Swiss School of Business and Management Geneva (SSBM Geneva)

SSBM Geneva Program Outline

International Executive MBA

Method: Online

Duration of Program: 12 months/2 semesters

Total number of ECTS: min. 64

Avenue des Morgines 12, 1213 Genève

Switzerland

www.ssbm.ch

1. Enrollment criteria

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

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

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

- Minimum of two years' work experience.

- English requirements:

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

2. Credit Transfer and Recognition of Prior Learning

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

3. Graduation Requirements

Upon successful completion of the MBA program students will be awarded with an MBA with a selected specialization. If no specialization was selected, "International Executive MBA" will be awarded. To successfully complete the program, students must:

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

Award of MBA with Distinction

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

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

4. Teaching Method and Learning Materials

This program is delivered entirely online through the SSBM Online Learning Portal used by Harvard and MIT. Modules can be completed in student's own time and pace.

Online learning is delivered through **asynchronous** and **synchronous** methods.

Asynchronous learning takes form of:

- prerecorded lectures supplemented by a variety of engaging activities such as quizzes, readings, assignments, capstone projects, knowledge checks, etc.

Synchronous learning takes form of:

- live lectures in form of Live Q&A Sessions, live seminars and webinars, guest lectures, live lectures on specific topics, one to one sessions with the lecturers, etc.

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

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

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

5. Grading system

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

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

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

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

Percent Grade	6.0 Scale
95-100	6.0
90-94	5.5

85-89	5.0
80-84	4.5
60-79	4.0
50-59	3.5
40-49	3.0
30-39	2.5

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

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

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

6. Regular exam deadlines

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

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

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

7. Program Outcomes

Master's core Learning Outcomes applicable to all Masters:

- Graduating students will demonstrate fundamental knowledge of the functional areas of business

- Master students will be able to demonstrate proficiency in technical and digital literacy.
- Master students will demonstrate effective teamwork and leadership roles
- Master students will demonstrate good written and oral communications skills
- Master students will be able to communicate effectively and efficiently
- Master students will acquire analytical skills

Program-specific Learning Outcomes:

- Demonstrate understanding of the importance of global finance
- Use and apply technology in the business environment context
- Analyze market strategies and understand how global organizations can benefit from business models
- Get understanding of strategies to manage business operations on a global level
- Explore core business international principles

8. Program Specifics

International Executive MBA allows students to build a customized curriculum of minimum 64 ECTS points by choosing from a set of mandatory and elective courses. A minimum of 8 mandatory courses (minimum 40 ECTS points) and 4 elective courses (minimum 24 ECTS points) has to be selected and completed.

9. Mandatory Courses (8 courses to choose, minimum 40 ECTS points)

Course ID	Course	Lecturer	ECTS
26638	Business Presentation Skills (PSB01)	Alexander Lyon	5
36967	SMarketing-Sales and marketing integration (SM02)	Vesna Glisic	6
26647	Tax Management (TM03)	Adrian Hammer	5
26645	Cybersecurity Risk Management (CRM01)	Mario Silic	5
26639	Human Resources Management (HRM01)	Aco Momcilovic	5
26643	Strategic Risk Management (SRM01)	Mario Silic	6
26915	Sustainability (SUST01)	Marc Buckley	6
26679	Public Relations (PR01)	Ivana Nobilo	5
26682	Entrepreneurship (ENT01)	Jaka Vadnjal	5
26901	Research and Academic Writing (RAWI01)	Anna Provodnikova	8
26784	Corporate Security and Business Intelligence (CS01)	Luka Lesko	8
26703	Introduction to Business Communication (ITBCI01)	Ivana Nobilo	5
26913	Introduction to Quantitative Methods (IQMI01)	Valentino Jaksic	7
26795	Introduction to Finance (IFI01)	Dario Silic	6
26744	Accounting for Managers (AFM02)	Derrald Stice	5
26914	Business Law and Ethics (BLAE01)	Pierfilippo Capello	7
26695	Sports Marketing (SM01)-sport.e-ssbm.ch	Burak Gurkan	6
26658	Strategic Leadership (SL01)	Marshall Goldsmith	5
26700	Strategic Marketing (OSM01)	Olesya Meskina	6
26705	Strategic Management (SMGM01)	Anna Provodnikova, Mario Silic	6
26746	Cross-Cultural Management (CCM01)	Alex E. Asampong	5
26748	Digital Business Acceleration (DBA01)	Damir Gavran	5
26632	Business Strategy (BS01)	Robert Barcik	6
36968	Logistics and Supply chain management (SCLM01)	Sasa Petar	6
37028	Management of Information Systems (MIS01)	Mario Silic	7

10. Elective Courses (4 courses to choose, minimum 24 ECTS points)

Course ID	Course	Lecturer	ECTS
26633	Project Management (PM01)	Mario Silic	6
26658	Strategic Leadership (SL01)	Marshall Goldsmith	6
26698	Innovation and Change Management (IACM01)	Velimir Srica	7
26636	Operations Management (OM01)	Lisa Bussom	8
26917	Financial Statement Analysis and Reporting (FSAR01)	Hrvoje Volarevic	5
26631	Organizational Behaviour (OB02)	Tiffany Baer	5
26656	Financial Management (FM03)	Dario Silic	7

Mandatory Courses - Course Descriptors

PRESENTATION SKILLS IN BUSINESS

Course Description

This course is designed to give students exposure to foundational and intermediate elements of presentation skills in professional settings. The course teaches students principles of organizing or structuring a message, delivery skills to come across as more confident and composed, and techniques to open and close presentations like a professional. This course will also help students develop more memorable communication in less formal interactions such as giving regular updates at meetings.

Course objectives

Professional presentation skills course has the learning objective: Presentation skills. After the course students will be able to improve their presentation skills when doing global business. Students will learn many techniques of presentations individually and in groups.

Course Learning Outcomes

- To understand and practice foundational qualities of a sound presentation design. Develop an understanding of the principles of effective presentation design, including visual hierarchy, clarity, and audience engagement.
- Identify and analyze the key components of successful presentations, such as clear objectives, compelling storytelling, and appropriate use of multimedia.
- To identify key speaking distractions or other weaknesses and build on students' speaking strengths   Analyze and identify common speaking distractions and weaknesses, such as filler words, lack of eye contact, or ineffective body language, in order to help students become aware of their specific areas for improvement.
- Develop strategies and techniques to minimize speaking distractions and strengthen students' overall speaking skills, including exercises to reduce the use of filler words, enhance eye contact, improve body language, and project confidence.
- Provide individualized feedback and guidance to each student, highlighting their speaking strengths and offering personalized exercises and activities to further enhance their abilities, ultimately building their overall speaking proficiency.
- To develop a strong opening for an introduction   Understand the elements of an effective introduction, including the importance of capturing the audience's attention, establishing relevance, and clearly stating the purpose of the presentation.
- Learn and practice various techniques for crafting compelling openings, such as using a captivating anecdote, posing a thought-provoking question, or presenting a surprising statistic, to engage the audience from the start and set a strong foundation for the presentation.

- To develop a strong closing for a conclusion   Understand strategies for creating impactful conclusions that leave a lasting impression on the audience, such as summarizing key points, providing a call to action, offering a memorable quote, or delivering a thought-provoking closing statement, to effectively wrap up the presentation and leave the audience with a sense of closure and inspiration.
- To outline a presentation suitable for a professional context
- Learn the principles and techniques of creating a well-structured presentation outline tailored for professional settings, including identifying the main objectives, organizing content logically, and establishing a clear flow of information to effectively convey the intended message to professional audiences.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
● Lectures – Video material	6,5	0.3
● Readings – literature, reading assignment and literature	50	2.0
● Individual study	20	0.8
● Learning for final assignment + time for solving	50	2.0

Course materials and textbooks

Main literature:

Recommended Website: http://www.communicationskillscoach.com/

SSBM portal

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

SALES AND MARKETING INTEGRATION

Course Description

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

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

Course objectives

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

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

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

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

Course Learning Outcomes

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

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures – Powerpoint	24	1.0
• Preparations for the lectures	10	0.2
• Preparations for the practical work	20	0.8
• Individual study for additional activities (presentations, seminars, projects, debating, reporting etc.)	40	1.6
• Learning for final assignment + time for solving	60	2.4

Course materials and textbooks

Main literature:

P. Kotler, K.L. Keller, M. Martinovic (2014). Marketing Management, 14th ed. USA: Pearson

B.J. Pine, J.H. Gilmore (2018). The Experience Economy with a New Preface by the Authors: Competing for Customer Time, Attention, and Money. USA: Harvard Business Review Press

Additional literature

Al Ries, Jack Trout (2001), Positioning – A battle for your mind, McGraw Hill

Lawrence Ingrassia (2020), Billion Dollar Brand Club, Henry Holt & Company

J. Raju, Z.J. Zhang (2012). Smart Pricing. USA: Wharton School Publishing.

P. Kotler, J. Saunders (2013). Principles of Marketing, 6th eur. ed. New Jersey: Prentice Hall

A. Swartzlander (2003). Serving Internal and External Customers. New Jersey: Prentice Hall

S.A. Neslin (2002). Sales Promotion. Marketing Science Institute

J.M. Mentzer, M.A. Moon (2005). Sales Forecasting Management: A Demand management Approach. London: Sage Publication

C.Heat, D. Heat, J. Bobb (2017). The Power of Moments: Why Certain Experiences Have Extraordinary Impact. Simon and Schuster Audio

H. Beckwith (2012). Selling the Invisible. USA: Warner Books.

J. Belfort (2017). Way of the Wolf: Straight Line Selling: master the art of persuasion, influence, and success. Simon and Schuster Audio

TAX MANAGEMENT

Course Description

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

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

Course objectives

The Tax Management course introduces the students to basics of managing taxation issues in the course of running a business. The aim of the course is not to gain an in-depth understanding of specific tax issues but rather to be able to identify key issues that may arise from the taxation perspective. The students will be provided with an overview of typical taxes and duties that impact businesses. Next, they will be shown practical examples of tax- driven transactions and transactions that were severely impacted by ignorance of taxation planning. Focus will then shift to making decisions about taxes and timing of such decisions. Finally, the students will learn about tax controversies (tax audits) and basics of their management.

Course Learning Outcomes

	Learning objectives	Learning outcomes
1.	Students will acquire basic knowledge in taxation concepts.	After this course, the students will learn to recognize and manage typical tax drivers and risks, learn essential mitigation steps, manage tax planning and handle post-transactional risks and exposures. The course is based primarily on European taxation system to enable the students to apply their knowledge in real life. However, any students not residing in Europe should still be able to pick up key taxation concepts as the course will also refer to international tax concepts, tax treaties and global tax guidances. The goal of the course is not to gain an in-depth understanding of specific tax issues but rather to be able to identify key issues that may arise from the taxation perspective. All given outcomes will be valued through a case study (all together 100 points or 100%) in the final examination where all tax management topics from all lectures will be covered.
2.	Students will have the capacity of critical and analytical thinking.	The students will discover problems and offer possible solutions, as well as identify possible risks of a proposed solution.
3.	Students will have the capacity for identification of key tax issues concerning businesses, which is necessary for doing business in the global environment.	The students will identify key global trends in taxation and discuss the influence of those trends on the entire activity of a company. The students will identify key taxes that may impact a business or its employees and be able to assess the approximate tax impact of a business transaction.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
Lectures (listening videos and reading materials) – PowerPoint	60	2.4
· Preparations for the lectures	10	0.4
Preparations for the practical work	10	0.4
· Learning for final assignment + time for solving	50	2

Course materials and textbooks¸

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

SSBM web platform

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

CYBERSECURITY RISK MANAGEMENT

Course Description

Cybersecurity risk management guides a growing number of IT decisions. Cybersecurity risks continue to have critical impacts on overall IT risk modelling, assessment, and mitigation.

In this course, you will learn about the general information security risk management framework and its practices and how to identify and model information security risks and apply both qualitative and quantitative risk assessment methods. Understanding this framework will enable you to articulate

the business consequences of identified information security risks. These skills are essential for any successful information security professional.

Course objectives

The goal of this course is to teach students the risk management framework with both qualitative and quantitative assessment method.

Course Learning Outcomes

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

- Explain the information security risk management framework and methodologies
- Identify and model information security risks
- Apply qualitative and quantitative risk assessment methods
- Articulate information security risks as business consequences

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures – videos	2	0.1
• Preparations for the lectures	10	0.4
• Reading part (literature and pre-reading links)	50	2
• Researching for final assignment + time for solving	62	2.5

Course materials and textbooks

Anderson, R. (2008). Security Engineering: a guide to building dependable distributed systems (2nd ed.): Wiley NB. Chapters available online at

https://www.cl.cam.ac.uk/~rja14/book.html

HUMAN RESOURCE MANAGEMENT

Course Description

Modern HR Departments have outgrown their administrative related activities within organization and become active contributors to the strategy and competitive success of organization. The focus of this module is to explore modern HR functions and how they evolved over the years, and what is considered a good practice in some of those areas. Aim is also, to encourage to think about HRM in your organization in the context of globalized world and 21st century

Course objectives

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

Course Learning Outcomes

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

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures – PowerPoint	5	0.2
• Lectures – Video material	3	0.1
• Lectures – Reading part	9	0.4
• Preparations for the lectures	37.5	1.5
• Individual study for additional activities (presentations, seminars, projects, debating, reporting etc.)	20	0.8
• Learning for final assignment + time for solving	50	2.0

Course materials and textbooks

Main literature:

R. Noe / J. Hollenbeck: Human Resources Management; Mate d.o.o. 2006
R. Brčić, Ž. Dulčić, M. Černe, T. Hernaus: Koraci uspješnog organiziranja; Školska knjiga 2018
S.P. Robbins: Bitni elementi organizacijskog ponašanja; Mate d.o.o. 1995

Additional literature:

> Allen, P.L 2015. - Toward a new HR philosophy. McKinsey Quarterly

> Schein, E.H. 1983. - The role of the founder in creating organizational change.

> P. Capelli. - Why We Love to Hate HR…and What HR Can Do About It; HBR 2015

> P. Capelli, A. Travis. - The New Rules of Talent Management; HBR 2018

SSBM web platform

Presentations, seminars and additional materials for class participation

Web

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

STRATEGIC RISK MANAGEMENT

Course Description

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

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

Course objectives

Strategic Risk Management in Healthcare course consists of four modules outlining and combining modern theoretical concepts of risk management and strategy analysis with aim of educating students to be able to manage company strategic risks. Student will be provided with methodologies and tools for risk identification and evaluation, as well as for strategy analyses and development. The course provides various readings, case studies and best practices for risks in healthcare.

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

Course Learning Outcomes

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

- Provide an introduction to strategic risk management in healthcare
- Describe and explain what risk identification is, determination, risk quantification, prioritization, responses to risk, risk monitoring and

reporting, understand and use the most common risk management tools, understand the role of risk management in project management
- Provide which risk mitigation measures/control activities should be in place to optimize identified risk
- Understand interrelations between strategic evaluation and strategic risk management
- Develop an example of risk register and risk model

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
· Lectures – video	1.5	0.1
· Lectures – Reading assignments	24	0.9
Preparations for the practical work	25	1
Reading (Literature)	50	2.0
· Learning for final assignment + time for solving	50	2.0

Course materials and textbooks

Main literature:

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

SUSTAINABILITY

Course Description

The course is designed to provide you with advanced topics on Sustainability and the UN Sustainable Development Goals (SDG's).

The aim of the course is to present sustainability when conducting regular business, as well as the impact on entire society.

It is important to create a vision of desirable futures so we can create, innovate, engineer, and manifest them by 2030. There is a physiological importance to them, systemic ecological within planetary boundaries understanding to them as well as monetary investment needed for sustainable infrastructure, which is not clear to see and understand at first glance. You can apply them into your life and business models so that we all can achieve resilient desirable futures together.

In this course, you will acquire advanced knowledge on organizational prevention measures, including the key elements of an effective sustainable development.

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

Course objectives

The objectives of this course are the following:

- Acquire an understanding of the SDGs framework, and of different ways of mobilizing the future for transformative climate action;
- Learn new approaches to building climate resilience, and embracing emergence in innovative climate- positive designs;
- Critical and creative thinking in order to create a vision of desirable future

Course Learning Outcomes

After this course, the students will be able to:

- Develop skills for finding and using reliable data for support of sustainability projects.
- Acknowledge and insist on civic engagement and inclusive practices for applying sustainability principles to local issues.
- Work effectively within cross-disciplinary teams
- Gain capability to address environmental challenges
- Indicate how sustainability issues are impacting social, economic, and political environment

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• **Video material**	5	0.2
• **Preparations for the practical work**	15	0.6
• **Readings** (presentations and literature)	70	2.8
• Learning for final assignment + time for solving	60	2.4

Course materials and textbooks

Sachs, J. D. (2012). From millennium development goals to sustainable development goals. *The lancet*, *379*(9832), 2206-2211.
Common Wealth: Economics for a Crowded Planet Jeffrey D. Sachs
Regenerative Leadership Book by Giles Hutchins 2019
Integration: the key to implementing the Sustainable Development Goals. 2015 Mark Stafford-Smith, David Griggs, Owen Gaffney, Farooq Ullah, Belinda Reyers, Norichika Kanie, Bjorn Stigson, Paul Shrivastava, Melissa Leach & Deborah O'Connell
Sustainable Development Goals and UN Goal-Setting 2017 By Stephen Browne
Governance for the Sustainable Development Goals Exploring an Integrative Framework of Theories, Tools, and Competencies by Joachim Monkelbaan 2019 Springer
Fernando, J.L. (2003) 'Rethinking Sustainable Development', The Annals of the American Academy of Political and Social Science, Sage Publications, London, http://www.sagepub.com/booksProdDesc.nav?currTree=Subjects&level1=B00&prodId=Book227408
Jones, Peter , Hillier, David and Comfort, Daphne (2016) The sustainable development goals and business. International Journal of Sales, Retailing and Marketing, 5 (2). pp. 38-48.
Pedersen, C. S. (2018). The UN sustainable development goals (SDGs) are a great gift to business!. Procedia Cirp, 69, 21-24.
Amel-Zadeh, A., & Serafeim, G. (2018). Why and how investors use ESG information: Evidence from a global survey. Financial Analysts Journal, 74(3), 87-103
Sustainable development goals and the strategic role of business: A systematic literature review Chiara Mio Silvia Panfilo Benedetta Blundo 2020
Business and the Sustainable Development Goals: Measuring and Managing Corporate Impacts 1st ed. 2019 Edition by Norma Schönherr (Editor), André Martinuzzi (Editor)
Business, Government and the SDGs: The Role of Public-Private Engagement in Building a Sustainable Future 1st ed. 2023 Edition by Mahmoud Mohieldin (Author), Sameh Wahba (Author), Maria Alejandra Gonzalez-Perez (Author), Miral Shehata (Author)

PUBLIC RELATIONS

Course Description

Public Relations is a course designed to provide you with a complete overview of public relations opportunities. The course provides insights on understanding an organization's internal and external environment; as well as identifying and addressing public relations situations that emerge in these environments. Students will learn how to develop objectives, and design strategies and select tactics that can better serve the organization's goals. Additionally, students will learn from current public relations strategies, by analyzing and discussing good and bad practices. This course also focuses on the use of social media and other new media channels in strategic public relations, examining when and how they

can be employed to better serve the organization communication and relationship building needs.

Course objectives

- To provide an overview of the various functions of public relations and the normative process of public relations program development and implementation
- Understand key processes involved in public relations, including goal, research, planning, strategy, implementation and
- evaluation
- Gained insights into the different types of public relations industries and career
- Demonstrated proficiency in written and oral communications.
- To understand the essence of PR as a practical discipline within the organization; be aware of its functions, strategies and particular techniques.
- Develop a clear understanding of the day-to-day responsibilities of public relations professionals.

Course Learning Outcomes

- To practice developing and applying strategy and tactics based on a sound understanding of public relations concepts and practices

- Understand concepts and apply theories in the use and presentation of images and information

- To develop skills in strategic public relations management based on an analysis of current and historical case studies

- To understand, recognize, and examine the phenomenon of media transparency and its application for the public relations profession and practice in a global world.

- Think critically, creatively and independently

- Conduct research and evaluate information by appropriate methods

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures – Video material	2	0.1
• Readings – literature, reading assignment and literature	25	1.0
• Individual study	50	2.0
• Learning for final assignment + time for solving	50	2.0

Course materials and textbooks

Main literature:

Smith, R.D., 2020. Strategic planning for public relations. Routledge. Johnston,

J. ed., 2020. Public relations: Theory and practice. Routledge. Theaker, A. ed.,

2020. The public relations handbook. Routledge.

Culo, I., Tkalec, G. and Borcic, N., 2022. The role of Personal Branding in Contemporaraz Leadership and Management. Economic and Social Development: Book of Proceedings, pp.198-207.

Dhanesh, G.S. and Duthler, G., 2019. Relationship management through social media influencers: Effects of followers'
awareness of paid endorsement. Public Relations Review, 45(3), p.101765.

SSBM web platform

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

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

ENTREPENEURSHIP

Course Description

This course provides a broad-based introduction to entrepreneurship. The main focus of this course is to lay out the foundations to form a new venture. The new venture may be a startup business or a new profit center within an existing business. You will form teams to develop the product and/or service concepts, evaluate the commercial potential of the idea and opportunity, research its market and competition, understand the importance of patents and copyrights, develop a pitch to investors, learn steps to acquire resources, avoid pitfalls, and finance the venture.

Course objectives

Enhance the 'entrepreneurial intentions' of the students by improving their natural willingness to start a business or to undertake new ventures in an existing firm. Inspire the students to seek 'alternative' career opportunities. Understand the process nature of entrepreneurship and learn the ways to manage it Develop the analytical skills of the students with regard to various stages of the entrepreneurship process, starting from opportunity identification and idea generation to business model development and

Course Learning Outcomes

Participants in the course will explore the mindset, considerations, realities, and real-world methods associated with the process of launching a new venture. Though the course focus is on the entrepreneurship process, the design of the course is to provide know-how and tools to be more effective in developing and articulating your ideas in all aspects of your career.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
· Lectures – video	7.5	0.3
· Readings – literature, reading assignment and literature	32.5	1.3
Video tutorials	2.5	0.1
Individual study	45	1.8
· Learning for final assignment + time for solving	37.5	1.5

Course materials and textbooks

Main literature:
Barringer, Bruce R., and R. Duane Ireland, Entrepreneurship: Successfully Launching New Ventures. (Boston): 4th Edition, 2011. Pearson Prentice Hall.
ISBN 978-0-13-255552-4.
RECOMMENDED REFERENCES:
Business Idea Websites: http://www.springwise.com/
http://www.kickstarter.com/
http://smeda.org.gov
Supplementary Websites: http://www.sethgodin.com/sg/
http://www.entrepreneur.com/
http://www.effectuation.org/

RESEARCH AND ACADEMIC WRITING

Course Description

The aim of this unit is to enable learners to develop effective research plans, to evaluate different research methods, to use a high standard of academic writing, and to use independent learning techniques to support their self-development. The focus of this Bachelor level course is on social science research, in particular, research methods. We address different methodological perspectives including

experimental type research as well as research in the applied context. Students will get a full understanding of basic statistical concepts and qualitative/quantitative analysis techniques. At the end of course, students would have developed the capacity to frame research questions, derive appropriate experimental research designs, and analyze the data collected from these designs. They would also acquire proficiency in the use of software for analyzing experimental data.

Course objectives

The course is aimed at providing students with theoretical principles as well as with practical knowledge, including tips and tricks in the area of change and innovation management. The students will develop understanding of innovation and creativity as phenomena in general, and specifically within an organizational environment. They will develop individual and team skills in preparing and presenting innovative projects, specifically those based on digital transformation and creating added value.

Course Learning Outcomes

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

- 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.
- Be able to conduct a basic literature review.
    - Review literature using a range of sources.
    - Develop arguments from different perspectives in line with findings.
    - Present the output of the literature review.
- Be able to evaluate research and data collection methods.
    - Evaluate the different methods of collecting and analyzing data.
    - Use different methods to collect and analyze data.
- Be able to produce academic work applying the Harvard Referencing system.
    - Explain the importance of avoiding plagiarism and academic misconduct.
    - Produce a piece of academic writing, applying the Harvard Referencing system.
- Be able to use techniques for independent learning, self-study and evaluation of own academic work.
    - Use study plans to achieve research and academic writing objectives.
    - Use independent learning techniques.
    - 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:

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

Additional literature:

Barras, R. (2005) Students must write: A guide to better writing in coursework and examinations. Abingdon, Oxon: Routledge
Binsardi, A. (2008) Research Methods for Management. Cambridge: International Academic Press.
Booth, A., Papaioannou, D. and Sutton, A. (2012) Systematic Approaches to a Successful Literature Review. London: Sage
Publications.
Burns, R. P. and Burns, R. (2008) Business Research Methods & Statistics Using SPSS. London: Sage Publications.
Cooper, D. R. and Schindler, P. S. (2006) Business Research Methods. Boston: McGraw Hill.
Cottrell, S (2008) The Study Skills Handbook. 3rd Edition. Basingstoke: Palgrave
Cottrell, S. (2008) Skills for Success: Personal Development and Employability. London: Palgrave Macmillan
Deniels, P. and Becker, L. (2012) Developing Research Proposals. London: Sage Publications.
Denscombe, M. (2007) The Good Research Guide. Maidenhead: Open University Press. Fink, A. (2009) Conducting Research Literature Reviews. London: Sage Publications.
Jesson, J. K., Matheson, L. and Lacey, F. M. (2011) Doing Your Literature Review. London: Sage

CORPORATE SECURITY & BUSINESS INTELLIGENCE

Course Description

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

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

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

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

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

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

At the same time, the course introduces students with the importance of achieving security of own business information, meaning that it introduces them with the

model, process and development of business information security system (business counterintelligence) on the level of national economy and in individual business systems.

Course objectives

- understanding the meaning of business information in corporate business and decision- making processes
- getting the basic knowledge of the term, content, model, process and system of business intelligence,
- learning to collect, interpret, use and keep information with the interest of achieving business success of a company and its business security.
- understand business intelligence process (business counterntelligence), its products and its role in managing companies, as well as the ability to organise and manage business (counter)intelligence process and use its end products.

Course Learning Outcomes

Learning outcomes – after the course the students will be able to:

- analyse business intelligence model and process
- analyse the model and process of business information security (business counterintelligence)
- evaluate business intelligence
- • examine the techniques of collecting business information
- discuss the meaning of business information
- create business analyses based on business information
- compare business intelligence models in EU Member States
- compare business intelligence models in different types of economy systems in the world
- gain competences necessary for the analysis and management of business information process, i.e. defining the needs of macro and micro management for business information, collection of necessary information, processing and interpretation of collected information, creation of business analyses that are based on such information and that serve the management as support in the process of business decision-making and the realisation of those decisions.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
· Lectures – video	5	0.2
Preparations for the lectures	35	1.4
Preparations for the practical work	55	2.2

Readings (presentations/lectures and literature and reading assignments)	55	2.2
· Learning for final assignment + time for solving	50	2.0

Course materials and textbooks

Main literature:

Marr, B. (2017). Data Strategy: How to Profit from a World of Big Data, Analytics and the Internet of Things. Kogan Page
Howson, C. (2013). Successful Business Intelligence, Second Edition: Unlock the Value of BI & Big Data. McGraw-Hill Education; 2nd edition

Additional literature:

Moss, T., Atre, S. (2003). Business Intelligence Roadmap: The Complete Project Lifecycle for Decision- Support Applications. Addison-Wesley Professional.

INTRODUCTION TO QUANTITATIVE METHODS

Course Description

The aim of this course is to review the basic concepts in mathematics, algebraic equations, graph construction, matrix algebra and probability that need to be understood by all business learners. The emphasis rests on applying these concepts to a variety of mathematical problems encountered in business contexts.

Course objectives

Course Learning Outcomes

Learning Outcome – The learner will:		Assessment Criterion – The learner can:	
1	Understand the rules of numeracy.	1.1	Apply the four rules of numeracy.
		1.2	Express numbers in standard form.
		1.3	Multiply and divide negative numbers.
2	Be able to make and apply calculations relevant to business.	2.1	Compare numbers and approximate data.
		2.2	Determine values for simple financial transactions.
		2.3	Make and apply calculations.

3	Be able to use algebraic methods to solve business problems.	3.1	Solve equations using algebraic methods.
		3.2	Solve equations using roots or logarithms.
		3.3	Determine the equation of a straight line.
4	Be able to construct and use graphs, charts and diagrams in a business context.	4.1	Draw charts and diagrams derived from tabular business data.
		4.2	Plot graphs, applying the general rules and principles of graphical construction.
		4.3	Plot and interpret mathematical graphs of business data.
5	Be able to apply statistical methods to provide business and management information.	5.1	Distinguish between different types of business data.
		5.2	Represent and interpret business data.
		5.3	Determine and interpret summary statistics.
6	Be able to apply the laws	6.1	Explain the application of the laws of probability in a business context
		6.2	Calculate the expected value of an outcome
		6.3	Determine probabilities using the normal distribution.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
· Lectures – videos	3	0.1
· Preparations for the lectures	50	2.0
· Reading part (literature and pre- reading links)	75	3.0
· Researching for final assignment + time for solving	50	2.0

Course materials and textbooks

Main literature:

Dewhurst, F. (2006) Quantitative methods for Business and Management. 2nd Edition. New York:McGraw-Hill Morris, C. (2012) Quantitative Approaches in Business Studies. 8th Edition. New Jersey: Prentice Hall

SSBM web platform

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

Web

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

INTRODUCTION TO FINANCE

Course Description

The aim of this unit is to develop learners' understanding of the current regulations governing financial reporting,as well as the purpose and formats of financial statements for different users.

Course objectives

Professor will cover each topic by online video. After each lecture, students are encouraged to practice the relatedtopics of each lecture by doing some literature review or exploring various online scholar databases and corresponding   exercises.

Course Learning Outcomes

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

- Understand sourcesof finance available to a business.

- Understand financeas a resource within a business

- Be able to make financial decisions based on financial information.
- Be able to assessthe financial performance of a business.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
· Video material – PowerPoint	3	0.1
· Problem Solving Exercises – Excel	10	0.4
· Preparations for the lectures	20	0.8
· Preparations for the practical work	50	2.0
· Readings (presentations and literature)	30	1.2

· Learning for final assignment + time for solving	40	1.6

Course materials and textbooks

Main literature:

Atrill, P. (2011) *Financial management for decision makers*. Harlow: FT Prentice Hall. Atrill, P. and McLaney, E. (2006)

Management accounting for decision makers. Harlow: Prentice Hall.

Atrill, P. and McLaney, E. (2007*) Accounting & Finance for Non-specialists.* 6th Edition. London: Financial Times/Prentice Hall. Cox, D. and Fardon, M. (1997) *Management of Finance*. London: Osborne Books. Drury, C. (2009) *Managementaccounting for business*. 4th Edition. London: Cengage

Learning

Dyson, J. R. (2004) *Accounting for non-accounting learners*. 6th Edition.

Harlow: FT Prentice Hall.EMEA. Marsh, C. (2009) *Mastering Financial*

Management. Harlow: FT Prentice Hall.

Van Horne, J. and Wachewicz, J. (2009) *Fundamentals of Financial Management*. Harlow: FT Prentice Hall

White, G. I., Sondhi, A. C. and Fried, D. (2003) *The Analysis and use of Financial Statements*. 3rd Edition. Hampshire: John Wiley and Sons.

SSBM web platform

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

Web

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

BUSINESS LAW AND ETHICS

Course Description

This course combines two courses into one: Business Law and Business Ethics courses are combined into one course as there is a tight relationships between the two topics.

Course objectives

Business Law: The aim of this unit is to develop learners'
understanding of the concepts and principles of UK business law
and the ability to apply them to practical situations.

Business Ethics: The aim of this unit is to provide learners with a broad understanding of the roles and requirements for businesses to embed ethics and incorporate social responsibility. It provides learners with an understanding of the issues surrounding corporate social responsibility and ethics from national and international perspectives. Significant emphasis is placed on the role that corporate governance plays in ensuring accountability to the owners and other stakeholders within businesses

Course Learning Outcomes

- Understand perspectives on ethics and its relevance to business.
- Be able to report on the roles of directors, investors and other stakeholders to ensure ethical practice.
- Understand the issues which inform company reporting and their impact on society.
- Be able to evaluate ethical dimensions of businesses and.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures – Video material	5	0.2
• Readings - PowerPoint	25	1.0
• Preparations for the practical work	50	2.0
• Individual study for additional activities (presentations, seminars, projects, debating, reporting etc.)	50	2.0
• Learning for final assignment + time for solving	50	2.0

Course materials and textbooks

Main literature:

Caroll, A. (2009) Business Ethics. New York: Routledge

Crane, A. (2015) Managing Corporate Citizenship and Sustainability in the Age of Globalization. 4th Edition. Oxford: Oxford University Press.

Griseri, P. and Seppala, N. (2010) Business Ethics and Corporate Social Responsibility. Hampshire, United Kingdom: CENGAGE Learning Business Press.

McDonald, G. (2014) Business Ethics: A Contemporary Approach. Melbourne: Cambridge University Press

Tricker, B. and Tri Griseri, P. and Seppala, N. (2010) Business Ethics and Corporate Social Responsibility. CENGAGE Learning Business Press.

Tricker, B. (2013) Business Ethics: Stakeholder, Governance and Risk approach. Oxon: Routledge

Jones, L. (2017) *Introduction to Business Law*. 4th Edition. Oxford: Oxford University Press Kelly, D., Hayward, R., Hammer, R. and Hendy, J. (2011) *Business Law.* London: Routledge Macintyre, E. (2011) *Essentials of Business Law.* Harlow: Pearson Education Ltd

Macintyre, E. (2016) *Business Law*. 8th Edition. Pearson Education Ltd Mavrikakis, A., Watson, H., Kempton, J. and Hancock, N. (2017) *Guildford: University of Law.* College of Law Publishing

SPORTS MARKETING

Course Description

The course introduces students to sports marketing concept with actual and live examples. The aim of the courseis to give sports marketing knowledge to students by providing various tools, examples and techniques.
Course objectives

Basic topics and segments of sports marketing that this course addresses are: what is sports marketing, best examples from different territories and countries, sponsorships, partnerships, media rights, fun part of sports marketing, strategy in sports marketing, etc.

Course Learning Outcomes

	Learning Goals – the learner will:	Learning Objectives – at the end of the course the student can
1.	Students will acquire basics of sports marketing for real life and sports industry.	Students will get basics of sports marketing with examples from all over the world rather than academic only knowledge.
2.	Students will get a certain creativity in line withsports marketing	Creativity is key for all aspects of sports marketing. Students will get creativity through best examples. Their creativity will be triggered.
3.	Students will learn about new technologies in sports marketing and will understand how to apply this knowledge in the sports marketing world	Students will learn new types of technologies for all aspects of sports marketing.

4	Acquire knowledge of analysis and diagnostic tools for sports market research.	Demonstrate understanding of various analysis and diagnostic tools used in sports market research.
5	Understand, analyze, and assess strategies for the development, launching, and positioning of new sports products.	Analyze and assess strategies employed in the development, launching, and positioning of new sports products.
6	Analyze and assess marketing strategies for the internationalization of sports activity.	Evaluate marketing strategies used in the internationalization of sports activities.
7	Possess a good command of technological tools for leveraging business resources through marketing.	Demonstrate proficiency in utilizing technological tools to optimize business resources through marketing.
8	Understand, analyze, and assess the role of digital communities and social media in sports business.	Critically assess the role and impact of digital communities and social media in the sports business context.
9	Familiarity with basic digital marketing tools used in the context of sports.	Demonstrate knowledge of fundamental digital marketing tools applied in the context of sports.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures – Video material	2.0	0.1
• Readings – literature, reading assignment and literature	50	2.0
• Exercises/Case Studies	50	2.0
• Learning for final assignment + time for solving	50	2.0

Course materials and textbooks

Main literature:

Sports Marketing, 2nd edition, by Sam Fullerton, McGraw-Hill/Irwin, 2010. (ISBN-13 978-0-07-338111-4)

Marketing: An Introduction, 8th edition, by Gary Armstrong and Philip Kotler, Pearson Prentice-Hall, 2007. (Note: Earlier editions purchased online should work as well but cost far less.)

Exam Success, by David McIlroy, Sage Publications, 2005.

Smith, A.C. and Stewart, B., 2014. Introduction to sport marketing. Routledge.

Schwarz, E. and Hunter, J., 2010. Advanced theory and practice in sport marketing. Routledge.

STRATEGIC LEADERSHIP

Course Description

Strong leadership is regarded as one of the best predictors of organizational success and critical human capital required for career progression in almost every organization. However, leadership is also a highly complex and often misunderstood phenomenon. It's hard to define, but we all know good and bad leadership when we see it.

This course will equip aspiring leaders with an understanding of what leadership is and how an individual can develop the skills required to become an effective leader in their organization. Taught by instructors and presenters

with decades of business and not-for-profit leadership experience, you will learn the difference between leadership and management, the importance of understanding others and building empathy and relationships, and gain a better understanding of the different leadership styles you may encounter throughout your career.

In this five-parts course, I share my insight from over 4 decades of coaching. We're going to look at a proven process that you can use to develop yourself as a leader. As an executive educator and coach, I will help you understand how your beliefs and the environments you operate in can trigger negative behaviors. Through simple and practical advice, I will help you achieve and sustain positive behavioral change.

Research on coaching is clear and consistent. Coaching is most successful when it's applied to people with potential who want to improve — but not when it's applied to people who have no interest in changing. This istrue whether you are acting as a professional coach, a manager, a family member, or a friend.

Course objectives

- Understand the usage of different coaching methods.
- Distinguish the five types of leadership coaching techniques and team behaviors.
- Describe the benefits of using different techniques and exercises within the team/organization.
- Apply "follow up", "feedforward" and "wheel of change". Explain how and why to use the techniques.

- Be able to conduct a basic exercise with your team as a leader and evaluate the outcome.
- Create plan for independent learning, self-study and evaluation of own progress as a leader.

Course Learning Outcomes

By the end of the course you will be equipped to:

- Master 'what to stop' as a leader and explore how to use 'what to stop' in coaching
- Examine the classic challenges for successful leaders, and how to use feedforward
- Explore a proven model for developing yourself as a leader, and the importance and impact on leadership effectiveness
- Discover why we all need help and structure, a new approach to employee engagement, and the daily question process

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
Lectures – videos	3	0.1
Lectures – reading part	40	1.6
· Preparations for the lectures	20	0.8
Reading part (literature and pre-reading links)	20	0.8
· Learning for final assignment + time for solving	42	1.7

Course materials and textbooks

Main literature:
Live an Earned Life Leadership as a Contact Sport

The many Faces of Corporate Leaders Try Feedforward Instead of Feedback

SSBM portal

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

STRATEGIC MANAGEMENT

Course Description

This course includes a study of strategic planning including mission statement development, analysis of the external environment and internal organizational factors, development of strategic alternatives, selection of appropriate alternatives, implementation of strategies, and competitive strategies and dynamics. Special emphases are given to the integration and coordination of the functional areas within the enterprise.

Also, you will learn how organizations create, capture, and maintain value, and how it is fundamental for sustainable competitive advantage. You will be able to better understand value creation and capture and learn the tools to analyze both competition and cooperation from a variety of perspectives, including the industry level (e.g., five forces analysis), and the firm level (e.g., business models and strategic positioning).

- Understand how managers coordinate different functional areas, resources, and systems inside a company and align them with the external environment to enhance overall performance
- Knowledge of strategic management tools and frameworks, and apply them to real business contexts Process diverse business and industry information to diagnose strategic issues, evaluate strategic alternatives, and formulate a coherent and actionable strategic plan
- How to think like a CEO, entrepreneur, or general manager.

Course objectives

Business strategy skills course has the learning objective : Initiative skills. After the course students will be able to improve their initiative skills when doing global business.

Course Learning Outcomes

The purpose of the course is to give students an appreciation of:

- Understand the nature of competition and industries at an advanced level.
- Understand how external forces such as social, political/legal, economic, and technological, influence strategic decision-making and firm performance.
- Understand the sophisticated relationships among the functional areas of an organization (marketing, human resources, production, finance, and accounting) and how effective strategic planning requires a concerted effort among all functional areas.
- Understand strategy research, including extensive use of the internet as a research tool.
- Apply the strategic management model to the analysis of an ongoing enterprise, including industry, environmental, and firm assessments; firm, business, and functional strategic assessments; development and

evaluation of strategic alternatives; and strategic implementation and control.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Video material	6,5	0.3
• Practical part (knowledge tests, discussion questions)	3	0.1
• Lectures – Reading part	30	1.2
• Preparations for the lectures	40	1.6
• Readings (literature)	30	1.2
• Learning for final assignment + time for solving	40	1.6

Course materials and textbooks

Main literature:

Clifford S. (2011). Where Wal-Mart failed, Aldi succeeds. Retrieved from https://www.nytimes.com/2011/03/30/business/30aldi.html
FedEx SWOT analysis (2020). Retrieved from https://bstrategyhub.com/fedex-swot-analysis/
Galunic C., Hermreck I. (2012). How to help employees "get" strategy. Retrieved from https://hbr.org/2012/12/how-to- help-employees-get-strategy
Leavy B. (2013).Updating a classic formula for strategic success: focus, alignment, repeatability, and leadership. Strategy & Leadership 41, 1, 18-28.
Perrott B. E. (2011). Strategic issue management as change catalyst. Strategy & Leadership 39, 5, 20-29. Porter M. E. (2008). The five competitive forces that shape strategy.
Retrieved from https://hbr.org/2008/01/the-five-competitive-forces-that-shape-strategy
Sheppard B., Zarubina D., Jenkins A. (2020). Adapting to a new world. Retrieved from https://www.strategy- business.com/article/Adapting-to-a-new-world
Sloan J. (2017). Learning to think strategically. (3d ed.). New York : Routledge.
Subramanian S., Rao, A. (2019). How to build disruptive strategic flywheels.
Retrieved from https://www.strategy- business.com/article/How-to-build-disruptive-strategic-flywheels

SSBM portal

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

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 tolead to confusion, miscommunication or even conflict. To prepare our students adequately for such future challenges

Course Learning Outcomes

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.

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:

Hofstede, G., Hofstede, G. J., & Minkov, M. (2005). Cultures and organizations: Software of the mind (Vol. 2). New York: Mcgraw-hill.

Trompenaars, F., & Hampden-Turner, C. (2011). Riding the waves of culture: Understanding diversity in global business. Nicholas Brealey International.

Nunez, C. (2007). Intercultural Sensitivity. Uitgeverij Van Gorcum.

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

(Students must register to SSBM Connect to access EBSCO materials.)

SSBM web platform

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

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 behaviours,
- Platform Business models,
- Cooperation's,
- Disintermediation and Asymmetric competition,
- Building Data as Strategic Assets for Business,
- Big Data,
- Innovation through Experimentation,
- Translation of the Lean Start-up to Enterprise Innovation,
- Adaptation of Value proposition.

Course Learning Outcomes

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

- 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 – videos	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

Course materials and textbooks

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

Additional literature:

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

BUSINESS STRATEGY

Course Description

This course includes a study of strategic planning including mission statement development, analysis of the external environment and internal organizational factors, development of strategic alternatives, selection of appropriate alternatives, implementation of strategies, and competitive strategies and dynamics. Special emphasis is given to the integration and coordination of the functional areas within the enterprise.

Also, you will learn how organizations create, capture, and maintain value, and how it is fundamental for sustainable competitive advantage. You will be able to better understand value creation and capture and learn the tools to analyze both competition and cooperation from a variety of perspectives, including the industry level (e.g., five forces analysis), and the firm level (e.g., business models and strategic positioning).

-     Understand how managers coordinate different functional areas, resources, and systems inside a company and align them with the external environment to enhance overall performance.

-     Knowledge of strategic management tools and frameworks and apply them to real business contexts Process diverse business and industry information to

diagnose strategic issues, evaluate strategic alternatives, and formulate a coherent and actionable strategic plan.

- How to think like a CEO, entrepreneur, or general manager.

Course objectives

The goal of the Business Strategy course is to provide students with a basic understanding of strategic management principles and practices. This course explores fundamental aspects of effective business strategies and how to implement them in organizations.

Course Learning Outcomes

At the end of this course, students will:

- Understand the nature of competition and industries at an advanced level.
- Determine external forces such as social, political/legal, economic, and technological, influence strategic decision-making and firm performance.
- Gain insight into he sophisticated relationships among the functional areas of an organization (marketing, human resources, production, finance, and accounting) and how effective strategic planning requires a concerted effort among all functional areas.
- Implement strategy research, including extensive use of the internet as a research tool.
- Apply the strategic management model to the analysis of an ongoing enterprise, including industry, environmental, and firm assessments; firm, business, and functional strategic assessments; development and evaluation of strategic alternatives; and strategic implementation and control.

Overview of student workload

Learning activities	Number of hours	ECTS Allocation
Lectures – Videos	4	0.2
Lectures - PowerPoint	3 0	1.2
Lectures – Reading part and literature	4 0	1.6
Preparations for the lectures	2 6	1.0
Learning for final assignment + time for solving	5 0	2.0

Course materials and textbooks

Main literature:

- John Parnell. Strategic Management: Theory and Practice, 4th Edition. Sage. ISBN: 978-1-4522-3498-4.

- Competitive Strategy: Techniques for Analyzing Industries and Competitors (Hardcover) by Michael E. Porter
http://eu.wiley.com/WileyCDA/WileyTitle/productCd-EHEP003053.html

(Students must register to SSBM Connect to access EBSCO materials.)

SSBM portal

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

LOGISTICS & SUPPLY CHAIN MANAGEMENT

Course Description

Modern Supply Chain departments have outgrown their administrative related activities within organization and became active contributors to the strategy and competitive success of organization.

Course objectives

The focus of this module is to explore Supply Chain management functions and how they evolved over the years. Also, students will learn what is considered a good practice in some of those areas. Aim is also, to encourage to think about SCM in your organization in the context of globalized world and business in 21st century.

Course Learning Outcomes

At the end of this course, students will:

1   To provide an understanding of the SCM functions in modern organizations

- A knowledge and awareness of SCM challenges in organizations

2   To understand SCM strategy and its position within today business

- Develop a critical approach to the assumptions and limitations of current practices and theories in the field

3   To deepen knowledge of the range of SCM practices, models, and ideas

- Working understanding of a range of supply chain practices

4   To develop some specific knowledge and skills crucial for SCM management

- Acquire a usable toolkit of basic SC tasks and operations

To develop new understanding and approach in SCM department as a part of organisation

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures – PowerPoint	10	0.4
• Lectures – Video material	5	0.2
• Lectures – Reading part	35	1.4
• Preparations for the lectures	50	2.0
• Learning for final assignment + time for solving	50	2.0

Course materials and textbooks

Main literature:

1.   Simchi-Levi, D., Kaminsky, P., and E. Simchi-Levi, 2000., Designing and Managing the Supply Chain: Concepts, Strategies, and Case Studies, Irwin McGraw Hill, Boston, MA,

Additional literature:

2.   Crkvenčić, M., Buntak, K., Krpan, Lj.: Upravljanje lancem opskrbe, Sveučilište Sjever, Koprivnica, 2016.

3.   Matajčić, M., Petar, S. i Premužić, B.: Upravljanje lancem opskrbe – zbirka zadataka, Sveučilište Sjever,

Koprivnica, 2019.

4.   Stadler, H., Kilger, C., 2002., Supply Chain Management and Advanced Planning: Cocepts, Models, Software and Case Studies, Springer-Verlag, Berlin Heidelberg,

5.   Frazelle, E., 2002., Supply Chain Strategy: the Logistics of Supply Chain Management, McGraw-Hill Companies

6.   Chandra, C., Grabis, J., 2007. Supply Chain Configuration Concepts, Solutions, and Applications, I edition, Springer;

MANAGEMENT OF INFORMATION SYSTEMS

Course Description

Management Information Systems (MIS) is a formal discipline within business education that bridges the gap between computer science and well-known business disciplines such as finance, marketing, and management. This course will equip the students with understanding of role, advantages and components of an Information System. The objective of the course is to help students integrate their learning from functional areas, decision making process in an organization and role of Information Systems to have a vintage point in this competitive world.

Course objectives

- Inform potential managers and knowledge workers in all functional areas about issues, benefits, and problems related to the use and management of information systems in business
- Enable students to assess the opportunities and problems that managers in a wide range of organisations face as they attempt to use these IT applications to add value to their businesses
- Discuss organizational, business and strategic issues surrounding IT/IS

Course Learning Outcomes

Upon successful completion of this course, students will:

- Students will gain an understanding of the fundamentals of information management and the impact of information technology (IT) on business. In particular, the student will learn what information is and what modern managers need to understand about their organization, their employees and technology to best manage information for operational, tactical and strategic benefits.
- Help students see the connection between information systems (IS) and business performance and discover and understand new types of infrastructure and applications that are developed and utilized such as ERP (enterprise resource planning), IOS (inter-organisational systems), RFID (radio frequency identification), CRM (customer relationship management), to name a few.
- Students will analyse and evaluate uses of strategic IT/IS in practice..

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Video material	5.4	3
• Readings – literature, reading assignment and literature	20	1
• Video tutorials	3	0.2

● Individual study	20	0.8
● Learning for final assignment + time for solving	50	2.0

Course materials and textbooks

Main literature:

Laudon, K.C. and Laudon, J.P., Management Information Systems: Managing the Digital Firm, 17th ed., Prentice-Hall, 2020.

Additional literature

Jawadekar, W.S., "Management Information Systems", Tata McGraw Hill Private Limited,
New Delhi, 2009.
Kenneth C. Laudon and Jane P. Laudon: "Management Information Systems" 9/e, Pearson
Education, New Delhi.
Alex Leon and Mathew Leon: "Data Base Management Systems", Vikas Publishing House, New Delhi.
Goyal, D.P.: "Management Information System", MACMILLAN India Limited, New Delhi, 2008.
Mahadeo Jaiswal, Monika Mital: "Management Information System", Oxford University Press, New Delhi, 2008.
Murthy C.S.V.: "Management Information System", Himalaya Publications, New Delhi, 2008.
Panneerselvam R.: "Database Management System", PHI Private Limited, New Delhi, 2008.
Philip J, Pratt, Joseph J. Adamski: "Database Management Systems", Cengage Learning, New Delhi, 2009.
Richard T. Watson: "Data Management ", WILEY INDIA Limited, New Delhi, 2008.
10. Rob and Cornell: "Data Base Management Systems" Cengage Learning, New Delhi

Elective Courses – Course Descriptors

PROJECT MANAGEMENT

Course Description

The course introduces students to the basic concepts of project management. Effective management of projects ensures that they are completed on time, within budget and are of high quality. The aim of the course is to familiarize students with techniques needed to achieve these three goals. Basic topics and segments of project management that students will address in this course are: quality of an effective project manager, typical responsibilities of the project manager and project selection, preparation of the detailed work schedule and budget, creating a project team, management, quality control of the project; risk management and more.

Course objectives

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

Course Learning Outcomes

1.	Students will acquire the ability to apply the acquired knowledge in new and unfamiliar circumstances, using understanding of the principles of project management.	Students will study the literature (books) in the fields of project management, which will help them to gain the necessary knowledge to solve tasks, tests, exercises and case studies. Students will prepare a seminar in which they will demonstrate theoretical knowledge and application to selected cases from practice.
2.	Students will communicate effectively in a manner appropriate to leadership roles.	Students will write a project plan, and tasks will be dealt with in groups. Students will orally present their group and individual work.
3.	Students will gain the ability to use new technologies.	Students will use information technology in order to develop project documentation. The same technology will be used in the preparation of student papers.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures – Video material	6,5	0.2

• Readings – literature, reading assignment and literature	70	2.8
• Video tutorials	2	0.1
• Individual study	45	1.8
• Learning for final assignment + time for solving	50	2.0

Course materials and textbooks

Main literature:

Harold Kerzner (2000): Applied Project Management. USA: John Wiley & Sons

http://www.projectmanagement.com/

Additional literature

Keith Goffin, Rick Mitchell. Innovation Management (2009) - Strategy and implementation using the Pentathlon Framework, Palgrave Macmillan, 2010. Also available in German language (FinanzBuch Verlag).

Mark Dogson, Davig Gann, Ammon Salter (2008). The Management of Technological Innovation, Oxford Univertsity Press

Paul Trott (2009). Innovation Management and new Product Development, Prentice Hall, 2008.

Klaus Kerth, Heiko Asum, Volker Stich, Die besten Strategietools in der Praxis, Carl Hanser Verlag,

Paul Williams (2009). The Innovation Manager's Desk Reference, Lulu.

STRATEGIC LEADERSHIP

Course Description

Strong leadership is regarded as one of the best predictors of organizational success and critical human capital required for career progression in almost every organization. However, leadership is also a highly complex and often misunderstood phenomenon. It's hard to define, but we all know good and bad leadership when we see it.

This course will equip aspiring leaders with an understanding of what leadership is and how an individual can develop the skills required to become an effective leader in their organization. Taught by instructors and presenters

with decades of business and not-for-profit leadership experience, you will learn the difference between leadership and management, the importance of understanding others and building empathy and relationships, and gain a better understanding of the different leadership styles you may encounter throughout your career.

In this five-parts course, I share my insight from over 4 decades of coaching. We're going to look at a proven process that you can use to develop yourself as a leader. As an executive educator and coach, I will help you understand how your beliefs and the environments you operate in can trigger negative behaviors. Through simple and practical advice, I will help you achieve and sustain positive behavioral change.

Research on coaching is clear and consistent. Coaching is most successful when it's applied to people with potential who want to improve — but not when it's applied to people who have no interest in changing. This istrue whether you are acting as a professional coach, a manager, a family member, or a friend.

Course objectives

- Understand the usage of different coaching methods.
- Distinguish the five types of leadership coaching techniques and team behaviors.
- Describe the benefits of using different techniques and exercises within the team/organization.
- Apply "follow up", "feedforward" and "wheel of change". Explain how and why to use the techniques.
- Be able to conduct a basic exercise with your team as a leader and evaluate the outcome.
- Create plan for independent learning, self-study and evaluation of own progress as a leader.

Course Learning Outcomes

By the end of the course you will be equipped to:

- Master 'what to stop' as a leader and explore how to use 'what to stop' in coaching
- Examine the classic challenges for successful leaders, and how to use feedforward
- Explore a proven model for developing yourself as a leader, and the importance and impact on leadership effectiveness
- Discover why we all need help and structure, a new approach to employee engagement, and the daily question process

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
Lectures – videos	3	0.1
Lectures – reading part	40	1.6
· Preparations for the lectures	20	0.8
Reading part (literature and pre-reading links)	20	0.8
· Learning for final assignment + time for solving	42	1.7

Course materials and textbooks

Main literature:

Live an Earned Life Leadership as a Contact Sport

The many Faces of Corporate Leaders Try Feedforward Instead of Feedback

SSBM portal

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

INNOVATION AND CHANGE MANAGEMENT

Course Description

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

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

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

Course objectives

The course is aimed at providing students with theoretical principles as well as with practical knowledge, including tips and tricks in the area of change and innovation management. The students will develop understanding of innovation and creativity as phenomena in general, and specifically within an organizational environment. They will develop individual and team skills in preparing and presenting innovative projects, specifically those based on digital transformation and creating added value.

Course Learning Outcomes

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

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

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
Lectures – videos	5.5	0.2
· Preparations for the lectures	15	0.6
Preparations for the practical work	55	2.2
• Readings (presentations/lectures and literature and reading assignments)	50	2
· Learning for final assignment + time for solving	50	2

Course materials and textbooks

Main literature:

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

Additional literature:

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

OPERATIONS MANAGEMENT

Course Description

This course provides a general introduction to operations management (OM), or the production and delivery of goods and services. Students will learn to observe and analyze an organization from a systems or process- perspective. From this lens, students will learn to design, operate, and improve the systems that deliver goods and services through OM tools such as process flow diagrams, lean management, and decision trees.

Course objectives

Ultimately, this course aims to familiarize students with the major operational issues that confront managers, and provide them with the basic language, concepts, insights, and analytical tools to deal with these issues.

Course Learning Outcomes

Operations management course has the learning objective : Knowledge. After the course students will be able to improve their operations management skills when doing global business.

1.   To discuss a range of operation settings

(a)   To explain the role of operations, and their interaction with the other activities of a firm: finance, marketing, organization, corporate governance, etc.

(b)   To understand how operations affect people and society.

(c)   To appreciate the challenge, excitement and creativity associated with managing operations.

2.	To analyze operation processes from various perspectives such as efficiency, responsiveness, quality and productivity. To learn basic but useful analytical skills and tools in studying operations in specific and other activities (marketing, finance, etc.) in genera.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• **Lectures** – videos	2	0.1
• **Lectures –** reading part	8	0.4
• **Preparations for the lectures**	33	1.3
• **Reading part (literature and pre- reading links)**	50	2.0
• **Learning for final assignment + preparations for the practical work**	55	2.2

Course materials and textbooks

Main literature:

Matching Supply with Demand. By G´erard Cachon and Christian Terwiesch. First edition published by McGraw-Hill in 2006.

SSBM portal

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

FINANCIAL STATEMENT ANALYSIS AND REPORTING

Course Description

The course "Financial Statements Analysis and Reporting" is primarily aimed at the adoption of the basic concepts of reporting and financial statement analysis and the interpretation of different financial ratios for different groups of users of information (lenders, investors, managers, etc.), i.e. as a basis for making daily operational decisions. In addition, there is an emphasis on the use of financial information for strategic decision-making and recognition of the warning signs of possible problems in the future. Lectures are enriched with numerous problem-oriented exercises and various themes are covered through small business cases, real life examples, homework, etc.

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

Course objectives

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

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

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

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

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

Course Learning Outcomes

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

2.   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.

3.   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.

4.   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	4,5	0.2
• Problem Solving Exercises – Excel	30	1.2
• Preparations for the lectures	30	1.2
• Individual study for additional activities (presentations, seminars, projects, debating, reporting etc.)	30	1.2
• Learning for final assignment + time for solving	56 (7 Parts x 7 h)	2.2

Course materials and textbooks

Main literature:

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

Additional literature:

1.   International Financial Reporting Standards applicable in EU;

https://eur-lex.europa.eu/legal-content/HR/TXT/HTML/?uri=CELEX:02008R1126-20160101&from=EN

2.   Robinson, T.R., Henry, E., Pirie, W.L., Broihahn, M.A., Cope, A.T.; International Financial Statement Analysis, 3rd Edition, John Wiley & Sons, 2018.

3.   Elliot, B., Elliot, J.; Financial Accounting and Reporting, 18th Edition, Pearson Education Limited, UK, 2017.

Melville, A.; International Financial Reporting, 6th Edition, Pearson Education Limited, UK, 2017.

SSBM web platform

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

Excel

Excel is an important tool for this course. All lectures by the lecturer will be held on campus where every student can individually perform exercises in Excel. Students are advised to be acquainted with Excel before and during the lectures, and especially with using different financial formulas for easier understanding of the course.

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.

ORGANIZATIONAL BEHAVIOR

Course Description

This course provides a comprehensive analysis of individual and group behavior in organizations. Its purpose is to provide an understanding of how organizations can be managed more effectively and at the same time enhance the quality of employees work life. Topics include motivation, rewarding behavior, stress, individual and group behavior, conflict, power and politics, leadership, job design, organizational structure, decision making, communication and organizational change and development.

Course objectives

This course aims to:

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

Course Learning Outcomes

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

- Explain Organizational Behaviour model and how various aspects of organization work together and create human output

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

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
Lectures – PowerPoint	20	0.8
· Lectures – video	4	0.2
· Lectures – Reading part	50	2
Preparations for the lectures	20	0.8
Preparations for the practical work	20	0.8
Individual study for additional activities (presentations, seminars, projects, debating, reporting etc.)	30	1.2
· Learning for final assignment + time for solving	30	1.2

FINANCIAL MANAGEMENT

Course Description

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

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

Course objectives

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

Course Learning Outcomes

- Students will acquire basic knowledge in financial management.
- Students will have the capacity of critical and analytical thinking.
- Students will have the capacity for adaptation which is necessary for doing business in the global environment.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Video material – PowerPoint	30	1.2
• Problem Solving Exercises – Excel	20	0.8
• Preparations for the lectures	20	0.8
• Preparations for the practical work	20	0.8
• Readings (presentations and literature)	30	1.2
• Learning for final assignment + time for solving	80	3.2

Course materials and textbooks

Main literature:

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

Additional literature:

- Asquith, P., & Weiss, L. A. Lessons in corporate finance: A case studies approach to financial tools, financial policies, and valuation. John Wiley & Sons.
- Wahlen, J., Baginski, S., & Bradshaw, M. Financial reporting, financial statement analysis and valuation. Nelson Education.
- Corporate finance Raymond Am. Brooks, Pearson
- Corporate finance Sheridan Titman, Arthur aj. Keown and John d. Martin, Pearson

SSBM web platform

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

Excel

Excel is an important tool for corporate finance. All lectures by prof. Silić will be held online where every student can individually perform exercises in Excel. Students are advised to get acquainted with Excel before and during the lectures, and especially with using different financial formulas for easier understanding of the course.

Web

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

Some of the web pages are listed here:

Financeyahoo.com Marketwatch.com Federalreserve.com Dow jones, Nasdaq etc Ecb.europa.eu