to identify and mitigate project risks, ensuring projects are completed on time and within budget.

- Students will be able to evaluate threats and vulnerabilities to information systems.
- Students will be able to design and implement security policies, procedures, and technologies to safeguard information assets.
- Students will be able to evaluate the impact of emerging technologies, such as cloud computing, IoT, AI, and blockchain, on organizational IT strategies.
- Students will be able to assess the potential benefits and challenges of adopting these technologies in a business context.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures-PowerPoint	25	1.0
• Problem Solving Exercises – Excel	10	0.4
• 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.)	40	1.6
• Learning for final assignment + time for solving	40	1.6

Course materials and textbooks

Main literature:

1. Management Information Systems: Managing the Digital Firm by Kenneth C. Laudon and Jane P. Laudon.
2. Information Technology for Management: Advancing Sustainable, Profitable Business Growth by Efraim Turban, Linda Volonino, and Gregory R. Wood.
3. Information Systems Today: Managing the Digital World" by Joseph Valacich and Christoph Schneider.

Additional literature:

1. Journal of Management Information Systems (JMIS)**
 - A scholarly journal that publishes research articles and reviews covering various aspects of management information systems.
2. MIT Sloan Management Review
 - This publication often features articles related to the strategic use of information systems in organizations. It provides insights from leading experts in the field.
3. Harvard Business Review (HBR)

- HBR regularly publishes articles on information technology management, digital transformation, and the strategic implications of technology for businesses.

4. Information Systems Research (ISR)

- A journal that focuses on interdisciplinary research on information systems, offering insights into the design, implementation, use, and impact of information systems.

BUSINESS STRATEGY

Course Description

This course familiarizes the students with the broad perspectives of general management and strategy. The focus of the course is on the overall organization. It covers roles and responsibilities of general managers and formulation and implementation of strategy, including such concepts as process and content of strategy, interrelations between corporations and their environments, interrelations among different functional areas of management. The course also covers the role of management systems in implementing strategy. Other course goals include: • Learn different methodologies and frameworks for strategic problem solving. • Develop strategy in three different levels: corporate, strategic business unit and functional. • Develop strategy with different aims: competitive, cooperative, co-opetition • Help participants become better decision makers to implement and evaluate the strategy designed to manage a company. • Understanding the impact of different decisions made in different functional departments in the overall financial results of a company.

Course objectives

After each lecture, students are encouraged to practice the related topics of each lecture in buddy groups, practice. Students will have a possibility to go through problem-solving exercises, exhibit creative thinking and are encouraged to put forward ideas and feed forward.

Course Learning Outcomes

By the end of this module, students should be able to:

- Consolidate knowledge of key principles of strategy, marketing, international management for global companies,
- Create a Business Strategy Plan for the entire organization as the CEO of a company.
- Sound understanding of global business strategy in context of differences in consumer behavior, regionality, legislation, country specific cultural diversity
- Discuss business and ethical dilemmas in a global environment. An important element would be understanding innovation in the international context.
- Analyze a wide variety of strategic management models commonly used in International companies

- Apply Learnings to Real Case Studies of Global Brands in terms of Strategic Management
- Consequently, students should be able to bridge theory, structured thinking based on research and facts with practical aptitude to progress in business objectives.
- The students are expected to be interactive, question and challenge the teacher, peers during and after the course.
- The ultimate goal is to enable students to act in future as a effective management professions, strong understanding of international strategy to be employed as employee of global companies or as a consultant
- Communicate clearly and methodically in their own words, also using analysis, solve case studies, prepare presentations with right research charts, equations and diagrams

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures-PowerPoint	20	0.8
• Problem Solving Exercises	10	0.4
• 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	45	1.8

Course materials and textbooks

Main literature:

Strategic Management and Competitive Advantage, Concepts and Cases (2012, 4th ed.) by Barney and Hesterly. Pearson Prentice Hall. (ISBN # 978-0-13-255550-0)

Johnson,G et al:Stratégique (+ eText + MyStrategyLab), Pearson, 2011, 9edit 2011,

Business Model Nouvelle Génération Alexander Osterwalder, Yves Pigneur;

Blue Ocean Strategy W.Chan Kim, Renée Mauborgn,

Competitive Strategy Michael Porter

Journals and periodicals:

- o Harvard Business Review
- o Marketing Leadership Council
- o Sloan management review
- o International marketing reviews

Additional literature:

Dixit, A. K., Sherrerd, J. J., & Nalebuff, B. J. (1993). Thinking strategically: The competitive edge in business, politics, and everyday life. WW Norton & Company.

Johnson, G. et al, (2014), 'EXPLORING STRATEGY. TEXT AND CASES', 10th Edition, FT Prentice Hall, Financial Times, London Learning Guide DECISION BASE Celemi.

Porter, Michael E. (1998), 'Competitive Strategy: Techniques for analyzing Industries and Competitors'. The Free Press.

Mintzberg, H. et al, (1998), 'Strategy Safari: A Guided Tour Through the Wilds of Strategic Management', Simon & Schuster.

Porter, Michael E. (1979), 'How Competitive Forces Shape Strategy', Harvard Business School Press.

Porter, Michael E. (1998), 'Porter on Competition', Harvard Business School Press.

Porter, Michael E. (1998), 'Competitive Advantage: Creating and Sustaining Superior Performance', The Free Press.

Porter, Michael E. (1998), 'The Strategy Process (4th Edition)', Prentice Hall.

Porter, Michael E. (2000), 'What is Strategy?', Harvard Business School Press

Kim, W.C. and Mauborgne, R. (1999), 'Creating New Market space'. Harvard Business School Press.

Kim, W.C. and Mauborgne, R. (1997), 'Value Innovation" Harvard Business School Press.

Kim, W.C. and Mauborgne, R. (2002), 'Charting your Company's Future"', Harvard Business School Press.

Sloan, Alfred P. (1963), Introduction by Drucker, P. (1990), 'My Years with General Motors', Doubleday, New York.

Current issues: Financial Times, Wall Street Journal, Business Week, and Fortune (on-line and paper issues).

PUBLIC RELATIONS

Course Description

Public relations, known by the popular acronym PR, have been to great extent, embedded into everyday communication and become an essential factor in the economy, politics, entertainment, but also in everyday life. Every individual or entity operating in the public eye faces the spread of information about them or

their practices to the public, so it is important to have a strategy how to appear the best way in the public eye.

Course objectives

Students are expected to understand implementation of public relations. Students are presented key concepts and tools which are immediately put to practice via activities at the lectures.

Course Learning Outcomes

- Students will discover historical development, basic concept and theory in public relations and understand goals in individual and collaborative settings.
- Students will be able to understand the importance of the communication in the process of public relations.
- Students will be able to handle public relations concepts and functions in a comprehensive way.
- Students will acquire skills in managing interactions with the media, including pitching stories, handling press inquiries, and building relationships with journalists and other media professionals.
- Students will learn to assess the effectiveness of public relations campaigns using appropriate metrics and tools, analyzing outcomes to refine and improve future PR efforts.
- Students will gain proficiency in leveraging digital and social media tools for public relations purposes, understanding how to engage audiences, monitor online presence, and influence public discourse digitally.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures-PowerPoint	25	1.0
• Preparations for the lectures	25	1.0
• Preparations for the practical work	30	1.2
• Learning for final assignment + time for solving	35	1.4

Course materials and textbooks

Main literature:

1. A., Rosenberg (2021). A Modern Guide to Public Relations: Unveiling the Mystery of PR: Including: Content Marketing, SEO, Social Media & PR Best Practices. Veracity Marketing.
2. S., Stahl (2018). The Art & Craft of PR: Creating the Mindset and Skills to Succeed in Public Relations Today. LID Publishing.

Additional literature:

1. A. Gregory (2010). Planning and Managing Public Relations Campaigns: A Strategic Approach (PR in Practice.) 3th Edition. Kogan Page.

2. G., Belch, M., Belch (2011). Advertising and Promotion: An Integrated Marketing Communications Perspective. 8th Edition. McGraw-Hill.

COMPANY PROJECT 2

Course Description

Students are required to plan and complete Company Project which is the investigation of a business issue, and which may conclude with proposals for an evidence-based solution/response and/or further research.

Completion of the Company Project is an independent learning experience, supported by supervision sessions, field coordinated support sessions and attendance at workshops on e.g. writing up research.

The module provides students with the opportunity to undertake a focused exploration of a contemporary business issue, drawing on skills and knowledge acquired from other modules.

Students choose their own topic but within certain constraints such as key contexts and subject field applicable to their degree pathway.

The students must choose and define the topic, research relevant information, and will be encouraged to collect primary data where relevant and possible, critically evaluate their findings in the context of the contemporary issue and draw relevant conclusions on the state of knowledge, with recommendations for practice and/or for further research.

Course Learning Outcomes

By the end of the course, students should be able to:

1. Understand the nature of research in business and the ways in which it can contribute to business success
 - demonstrate an appreciation of the nature of research, and of alternative approaches to it
 - demonstrate an understanding of the basic principles for ethical research
 - critically evaluate and use the findings of existing research
 - investigate, consider and analyse data sources
2. Learn how to generate research ideas then turn them into projects and how to write a research proposal with clear objectives
 - work independently on a research topic
 - plan and manage a piece of extended writing
 - manage time, write clearly and concisely, organise material coherently
3. Discuss, critique and apply knowledge of enquiry and research methodologies, methods and analytical techniques
 - collect information and data from a variety of sources and assess the accuracy and reliability of such material

- draw appropriate inferences and conclusions from the analysis of findings

Overview of Student Workload

Learning activities	Number of Hours	ECTS Allocation
• Readings – literature, reading assignment and literature	50	2
• Individual study	100	4
• Learning for final assignment + time for solving	50	2

Course materials and textbooks

Main literature:

1. B., Goodrich (2018). Kick Ass Project Manager: The Handbook for Project Management Success. 1st Edition. Goodrich Fremaux Publishing.
2. D., Evans, P., Gruba, J., Zobel (2014). How to Write a Better Thesis. 3th Edition. Springer.
3. M., E., Hamid (2013). How to Write a Research Proposal and a Thesis: A Manual for Students and Researchers. 2nd Edition. CreateSpace Independent Publishing Platform.
4. M., Saunders, P. Lewis, A. Thornhill (2012). Research Methods for Business Students. 6th Ed. Harlow: Pearson.
5. C., Costley, G., Elliot, P., Gibbs (2010). Doing Work Based Research: Approaches to Enquiry for Insider- researchers. London: SAGE.
6. U., Flick (2011). Introducing Research Methodology: A Beginner’s Guide to Doing a Research Project. London: SAGE.
7. D. Gray (2009). Doing Research in the Real World. 2nd Ed. London: SAGE.

Additional literature:

1. T., Forte (2022). Building a Second Brain: A Proven Method to Organize Your Digital Life and Unlock Your Creative Potential. Atria Books.

SSBM web platform

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

Web

Different web sites can be mentioned during the lectures.

Year 3 – Course Descriptors

ENTREPRENEURSHIP

Course Description

This comprehensive bachelor's degree course in entrepreneurship is designed to provide students with the knowledge and skills necessary to succeed in the dynamic world of entrepreneurship. Through a combination of theory, practical exercises, and real-world case studies, students will explore the fundamentals of entrepreneurship, including opportunity recognition, business planning, funding, marketing, and operations. The course encourages critical thinking and creativity, empowering students to develop and evaluate business ideas, create viable business plans, and understand the entrepreneurial mindset.

Course objectives

The Entrepreneurship course aims to empower bachelor students with the essential knowledge and skills needed to create and manage successful entrepreneurial ventures. Through a hands-on curriculum, students will explore concepts like idea generation, business planning, and risk assessment. The course encourages creativity, critical thinking, and adaptability, providing practical insights into the entrepreneurial journey. Designed for bachelor-level understanding, it equips students to navigate the challenges of starting and growing a business. Ultimately, the goal is to inspire and prepare students to become resilient and visionary entrepreneurs in the ever-changing world of business.

Course Learning Outcomes

- Students will gain a foundational understanding of key entrepreneurial principles, develop practical skills in idea generation and business planning, demonstrate critical thinking in evaluating entrepreneurial opportunities, cultivate an entrepreneurial mindset.
- Upon completing the course, students will possess the skills required to proficiently identify and assess business opportunities, demonstrating the ability to evaluate their viability and potential for success.
- students will be adept in exploring diverse funding sources and capital options for start-ups, demonstrating a comprehensive understanding of the financial landscape crucial for entrepreneurial endeavours.
- Upon completion, students will not only comprehend the barriers to communication but also critically analyze them, proposing effective strategies to overcome these obstacles and enhance interpersonal and organizational communication.
- Students will gain valuable insights into marketing, branding, and scaling strategies tailored for entrepreneurial ventures, enabling them to effectively position and grow their businesses in dynamic markets.
- Students will have developed an understanding of ethical considerations and social responsibilities within the entrepreneurial context, promoting a conscientious approach to business practices and decision-making.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures-PowerPoint	25	1.0
• Preparations for the lectures	25	1.0
• Preparations for the practical work	25	1.0
• Individual study for additional activities (presentations, seminars, projects, debating, reporting etc.)	25	1.0
• Learning for final assignment + time for solving	25	1.0

Course materials and textbooks

Main literature:

1. "Entrepreneurship: Theory, Process, and Practice" by Donald F. Kuratko and Richard M. Hodgetts.
2. "The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses" by Eric Ries.
3. "Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers" by Alexander Osterwalder and Yves Pigneur.

ORGANIZATIONAL BEHAVIOUR AND DEVELOPMENT

Course Description

Organizational Behaviour is the study of how individuals, groups and organisations interact and influence one another. It is the baseline for the functioning of any organisation and determines how conversations are led, how - and consequently what - decisions are made, how partnerships are built and maintained, and consequently determines performance towards the organisation's goals. Organizational Behaviour is a fundamental component of organisational culture and sets the tone for the workplace environment. We will look at how it is influenced by the macro environment such as the economic and regulatory landscape in which an organisation operates and by its microenvironment, starting with self (e.g. internal patterns) to group dynamics. Whilst resources also known as "hard ROI" (e.g. technology, budget) are the leader's usual go-to for performance improvement, we will be delving into the "soft ROI" which is less understood and harder to measure yet is the key to transforming Organisational Behaviour. This course will enable the students to not only explore the key role Organisational Behaviour plays in organisational performance but more importantly what it takes to shape it to remain "in the game" in the ever-increasing rate of change in today's world. This learning journey is an invitation for students

to explore the theories around Organisational Behaviour, the drivers and tangibles derived from it and how it is no separate living entity in and of itself. Throughout this highly interactive course the students will be exposed to theories, models, exercises, and case studies.

Course objectives

Expectations of the students throughout the course are: - attend all seminars - Punctuality is key - come with a growth mindset, ready to explore within and beyond themselves - equip themselves with the highest level of commitment towards themselves, their peers and the lecturer - actively participate in the lectures in light of contributing to the collective experience - be ready to show up authentically and bring their full selves Throughout their learning journey, they will be expected to: - think outside of the box and step outside of their comfort zone; - challenge their own thinking and behavioural patterns; - experiment, learn and grow; - actively participate to contribute to their individual learning experience and that of the class members. The learning blend will be comprised of theory, exercises, and tasks, in diverse formats of self-reflection, pairs and subgroups. In addition, every seminar will include experiential learning, i.e. a task followed by a debrief: This will strengthen their self-evaluation muscle, based on their own behaviour exhibited during the execution of every task.

Course Learning Outcomes

- The student will learn about the macro and micro systems in which an organisation operates. They will explore and evaluate the vast array of risks and challenges an organisation needs to consider when drawing up its strategic direction and how it will go about putting resources in place to enable it to reach its goals.
- The student will learn about organisational culture and why it is the founding stone to how an organisation shows up, to their internal and external clients alike.
- The student will apply effective leadership and how it starts with a true commitment to investing in their people, the lifeblood of their organisation. They will explore what it takes for an organisation to not only stay in game but build their competitive edge.
- The student will analyze the behaviour drivers, starting with Self, and how these can be better harnessed to serve them, their teams, and the organisation. Throughout this course the student will enhance their self-awareness around their own patterns and how they can take greater ownership of these in order to build more fulfilling and constructive relationships, at work and beyond.
- The student will be introduced to the Integrated Model of Group Development. They will explore the 4 stages to get to a high performing team and how it is no linear progress. The student will learn about the power of team alignment and how collective behaviour aligned with a team's values set is key to tapping into a team's potential.
- The student will evaluate by critical thinking different leadership styles and how these directly impact individual and collective behaviour. They will see why sometimes leadership is ineffective and what needs to change so that the leader can lead their team/s effectively. The student will also understand the importance of a two-way flow between leaders and their teams, and how one without the other cannot function effectively.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures-PowerPoint	35	1.4
• Preparations for the lectures	50	2.0
• Individual study for additional activities (presentations, seminars, projects, debating, reporting etc.)	40	1.6
• Learning for final assignment + time for solving	50	2.0

Course materials and textbooks

Main literature:

1. Goleman (2004), What makes a leader, Harvard Business Review
2. Robbins & Judge (2013), Organizational Behaviour, 15th ed. Pearson
3. Pentland (2012), The New Science of Building Great Teams. Harvard Business Review
4. Wolff & Druskatt (2001), Building the Emotional Intelligence of Teams, Harvard Business Review
5. Schein (1990), Organisational culture, American Psychologist.

CONTENT MANAGEMENT

Course Description

This course provides a thorough introduction to Content Management for Bachelor students. Designed to equip students with advanced knowledge and skills. The students explore contemporary content strategies, social-media management, and the integration of content within broader business strategies. With a focus on both theoretical ideas and real-world applications, the course equips students to take on leadership roles in businesses that are content-driven. In this course, students will have hands-on practice with content management platforms and formulate research questions related to the humanistic aspects of digital communication delivery. The primary goal of the course is to comprehend the scope of a content management implementation project and some of the variables and dynamics of an associated professional services relationship.

Course objectives

This course aims to provide students with a comprehensive understanding of content management principles and practices. Students will explore various tools, technologies, and strategies for effective content creation, organization, and distribution in digital environments. The course will cover both theoretical

concepts and practical applications to equip students with the skills necessary for managing content in diverse professional settings.

Course Learning Outcomes

Students will be able to:

- Students will gain sophisticated skills in managing digital content effectively.
- Students will be able to develop a strategic mindset for content planning and modeling, aligning content with organizational goals.
- Students will learn to integrate content within broader business strategies.
- Prepare for leadership roles in organizations prioritizing content-driven strategies.
- Students will be able to navigate the nuances of managing content on social media platforms, understanding engagement dynamics and trends plus understand the entire content lifecycle from modeling to publishing.
- Students will grasp the architecture and technical foundations of modern CM.
- Students will be able to explore critical aspects and scope in implementing content management projects.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures + Problem Solving	25	1.0
• Preparations for the lectures	25	1.0
• 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	25	1.0

Course materials and textbooks

Main literature:

1. Boiko B. Content Management Bible (2nd Edition)
2. Baker, M. (2013). Every page is page one. XML Press.
3. Baker, M. (2019) Real World Content Modeling: A Field Guide to CMS Features and Architecture
(“RWCM”) Amazon Direct Publishing.
4. Evia, C. (2018). Creating intelligent content with Lightweight DITA. Routledge.

Additional literature:

1. Baker, M (2013 Web Content Management: Systems, Features, and Best Practices ("Squirrel") O'Reilly Media
2. Content Management and the Separation of Presentation and Content, University of Wisconsin-Milwaukee, by Dave Clark
3. Chasing the Ideal: Relational Content Modeling in Content Management by Deane Barker•April 11, 2011
4. The Art and Practice of Content Assembly: Where IA and CMS Meet by Deane Barker•April 11, 2011

LEADERSHIP AND DEVELOPMENT MANAGEMENT

Course Description

Leadership and management development are critical processes aimed at enhancing the skills, knowledge, and capabilities of individuals in leadership and managerial roles within an organization. Leadership development focuses on cultivating qualities such as self-awareness, emotional intelligence, and effective communication, aiming to inspire and guide teams. In contrast, management development emphasizes skills like strategic thinking, decision-making, and team building to ensure efficient operational execution. Both processes involve tailored programs, training, mentorship, and experiential learning opportunities to empower individuals at various levels of leadership, fostering their growth and contributing to overall organizational success by improving performance, adaptability, and collaboration.

Course objectives

The course aims to equip participants with the essential knowledge and skills required for effective leadership and management. Goals include developing a deep understanding of diverse leadership theories and styles, enhancing communication proficiency, fostering strategic thinking, building high-performance teams, and navigating organizational change adeptly. The program also emphasizes the importance of ethical leadership, strengthening managerial competencies, encouraging continuous learning, and facilitating personal growth. By providing opportunities for practical application and addressing real-world challenges, the course aims to empower individuals to become well-rounded leaders and managers capable of positively influencing organizational success through innovation, collaboration, and ethical decision-making.

Course Learning Outcomes

1. Students will learn to participate in a leadership theory workshop; Analyze case studies on different leadership styles.
2. Students will engage in communication skills training and conduct a team-building exercise with a focus on effective communication.
3. Students will develop a strategic plan for a simulated organization; Analyze and discuss strategic management case studies.

4. Students will learn to participate in team-building activities; Lead a group project to apply team leadership skills.
5. Students will learn to analyze real-world change management examples; Develop a change management plan for a hypothetical scenario.
6. Students will learn to complete a financial management simulation plus lead a project management exercise.
7. Students will work on a final project addressing a practical leadership or management issue and present findings to the class.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures – PowerPoint	12.5	0.5
• Problem Solving Exercises	37.5	1.5
• Preparations for the lectures	12.5	0.5
• Preparations for the practical work	12.5	0.5
• Individual study for additional activities (presentations, seminars, projects, debating, reporting etc.)	50	2.0
• Learning for final assignment + time for solving	25	1.0

Course materials and textbooks

Main literature:

1. "Leadership: Theory and Practice" by Peter G. Northouse
2. "The 7 Habits of Highly Effective People" by Stephen R. Covey
3. "Leading Change" by John P. Kotter
3. Chasing the Ideal: Relational Content Modeling in Content Management by Deane Barker
•April 11, 2011
4. The Art and Practice of Content Assembly: Where IA and CMS Meet by Deane Barker
•April 11, 2011

INNOVATION AND CHANGE MANAGEMENT

Course Description

This course is follow-up of the Sustainable Management course and focuses on how to ensure and reinforce the sustainable development and sustainable business with innovation. It explores the theory and practice of innovation and organisational change management. The aim of this course is to show the innovation in realistic and tangible manner, in both process & product; and systemic & technological dimensions. Through lectures, case studies, group

discussions, real-world projects, visits and interactions with experts, the students will understand the principles of innovation, how to manage change effectively, and how to foster a culture of innovation within organisations.

The technological innovation pathway from research and development through industry will be explored and insights into innovative technological trends provided. Connection of innovation, science, R&D with economic progress, education, sustainability and other societal aspects will be discussed in holistic way.

The position of Switzerland as global leader in innovation (highest global innovation index) will be examined and students will have a chance to interact with different experts in most innovative companies and research centres in Switzerland and work on real success stories and case studies. They will receive information from experts on subjects in question, using many examples from concrete cutting-edge technologies and scientific knowledge necessary to keep the strategic competitiveness and long-term innovative character of any business.

Course objectives

Students will be guided to take evidence-based decisions. Aim is to provoke the change of classical mindset about innovation related subjects, debunk the illusions and myths about different innovations and technologies, get exposed to network of experts in Switzerland and gain the capacity to create strategic multidisciplinary team / partnerships, including experts with technical skills and knowledge, to ensure the continuous development and stay at the forefront of the innovation in process / management, product and technology dimensions.

Students will have an opportunity to develop ideas for concrete start-up, company or organization and even possibly finish the course with the real job or partnership opportunity in hands.

Course Learning Outcomes

By the end of the course, students should be able to:

- Understand the concepts and theories of innovation and change management.
- Understand technological innovation path from laboratory to industry.
- Develop new mindset, think out of the box, adopt problem solving, open-minded, curiosity driven, critical, proactive, multidisciplinary and transversal approach.
- Analyse the drivers and barriers to innovation in different organisational contexts.
- Develop strategies for managing and leading successful organisational change initiatives.
- Have a capacity to create an efficient expert team and partnership to ensure innovation.
- Foster a culture of innovation and continuous improvement.
- Apply tools and frameworks for generating, evaluating, and implementing innovative ideas.
- Effectively communicate and present innovative solutions to various stakeholders.

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	45	1.8
• 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	50	2.0

Course materials and textbooks

Main literature:

1. "Leading Change" by John P. Kotter
2. "The Innovator's Dilemma" by Clayton M. Christensen
3. "Switch: How to Change Things When Change Is Hard" by Chip Heath and Dan Heath
4. "Innovation and Entrepreneurship" by Peter F. Drucker

Specialization Courses – 6th semester

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.

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 behaviors,
- 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 – Video	4.5	0.2
• Preparations for the lectures	10	0.4
• Preparations for the practical work	30	1.2

• Readings (presentations/lectures and literature and reading assignments)	30	1.2
• Learning for final assignment + time for solving	50	2.0

Course materials and textbooks

Main literature:

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

Additional literature:

2. Geoffrey G. Parker, Marshall W. Van Alstyne, Sangeet Paul Choudhary (2017): Platform revolution

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

CROSS CULTURAL MANAGEMENT

Course Description

The course "Cross-Cultural Management" (CCM) plays a significant role in International Business because of important factors like the internationalization of companies, migration of employees and globalization. Multinational companies employ workers from diverse cultural backgrounds to achieve their global objectives. 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 organization becomes highly indispensable. For example, globalization has made it possible for more and intense connections between people of various ethnic, national, and religious backgrounds than ever before; be it through travel, migration or virtual communication through the internet and social media. The roles of culture and diversity in international business cannot be undermined and therefore, paying attention to cultural differences and intercultural and diversity competence in the workplace becomes very significant. Confrontations with people of different cultural backgrounds are often, and unavoidably, expected to lead to confusion, miscommunication or even conflict. To prepare our students adequately for such future challenges.

Course objectives

The course has the following learning outcomes and goals: Understand culture and its effects on international businesses. Therefore, students will demonstrate how individual cultural norms, values, beliefs, traditions influence attitudes and behaviour in the organisation. Demonstrate the benefits and negative impacts of cultural differences among multinational teams in multinational organisations so that students can collaborate effectively with different kinds of stakeholders in different cultural and organizational settings to achieve the agreed goals of the organisations. Use appropriate verbal and non-verbal communication in an intercultural setting by preventing the challenges of intercultural communication

in multinational organisations. Developing the skills and knowledge to apply the Models of Hofstede and Trompenaars's Cultural Dimensions to understand national cultural differences. Assess the effect of cultural differences on the organization and develop intercultural competence skills and knowledge to manage them effectively for organisational growth.

Course Learning Outcomes

Learning outcomes are:

- Students can explain what beliefs are and their implications on the organization.
- Students will establish the connection between traditions and organisational principles.
- After this chapter, students can define intercultural communication.
- After this chapter, students can examine the challenges of intercultural communication in multinational companies.
- After this chapter, students will develop the skills and knowledge for nonverbal communication among multinational employees.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures – PowerPoint	10	0.4
• Lectures – Video material	7.5	0.3
• Lectures – Reading part	60	2.4
• Preparations for the lectures	15	0.6
• Individual study for additional activities (presentations, seminars, projects, debating, reporting etc.)	17	0.7
• Learning for final assignment + time for solving	15	0.6

Course materials and textbooks

Main literature:

1. Hofstede, G., Hofstede, G. J., & Minkov, M. (2005). *Cultures and organizations: Software of the mind* (Vol. 2). New York: McGraw-hill.
2. Trompenaars, F., & Hampden-Turner, C. (2011). *Riding the waves of culture: Understanding diversity in global business*. Nicholas Brealey International.
3. Nunez, C. (2007). *Intercultural Sensitivity*. Uitgeverij Van Gorcum.
4. Hoffman, E., & Verdooren, A. (2019). *Diversity Competence: Cultures Don't Meet, People Do*. CABI.

Additional readings:

1. <https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=113894949&site=ehost-live>
2. <https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=153632792&site=ehost-live>

EVENT MANAGEMENT

Course Description

This course is a basic introduction to Event Management that will show how the role of the Project Manager is a pivotal part of any Project. The course is based on practical knowledge with the aim of giving an overview of sections that encompass each meeting and showing how to implement them when embarking on the organization of any event. This field is one where everything is in the details with Time Management being a crucial part that ensures success.

Course objectives

The course has the following objectives: 1. Give a general outline of what is Project Management 2. Explain the process of Event Management from all aspects of the organizational process 3. How important the role of the Project Manager is within the structure of the organizational team 4. Tips and tricks from knowledge-based experience 5. Provide tools, such as document templates, to help better understand the process and to use the templates in future event management.

Course Learning Outcomes

Upon successful completion of this course, students will:

- Understand the process of Project Management, and all elements that are included in the process.
- Basic understanding and basic knowledge in the area of finances and time management to be able to set up and event.
- Spark a flame for Event Management or rather for the role of a Project Manager.
- Understand the chronology and steps that need to be taken to manage any type of event.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures – Video material	5	0.1
• Preparations for the lectures	100	4.0
• Reading part (literature and pre-reading links)	100	4.0
• Learning for final assignment + time for solving	50	2.0

Course materials and textbooks

Materials will be provided by email.

INTRODUCTION TO AI

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

Course objectives

Explore different definitions of AI as a basis for exploration of different aspects and approaches. Get 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 an overview of the main technologies that are used in the AI projects. Get familiar with already existing best practices and areas of implementation of AI. Discuss economic and social consequences for different countries and be able to compare them. Put the development of AI technologies in the broader geopolitical framework. Identify most common ethical questions about AI development. Raise awareness about already existing international regulations or recommendations that are applied to AI. Discuss different career paths for non-engineering positions that are required in the AI projects.

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	5	0.2
• Preparations for the practical work	50	2.0

• Readings (presentation and	20	0.8
• Learning for final assignment	50	2.0

Course materials and textbooks

Main literature:

Artificial Intelligence – A Modern Approach (3 Edition)

Machine Learning for Dummies

Make Your Own Neural Network

Machine Learning: The New AI

Fundamentals of Machine Learning for Predictive Data Analytics:
Algorithms, Worked Examples, and Case Studies

SSBM web platform

Presentations, seminars and additional materials for class participation

FINAL THESIS

Course Description

The Bachelor's Thesis Project is a capstone course intended for students to demonstrate their cumulative knowledge and skills by conducting an independent research or applied project in their major field of study. The course requires students to integrate theoretical and practical knowledge to explore a substantial question or problem.

Course objectives

For a Bachelor's Thesis Project course, the goals focus on guiding students through the process of conceptualizing, researching, and presenting an original piece of scholarly work. Here are some detailed course goals that can be adapted based on the specific requirements and academic discipline:

1. **Research Proficiency:** Equip students with the ability to conduct independent research, including the skills necessary to identify a researchable problem, formulate a research question, and design a methodological approach to address the question. This includes fostering an understanding of ethical research practices.
2. **Critical Thinking and Analysis:** Develop students' critical thinking skills, enabling them to critically analyze existing literature, data, and methodologies relevant to their field of study. Students should be able to draw reasoned conclusions from their research and consider their work in the context of broader academic and societal implications.
3. **Practical Application of Theoretical Knowledge:** Encourage students to apply theoretical knowledge gained throughout their academic program to address

practical, real-world problems or theoretical issues within their discipline, demonstrating the interconnection between theory and practice.

4. **Project Management Skills:** Teach students essential project management skills, such as planning, time management, resource allocation, and problem-solving within a structured project timeline. These skills are vital for successfully completing a substantial independent project like a thesis.

5. **Academic Writing and Communication Skills:** Enhance students' academic writing and communication skills, preparing them to clearly and effectively present complex ideas and research findings both in written form (the thesis document) and orally (the thesis defense or presentation). This includes the ability to adhere to academic standards and conventions specific to their field.

6. **Professional Development and Preparedness:** Prepare students for professional work or further academic study by fostering a deep engagement with a specific topic of interest, allowing them to demonstrate expertise and build a foundation for future career or educational opportunities.

7. **Self-Directed Learning:** Foster a capacity for self-directed learning, encouraging students to take initiative, manage their learning process, and seek out resources and guidance when necessary. This goal is critical for developing lifelong learning habits that will benefit them in various professional contexts.

8. **Collaborative Engagement:** Although the thesis project is an independent endeavor, this course aims to encourage collaborative engagement with peers, faculty, and industry professionals. This includes seeking and incorporating feedback, understanding diverse perspectives, and potentially contributing to collaborative research environments.

These goals provide a framework that not only supports the successful completion of a thesis project but also contributes to the holistic development of students as they transition from academic settings to professional or advanced academic roles. Each goal aligns with key competencies that are highly valued in both academic and professional contexts.

Course Learning Outcomes

No.	Skill Area	Learning Outcome
1	Research Skills	Students will design and conduct an original research project, utilizing appropriate methodologies to create new knowledge or insights.
2	Critical Analysis	Students will evaluate and synthesize research literature to establish a robust framework for their research question.
3	Problem Solving	Students will apply advanced problem-solving skills to address significant questions or challenges in their discipline.
4	Project Management	Students will analyze project requirements and resources, effectively planning and managing their thesis project timelines.

5	Communication Skills	Students will prepare and deliver a professional presentation, critically assessing their research findings and methodology.
6	Professional Preparation	Students will produce a comprehensive thesis document that adheres to scholarly standards and effectively communicates their findings.
7	Ethical Research Practice	Students will demonstrate understanding of ethical considerations in research, incorporating these standards into their project.
8	Self-Directed Learning	Students will demonstrate the ability to apply self-directed learning strategies to enhance their project and solve complex problems.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Research and Reading	150	6.0
• Writing the Thesis	150	6.0
• Project Planning and Meetings	20	0.8
• Data Collecting and Analysis	50	2.0
• Preparation of Presentation and Defense	5	0.2

Course materials and textbooks

Main literature:

"Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis" by Joan Bolker.

Additional literature:

"How to Write a Thesis" by Umberto Eco

"Writing and Publishing Your Thesis, Dissertation, and Research: A Guide for Students in the Helping Professions" by Puncky Paul Heppner and Mary J. Heppner

SSBM web platform

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

Web

Different web sites can 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