Swiss School of Business and Management Geneva (SSBM Geneva)

SSBM Geneva Program Outline

Bachelor of Science (BSc) in Business Administration

Method: Online

Duration of Program: 3 years/6 semesters

Total number of ECTS: min. 180

Avenue des Morgines 12, 1213 Genève

Switzerland

www.ssbm.ch

1. Enrollment criteria

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

- Successful completion of the Swiss Baccalaureate / High School Diploma / International Baccalaureate or equivalent

- Swiss commercial vocational baccalaureate or Vocational Educational Training (VET) equivalent qualification

- Relevant NQF/QCF/RQF Level 3 Award/Diploma or at the level of GCE/GCSE or any equivalent qualification

- Work experience of 1 year in a commercial environment or mandatory to complete Career Advancement Program

- English requirements:

  - English Proficiency test for non-native speakers is required (TOEFL IBT 90, IELTS 6.5 or equivalent).
  - If a candidate is not from a majority English-speaking country, then an evidence of English language competency is required.

QUALIFICATION	ADMISSION REQUIEREMENTS
Swiss Baccalaureate Swiss Maturity Certificate Swiss commercial vocational baccalaureate or Vocational Educational Training (VET)	· Competencies Test required. · Interview required with Admissions Manager · TOEFL IBT 90, IELTS 6.5 or equivalent
International Baccalaureate (IB)	· IB score minimum 28 (unconditional acceptance) · Competencies Test required · Interview required with Admissions Manager
International Baccalaureate Career Related Program (IB CP)	· At least two IB subjects taken with min. grade 4 and passing grade for other subjects (unconditional acceptance) · Competencies Test required. · Interview required with Admissions Manager
A-Levels	· At least grade C in each of 3 subjects (unconditional acceptance) · Competencies Test required. · Interview required with Admissions Manager
Foreign Diplomas / High School Diploma	· Upper secondary school-leaving certificate (Maths included) · Competencies Test required · Interview required with Admissions Manager · Admissions exam required (if applicable, varies per country) · TOEFL IBT 90, IELTS 6.5 or equivalent

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

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

Regular enrolment in the next academic year

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

Partial enrolment in the next academic year

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

Failing the academic year

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

3. Credit Transfer and Recognition of Prior Learning

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

4. Graduation Requirements

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

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

Award of Degree with Distinction

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

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

5. Teaching Method and Learning Materials

This program is delivered entirely online through the SSBM Online Learning Portal used by Harvard and MIT. Modules can be completed in student's own time and pace. Learning experience is further enhanced with the opportunity to attend SSBM Geneva webinars.

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

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

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

6. Grading system

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

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

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

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

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

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

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

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

7. Regular exam deadlines

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

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

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

8. Program Outcomes

Bachelor's core Learning Outcomes applicable to all Bachelors:

- Students will demonstrate a deep understanding of the fundamental concepts, theories, and principles in their chosen field of study, showcasing a strong academic foundation.
- Students will develop critical thinking skills to analyze information, solve complex problems, and make informed decisions in both academic and real-world contexts.
- Students will manifest a heightened global perspective.
- Students will communicate effectively, both orally and in writing, demonstrating the ability to convey complex ideas clearly and professionally in various formats and settings.

- Students will be able to work effectively in diverse teams, demonstrating strong interpersonal skills, leadership, and the ability to contribute positively to group dynamics.
- Students will be able to recognize and address ethical dilemmas in their field, understanding the implications of their actions on individuals and society, and demonstrating a commitment to responsible and socially conscious decision-making.

Program-specific Learning Outcomes:

- Deconstruct complex business scenarios.
- Evolve efficient leadership and management skills.
- Operate successfully through various business contexts.

9. Program Curriculum

Year 1

Course ID	Course	Lecturer	ECTS
36930	Research and Academic Writing (RAW02)	Anna Provodnikova	8
36931	Business Environment (BE02)	Jaka Vadnjal	5
36932	Introduction to Business Communication (BC02)	Ivana Nobilo	5
36933	Introduction to Quantitative Methods (IQM02)	Valentino Jaksic	7
36934	Introduction to Business Functions (BF02)	Mario Silic	5
36935	Introduction to Finance (IF02)	Dario Silic	6
36936	Business English (BBE02)	Ana Gudelj	6
36938	Sustainability (SUSTB01)	Marc Buckley	6
36939	COMPANY PROJECT 1 (CP02)	Iva Buljubašić and various lecturers	13
		TOTAL:	**61**

Year 2

Course ID	Course	Lecturer	ECTS
36940	Human Resource Management (HRMB02)	Aco Momčilović	5
36941	Project Management (PMB02)	Mario Silić	7
36942	Strategic Marketing (SM02)	Olesya Meskina	6
36943	Accounting for Managers (AFM02)	Derrald Stice	5
36944	Business Law and Etics (BLEB02)	Pierfilippo Capello	7
36945	Management of Information Systems (MIS01)	Mario Silić	7
36963	Introduction to Corporate Culture Management (BICCM01)	Minja Bolesnikov	6
36946	Introduction to AI for managers (IAI02)	Aco Momčilović	5
36947	COMPANY PROJECT 2 (CP03)	TBD	13
		TOTAL:	**61**

Year 3

Course ID	Course	Lecturer	ECTS
36948	Entrepreneurship (ENT02)	Jaka Vadnjal	5
36949	Business Strategy (BBS02)	Robert Barcik	6
36950	Organizational Behavior (OB03)	Tiffany Baer	7
36951	Presentation skills in business (BPSB02)	Alexander Lyon	6
36952	Innovation and Change Management (BICM02)	Velimir Srića	7
36953	Financial Management (SFM02)	Dario Silić	8
36954	Internship (INTB01)	N/A	8
36955	Final Thesis (BFT01)	SSBM Supervisor	15
		TOTAL:	**60**

Year 1 – Course Descriptors

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.

- o 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.
  - o Use study plans to achieve research and academic writing objectives.
  - o Use independent learning techniques.
  - o 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

BUSINESS ENVIRONMENT

Course Description

Throughout this course, we will embark on a journey to unravel the multifaceted nature of the business environment, recognizing the critical factors that impact organizations and influence their decision-making processes. By gaining insights into these dimensions, learners will be better equipped to navigate the dynamic and ever-evolving world of business.

Moreover, we will delve into the external forces that shape the business environment. We will analyze how economic factors, such as market conditions and fiscal policies, can influence business operations.

Course objectives

The main objective is to equip learners with a comprehensive understanding of the diverse dimensions that shape the business landscape. We will explore the intricate relationship between businesses and their external surroundings, delving into the different types of businesses and their individual purposes.

Course Learning Outcomes

	General course objectives	Specific course objectives
1.	Understand business objectives, accountability for them, and how they are resourced	Explain key business terms related to corporate objectives. Determine human and other resources required by a business.
2.	Understand the structure and classification of businesses.	Classify an economy by sectors. Evaluate different forms of corporate legal structure.
3.	Understand factors that influence the production process.	Explain economies and diseconomies of scale. Explain the factors that influence the location of a business. Evaluate the efficiency and effectiveness of a production process in a business context.
4.	Be able to articulate the elements of the marketing process including strategy, planning and research.	Explain the importance of the marketing process. Define terms: market segmentation, Product Life Cycle, Unique Selling Point. Explain marketing strategy in terms of company objectives, available resources and market possibilities. Explain different methods of market research.
5.	Understand accounting concepts and sources of finance	Define basic accounting and budgeting concepts. Differentiate between different sources of finance for business.

	for business.		
6.	Understand factors involved in workforce	Describe workforce planning and how to manage labour turnover for a business.	

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures – Video material	2.5	0.1
• Readings – literature, reading assignment and literature	47.5	1.9
• • Video tutorials	2.5	0.1
• Individual study	35	1.4
• Learning for final assignment + time for solving	37.5	1.5

Course materials and textbooks

Main literature:

Cross, F. and Miller, R. (2014) The legal environment of business: Text and cases. Mason: Cengage Learning.

Czinkota, M., Ronkainen, I., Moffett, M., Marinova, S. and Marinov, M. (2009). International Business. West Sussex: Wiley

INTRODUCTION TO BUSINESS COMMUNICATION

Course Description

The primary objective of this course is to empower learners with essential business communication skills, fostering their confidence to thrive in the dynamic business realm. Throughout the course, learners will develop the ability to craft compelling and persuasive presentations, engaging in negotiations with conviction. Moreover, they will refine their written communication skills, mastering the art of composing strategic reports that effectively address and solve complex business problems, as well as creating impactful promotional material.

Furthermore, this course seeks to cultivate cultural awareness among learners, emphasizing the significance of cross- cultural communication in the business landscape. By delving into the role of languages in business, learners will gain a deeper understanding of how language nuances and cultural sensitivities can greatly influence successful professional interactions. With these comprehensive skills at their disposal, learners will be well-equipped to excel in the global business arena and confidently navigate diverse business environments.

Course objectives

- Understand the principles which govern communication in business situations.
- Be able to compose common types of written communication.
- Understand the principles of oral and non-verbal communication
- Understand common barriers to communication and how they are.
- Understand the use of different sources of information Understand the use of
- different sources of information
- Develop a clear understanding of the day-to-day responsibilities of public relations professionals.

Course Learning Outcomes

	Learning objectives	Learning outcomes
1	- Understand the principles which govern communication in business situations.	Categorise the aims of business communication. Evaluate the benefits and limitations of a particular communication medium in a given situation. Explain how relationships between people affect communication. Explain different communication models.
2	- Be able to compose common types of writtencommunication.	Produce common types of formal business communications using language appropriate for its purpose. Produce types of informal business communications using language appropriate for its purpose.
3	- Understand the principlesof oral and non-verbal communication	Explain how to communicate effectively face to face in both formal and informal situations. Explain how body language and physical appearance can help or hinder communication.
4	- Understand common barriers to communication and how they are.	- Explain how communication barriers caused by the sender of a message in oral, written or non-verbal form can be overcome.
5	- Understand the use of different sources of information Understand the use of different sources of information	- Think critically, creatively and independently

6	- Develop a clear understanding of the day-to-day responsibilities of public relations professionals.	Sources of information: secondary and primary sources; questionnaires, interviews, books, journals, internet; scope and limitations
		Research formulation: aims and objectives; rationale for selection; methodology for data collection and analysis; literature review; critique of references
		Formulating: aims and objectives; terms of reference; duration; ethical issues.
		Action plan: rationale for research question or hypothesis; milestones; task dates.
		Research design: type of research e.g. qualitative, quantitative, systematic,
		Original; methodology; resources; statistical analyses; validity; reliability.
		Control of variables

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• **Lectures** – Video material	1.3	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:

Clutterbuck, D. and Hirst, S. (2003) *Talking Business: Making Communication Work*. Lincolnshire:Butterworth- Heinemann
Hastings, H. and Saperstein, J. (2007) *Improve Your Marketing to Grow Your Business.* New York:Wharton School Publishing. Hooley, G., Saunders, J., Piercy, N. F. and Nicoulaud, B. (2007) *Marketing Strategy and CompetitivePositioning. 4th Edition.*
Harlow: Financial Times/Prentice Hall.
Kotler, P. and Armstrong, G. (2008) *Principles of Marketing. 13th Edition.* New York: Prentice Hall.
Kotler, P. and Keller, K. L. (2008) *A Framework for Marketing Management*. London: PearsonEducation. Thill, J V. and Bovee, C L. (2012) *Excellence in Business Communication*. 10th Edition. USA:Prentice Hall

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 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 pages in advance of lectures so that they can be prepared to better understand different chapters.

INTRODUCTION TO BUSINESS FUNCTIONS

Course Description

The aim of this course is to develop learners' understanding of businesses types and various external influences on organisations such as the comparative environmental framework.

Course Learning Outcomes

Learning Outcome – The learner will:		Assessment Criterion – The learner can:	
1	Understand business objectives, accountability for them, and how they are resourced	1.1	Explain key business terms related to corporateobjectives.
		1.2	Determine human and other resources required by a business.

2	Understand the structure and classification of businesses.	2.1	Classify an economy by sectors.
		2.2	Evaluate different forms of corporate legal structure.
3	Understand factors that influence the production process.	3.1	Explain economies and diseconomies of scale.
		3.2	Explain the factors that influence the location of abusiness.
		3.3	Evaluate the efficiency and effectiveness of a production process in a business context.
4	Be able to articulate the elements of the marketing process including strategy, planning and research.	4.1	Explain the importance of the marketing process.
		4.2	Define terms: market segmentation, Product Life Cycle, Unique Selling Point.
		4.3	Explain marketing strategy in terms of company objectives, available resources and market possibilities.
		4.4	Explain different methods of market research.
5	Understand accounting concepts and sources of finance for business.	5.1	Define basic accounting and budgeting concepts.
		5.2	Differentiate between different sources of finance for business.
6	Understand factors involved in workforce	6.1	Describe workforce planning and how to manage labour turnover for a business.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures – videos	2	0.1
• Preparations for the lectures	25	1.0
• Reading part (literature and pre-reading links)	50	2.0
• Researching for final assignment + time for solving	50	2.0

Course materials and textbooks

Main literature:

Brooks, Weatherston and Wilkinson, *The International Business Environment*, 2nd edition © Pearson Education Limited 2013

RECOMMENDED REFERENCES:

Brooks, I. Weatherston, J. and Wilkinson, G. (2011) *The International Business Environment*. 2nd Edition London: Pearson

Erbert, J. and Griffin, R.W. (2013) *Business Essentials,* global edition. 9th Edition. London: Financial Times PrenticeHall. Mullins, L.J. (2010) *Management and Organisational Behaviour*. 9th Edition. Essex, UK: Pearson EducationRae, D.

(2007) *Entrepreneurship: From opportunity to action*. Hampshire: Palgrave Macmillan

Reuvid, J. (2006) *Start-up and run your own business*. London: Kogan Page. Robinson, K. (2005) *The element:How finding passion changes everything*. London:Penguin.

Stokes, D. and Wilson, N. (2006) *Small business management and entrepreneurship*. London: Thomson.

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 related topics 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 sources of finance available to a business.

- Understand finance as a resource within a business

- Be able to make financial decisions based on financial information.
- Be able to assess the 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 ENGLISH

Course Description

This course provides students with adequate tools to increase their ability to function better in English language. Communication activities, contemporary texts, and the study of vocabulary are used to expand all communication skills. It also provides a foundation in all foreign language learning skills: speaking, listening, reading, and writing. It will help students to improve their business communication skills and to recognize the importance of communication in gaining a better understanding of themselves and others.

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

Course objectives

The goal of this course is proficiency in business communication skills with an emphasis on written communication proficiency. Oral and written communication proficiencies are consistently ranked in the top ten desirable skills by employer surveys year after year. This course acquaints students with business communication skills that will help them solve problems, learn new things, and build their career.

Course Learning Outcomes

At the end of this course, students will:

- Recognize the importance of communication in gaining a better understanding of themselves and others.
- Practice listening and reading for understanding.
- Use critical thinking skills to improve their business communication.
- Compose a brief description of a meeting, a sample agenda for a business meeting, an outline of a script for a telephone conversation, a text message in business environment, and an e-mail.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures – videos	2h	0.1
• Lectures – reading part	8	0.3
• Preparations for the lectures	40	1.6
• Reading part (literature and pre-reading links)	50	2
• Learning for final assignment + time for solving	50	2

Course materials and textbooks

Main literature:

Business Communication for Success. University of Minnesota Libraries Publishing Edition, 2015. https://open.umn.edu/opentextbooks/textbooks/8

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
• Lectures – Video material	5	0.2
• Preparations for the practical work	15	0.6
• Readings (presentation and literature)	70	2.8
• Learning for final assignment + time for solving	60	2.4

Course materials and textbooks

Main literature:

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=Boo
k227408
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)

COMPANY PROJECT 1

Course Description

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

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

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

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

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

Course Learning Outcomes

	General course objectives	Specific course objectives
1.	Understand the nature of research in business and the ways in which it can contribute to business success	- demonstrate an appreciation of the nature of research, and of alternative approaches to it - demonstrate an understanding of the basic principles for ethical research - critically evaluate and use the findings of existing research - investigate, consider and analyse data sources
2.	Learn how to generate research ideas then turn them into projects and how to write a research proposal with clear objectives	- work independently on a research topic - plan and manage a piece of extended writing – manage time, write clearly and concisely, organise material coherently

3.	Ddiscuss, critique and apply knowledge of enquiry and research methodologies, methods and analytical techniques	- collect information and data from a variety of sources and assess the accuracy and reliability of such material - draw appropriate inferences and conclusions from the analysis of findings

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Readings – literature, reading assignment and literature	100	4
• Individual study	100	4
• Learning for final assignment + time for solving	325	5

Course materials and textbooks

SSBM Learning Platform

Year 2 – Course Descriptors

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

	Learning objectives	Learning outcomes
1	To provide an understanding of the HR functions in modern organizations	A knowledge and awareness of some behavioral, managerial and HRM challenges facing our organizations
2	To understand HR strategy and HR function and its position within today business	Develop a critical approach to the implications, assumptions and limitations of current practices and theories in the field
3	To deepen knowledge of the range of HRM practices, models, and ideas	Working understanding of a range of human resources and people management practices
4	To develop some specific knowledge and skills crucial for good people management	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.co
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/

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 Learning Outcomes

Learning Outcome – The learner will:		Assessment Criterion – The learner can:	
1	Be able to plan the requirements for a project and estimate the resources necessary for its completion.	1.1	Determine projects required from an appraisal of business objectives.
		1.2	Produce project sub-divisions and high-level estimates of time
		1.3	Evaluate a project methodology suitable for the specific project.
		1.4	Assess the feasibility of a proposed project.
2	Be able to devise a project plan using relevant project management tools and models.	2.1	Devise a structure for the management and execution of the project.
		2.2	Define the roles and responsibilities of the project manager and team members.
		2.3	Prepare a detailed project plan.
3	Be able to monitor and control a project to completion.	3.1	Assess suitable project team structures.
		3.2	Design quality management processes to be used in a project.
		3.3	Design procedures for managing project change proposals.
		3.4	Design systems for monitoring and appraising the status of a project.
4	Be able to apply project management techniques and	4.1	Design control systems to manage challenges arising during the execution of projects.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures – video materials	6.5	0.3
• Readings – literature, reading assignment and literature	70	2.8
• Individual study	50	2.0
• Learning for final assignment + time for solving	50	2.0

Course materials and textbooks

Main literature:

- Burke R, (2006) Project Management, Planning and Control Techniques. 5th Edition. New Jersey: Wiley
- Field, M. and Keller, L. (1997) Project Management. London: Thomson Learning Lock, D. (2007) Project Management. 9th edition. Hampshire, England: Gower
- Newton, R. (2016) Project Management Step by Step: How to plan and manage a highly successful project.

  Harlow: Pearson Education Ltd

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.

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.

STRATEGIC MARKETING

Course Description

The aim of this course is to provide learners with a detailed understanding of the marketing planning process and to apply these principles to a variety of business contexts. The unit also provides a comprehensive understanding of environmental analysis and how this can lead to the development of appropriate objectives and strategies to enhance operational marketing performance.
We strongly advise the students to finish the course, lecture after lecture as stated in syllabus, as there is a logical classification of topics as each new topic is based on the previous one.

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

Course Learning Outcomes

	Learning Goals – the learner will:		Learning Objectives – at the end of the course the student can
1	Understand the principles of marketing and its role in business practice.	1.1	Evaluate the role of marketing in an organisation.
		1.2	Analyse the relationship between corporate strategy and marketing strategy.
		1.3	Explain how marketing strategy is developed.
2	Be able to evaluate approaches to marketing analysis.	2.1	Evaluate various approaches to internal environmental analysis.
		2.2	Evaluate various approaches to external environmental analysis.
		2.3	Explain how internal and external analyses can be integrated to devise strategic alternatives.
3	Be able to apply and analyse strategic marketing decisions and choices.	3.1	Justify decisions and choices to be made at a corporate level.
		3.2	Assess how these decisions influence marketing at business unit and functional level.
		3.3	Evaluate approaches to competitive positioning of businesses.
4	Be able to evaluate and understand the use of marketing strategies for competitive advantage.	4.1	Summarise a range of strategies that can contribute to competitive advantage.
		4.2	Assess marketing strategies, their application

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures – Video material	3	0.2
• Readings – literature, reading assignment and literature	50	2.0
• Quizzes, assignments and individual study	50	2.0
• Learning for final assignment + time for solving	50	2.0

Course materials and textbooks

Main literature:

Aaker, D.A. and McLoughlin, D. (2010) Strategic Market Management-Global Perspective. UK: John Wily & Sons Ltd. Best, R. J. (2009) Market-based Management: Strategies for Growing Customer Value and Profitability. 5th Edition.
Harlow: Prentice Hall.
Bradley, F. (2005) International Marketing Strategy. New Jersey, FL: Prentice Hall. Chernev, A. (2009) Strategic Marketing Management.5th Edition. New York: Brightstar
Media.
Hastings, H. and Saperstein, J. (2007) Improve Your Marketing to Grow Your Business. New York: Wharton School Publishing.
Hooley, G., Saunders, J., Piercy, N. F. and Nicoulaud, B. (2007) Marketing Strategy and Competitive Positioning. 4th Edition.
Harlow: Financial Times/Prentice Hall.
West, D., Ford, J. and Ibrahim, E. (2010) Strategic Marketing: Creating Competitive Advantage. 2nd Edition. Oxford: Oxford University Press

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.

ACCOUNTING FOR MANAGERS

Course Description

The aim of this unit is to develop learners' skills in preparing financial statements for a variety of organizations using a range of techniques, and that comply with legal and regulatory requirements.

Course objectives

Learning Goals		Learning Objectives – at the end of course the students can:	
1	Understand accounting concepts and conventions.	1.1	Explain the aims of financial and management accounting and accounting regulations.
		1.2	Explain the main types of business and accounting information and their features.
		1.3	Evaluate the role of different users of accounting and fin.information.
2	Be able to prepare financial statements for sole traders, partnerships and limited firms from ledger accounts and incomplete records.	2.1	Prepare books of original entry.
		2.2	Prepare trial balance information to enter to final accounts.
		2.3	Construct final accounts including cash flow statements.
		2.4	Make adjustments for bookkeepingand final accounts.
3	Be able to evaluate financial performance.	3.1	Calculate a range of financial ratios.
		3.2	Categorize financial ratios.
		3.3	Evaluate financial performance using ratios.
4	Understand the UK Regulatory Framework for	4.1	Summarize the main features of the UK regulatory framework.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures – video materials	5	0.2
• Readings - PowerPoint	5	0.2
• 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	45	1.8

Course materials and textbooks

Main literature:

Atrill, P. and McLaney, E. (2006) Management Accounting for Decision Makers. Harlow: Prentice Hall. Atrill, P. and McLaney, E. (2010) Accounting & Finance for Non-specialists. 10th Edition. London: Financial Times/ Prentice Hall.

Brealey, R., Myers, S. and Marcus, A. (2007) Fundamentals of Corporate Finance. New York: McGraw Hill Irwin. Drury, C. (2009) Management Accounting for Business. 4th Edition. London: Cengage Learning

Dyson, J. R. (2004) Accounting for Non-Accounting Learners. 6th Edition. Harlow: FT Prentice Hall. Lumby, S. and Jones, C. (2000) The Fundamentals of Investment Appraisal. London: Thomson

McLaney, E. and Atrill, P. (2010) Accounting: An Introduction. 5th Edition. London: Financial Times 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.

Wood, F. and Sangster, A. (2011) Business Accounting. 12th Edition. London: FT Prentice Hall

https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=143165240&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, 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.

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 relationship 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

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

This course is designed to provide students with a basic understanding of how Information Systems are used in organizations for meeting strategic and operational goals. To that end, students will acquire skills using current end- user software for communication, data transformation, collaboration, and problem solving. The course also covers software and hardware components, information structures, basic business organization and processes, information system security, and networks.

Course Learning Outcomes

	General course objectives	Specific course objectives
1.	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	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.
2.	Enable students to assess the opportunities and problems that managers	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.
3.	Discuss organizational, business and strategic issues surrounding IT/IS, and	Students will analyse and evaluate uses of strategic IT/IS in practice.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures – 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

INTRODUCTION TO CORPORATE CULTURE MANAGEMENT

Course Description

The aim of the Corporate Culture Management Course for BA (Bachelor of Arts) students is to provide students with a foundational understanding of corporate culture and its management in the context of contemporary organizations. The course aims to equip students with the knowledge and skills necessary to understand the importance of corporate culture, its impact on organizational goals and objectives, and strategies for effectively managing and shaping corporate culture.

Introduction to the Corporate Culture Management Course for BA students:

The Corporate Culture Management Course for BA students provides an introduction to the concept, definition, and significance of corporate culture management. The course explores how corporate culture influences organizational performance, employee engagement, and overall business outcomes.

The course introduces students to key elements of corporate culture, such as purpose, mission, vision, values, and principles, and their role in shaping organizational culture. Students will learn about the techniques and strategies for aligning business practices, goals, and principles with core values to enhance corporate culture.

Additionally, the course highlights the importance of selecting and retaining employees who share corporate values and creating a culture that fosters employee engagement and satisfaction. It explores methods for measuring and evaluating corporate culture and strategies for improvement based on assessment results.

Throughout the course, students will have the opportunity to analyse case studies and real-life examples of corporate culture management in action, drawing lessons from successful companies and their practices.

By the end of the course, BA students should have a solid understanding of the importance of corporate culture management, its impact on organizational success, and the fundamental strategies and techniques for effectively managing corporate culture in contemporary organizations.

Course objectives

	General course objectives	Specific course objectives

1.	Students will learn to understand the concept of corporate culture and its significance in contemporary organizations. Recognize the impact of corporate culture on organizational performance, employee behaviour, and overall business outcomes. Gain knowledge of the key elements that shape corporate culture, such as purpose, mission, vision, values, and principles.	Develop a comprehensive understanding of the role of corporate culture in general management. Explore the techniques and strategies for aligning business practices, goals, and principles with core values to enhance corporate culture.
2.	Understand the importance of selecting and retaining employees who align with corporate values and contribute to a positive culture. Learn methods for measuring and evaluating corporate culture and strategies for improvement based on assessment results.	Explore strategies and techniques for assessing, measuring, and evaluating corporate culture in the context of strategic management. Gain insights into the challenges and opportunities associated with managing corporate culture during organizational change and transformation. Learn how to align corporate culture with strategic objectives and effectively communicate and reinforce the desired culture throughout the organization. Develop skills in developing and implementing culture change initiatives to support strategic initiatives and business transformation.
3.	Analyse real-life examples and case studies to understand the practical application of corporate culture management in different organizations. Develop critical thinking skills to assess and analyse the effectiveness of corporate culture management practices. Enhance communication and teamwork skills through collaborative activities and discussions related to corporate culture management. Develop a foundational understanding of corporate culture management principles and their relevance to future career endeavors in business and related fields.	Understand the role of leadership in shaping and managing corporate culture to drive strategic outcomes. Analyse real-world case studies and examples to understand the best practices and lessons learned in strategic corporate culture management. Apply strategic thinking and decision-making skills to develop actionable plans for managing and leveraging corporate culture to achieve strategic objectives.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures – Video material	3	0.2
• Readings – literature, reading assignment and literature	60	2.4
• Video tutorials	2	0.1
• Individual study	20	0.8
• Learning for final assignment + time for solving	40	1.6

Course materials and textbooks

Main literature:

Corporate Culture and Performance" by John P. Kotter and James L. Heskett

Good to Great: Why Some Companies Make the Leap... and Others Don't" by Jim Collins

Additional literature

Built to Last: Successful Habits of Visionary Companies" by Jim Collins and Jerry Porras

Drive: The Surprising Truth About What Motivates Us" by Daniel H. Pink

Delivering Happiness: A Path to Profits, Passion, and Purpose"

The Advantage: Why Organizational Health Trumps Everything Else In Business" by Patrick Lencioni

Corporate Culture and Performance" by John P. Kotter and James L. Heskett

INTRODUCTION TO AI

Course Description

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

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

Course objectives

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

Course Learning Outcomes

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

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

- Gather number of sources for additional AI education.

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

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures	5	0.2
• Preparations for the practical worl	50	2.0
• Readings (presentation and	20	0.8
• Learning for final assignment	50	2.0

Course materials and textbooks

Main literature:

Artificial Intelligence – A Modern Approach (3 Edition)

Machine Learning for Dummies

Make Your Own Neural Network

Machine Learning: The New AI

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

SSBM web platform

Presentations, seminars and additional materials for class participation

COMPANY PROJECT 2

Course Description

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

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

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

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

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

Course Learning Outcomes

At the end of this course, students will:

1.   Understand the nature of research in business and the ways in which it can contribute to business success -demonstrate an appreciation of the nature of research, and of alternative approaches to it

   - demonstrate an understanding of the basic principles for ethical research
   - critically evaluate and use the findings of existing research
   - investigate, consider and analyse data sources

2.   Learn how to generate research ideas then turn them into projects and how to write a research proposal with clear objectives

   - work independently on a research topic
   - plan and manage a piece of extended writing – manage time, write clearly and concisely, organise material coherently

3.   Discuss, critique and apply knowledge of enquiry and research methodologies, methods and analytical techniques

- collect information and data from a variety of sources and assess the accuracy and reliability of such material
- draw appropriate inferences and conclusions from the analysis of findings

Overview of Student Workload

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

Course materials and textbooks

Main literature:

1.   B., Goodrich (2018). Kick Ass Project Manager: The Handbook for Project Management Success. 1st Edition. Goodrich Fremaux Publishing.
2.   D., Evans, P., Gruba, J., Zobel (2014). How to Write a Better Thesis. 3th Edition. Springer.
3.   M., E., Hamid (2013). How to Write a Research Proposal and a Thesis: A Manual for Students and Researchers. 2nd Edition. CreateSpace Independent Publishing Platform.
4.   M., Saunders, P. Lewis, A. Thornhill (2012). Research Methods for Business Students. 6th Ed. Harlow: Pearson.
5.   C., Costley, G., Elliot, P., Gibbs (2010). Doing Work Based Research: Approaches to Enquiry for Insider- researchers. London: SAGE.
6.   U., Flick (2011). Introducing Research Methodology: A Beginner's Guide to Doing a Research Project.
London: SAGE.
7.   D. Gray (2009). Doing Research in the Real World. 2nd Ed. London: SAGE.
Additional literature:
1. T., Forte (2022). Building a Second Brain: A Proven Method to Organize Your Digital Life and Unlock Your Creative Potential. Atria Books.
SSBM web platform
Presentations, seminars and additional materials for class participation (Case studies, etc.)
Web

Year 3 – Course Descriptors

ENTREPRENEURSHIP

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

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.

Course Learning Outcomes

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

	General course objectives	Specific course objectives
1.	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	Develop students' knowledge and understanding of entrepreneurship theories, concepts, and principles. Foster students' ability to identify and evaluate entrepreneurial opportunities in various industries and sectors. Enhance students' skills in formulating effective business ideas and developing comprehensive business plans. Equip students with the knowledge and tools to assess the feasibility and viability of a new venture.

2.	Inspire the students to seek 'alternative' career opportunities	Expand students' awareness and understanding of non-traditional career paths and alternative employment opportunities beyond traditional job roles. Inspire and motivate students to explore and pursue unconventional career paths that align with their interests, skills, and aspirations.
3.	Understand the process nature of entrepreneurship and learn the ways to manage it	Develop students' understanding of the iterative and dynamic nature of the entrepreneurial process, including idea generation, opportunity recognition, resource acquisition, and venture growth. Provide students with knowledge and skills to effectively manage the entrepreneurial process, including setting goals, creating action plans, and adapting strategies based on market feedback and changing circumstances.
4.	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 managing venture growth	Enhance students' analytical skills in identifying and evaluating entrepreneurial opportunities by conducting market research, industry analysis, and competitor assessments. Foster students' ability to generate and refine innovative business ideas through systematic ideation techniques, feasibility analysis, and market validation. Develop students' analytical capabilities in designing and developing effective business models that align with the identified opportunities, considering revenue streams, cost structures, and value propositions.
5.	Educate the students about the theoretical underpinnings of the entrepreneurship subject with the aid of practical assignments and projects	Introduce students to the foundational theories and frameworks in entrepreneurship, including theories of opportunity recognition, resource acquisition, innovation, and entrepreneurial behavior. Provide students with practical assignments and projects that allow them to apply and demonstrate their understanding of theoretical concepts in real-world entrepreneurial contexts. Foster students' ability to critically analyze and evaluate the applicability and relevance of entrepreneurship theories in different industries, sectors, and cultural contexts. Enhance students' research skills by engaging them in literature reviews, case studies, and empirical investigations to explore and understand the theoretical underpinnings of entrepreneurship.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures – Video material	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/

SSBM web platform

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

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.)

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 material	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

Course materials and textbooks

Main literature:

Goleman (2004), What makes a leader, Harvard Business Review

Robbins & Judge (2013), Organizational Behavior, 15th ed. Pearson

Pentland (2012), The New Science of Building Great Teams. Harvard Business Review

Wolff & Druskatt (2001), Building the Emotional Intelligence of Teams, Harvard Business Review

Schein (1990), Organizationl culture, American Psychologist

SSBM web platform

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

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

1.   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.

2.   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.

3.   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.

4.   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.

5.   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	45	1.8
● 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)

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 – Video material	6	0.3
• Preparations for the practical work	50	2.0
• Readings (presentations/lectures and literature and reading • assignments)	75	3.0
• Learning for final assignment + time for solving	50	2.0

Course materials and textbooks

Main literature:

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

Additional literature:

Cameron Esther (2015): Making Sense of Change Management, Cogan Page
Hayes John (2010): The theory and practice of change management, Palgrave Macmillan
Srića Velimir (2014): In Search of Harmony in a Disharmonious
World: Leadership Manual for ChangeAgents and Dreamers,
Algora Publishing
Srića Velimir (2008): Social Intelligence and Project Leadership,
Journal of American Academy of Business, no. 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	10	0.4
• Problem Solving Exercises – Excel	5	0.2
• Preparations for the lectures	25	1.0
• Preparations for the practical work	25	1.0
• Readings (presentations and literature)	50	2.0
• Learning for final assignment + time for solving	85	3.4

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.

INTERNSHIP

Course Description

Internships are off-campus experiential learning activities designed to provide students with opportunities to make connections between the theory and practice of academic study and the practical application of that study in a professional work environment. Internships offer the opportunity to "try out" a career while gaining relevant experience and professional connections. Internships are completed

under the guidance of an on-site supervisor and a faculty sponsor, who in combination with the student will create a framework for learning and reflection.

Although an internship is intended to provide you with practical work experience, it is also an academic course.

Roles & Responsibilities Intern

- Communication with company supervisor regarding course objectives and company supervisor deliverables
- Adheres to professional work standards including: regular attendance, punctuality, working within agreed upon hours, wearing appropriate attire as stated by the organization, and abiding by all code of conduct policies
- Completion of agreed upon course assignments while meeting professional work obligations.
- Company Supervisor
- Provide site information including employee handbook and any code of conduct information.
- Set forth expectations for the work to be completed and associated timelines.
- Establish preferred method and frequency of communication with intern.
- Identify opportunities for intern to meet learning objectives.
- Introduce intern to key people (other staff, vendors, managers, executives) who can assist intern with their professional development and become part of their network
- Oversee work.
- Conduct evaluation(s) and share performance feedback and skills development needs with intern.
- Faculty Sponsor
- Approve, oversee, and grade academic assignment.
- Serve as primary contact for Company Supervisor regarding concerns with student performance.
- Help intern to get the most from their experience through regular check-ins with intern.
- Submit final grade for internship.

Course objectives

Internships has the following goals:

- Gain insight into a possible career path of interest while learning about the industry in which the organization resides, organizational structure, and roles and responsibilities within that structure
- Develop professional connections and identify a strategy for maintaining those connections
- Reflection on the internship experiences, including:
  - o Ability to articulate what was learned and how it will be apply to your professional career goals
  - o Identification of professions that may be of interest as a result of this experience

- o Identification of additional skills that will need to be developed to ensure career readiness. This might include learning a new technology, developing a broader network, additional coursework, etc.
- Applying theories and principles to specific situations within their internship experience
- Demonstrating creativity, initiative, and responsibility
- Exercising and improving their time and stress management skills as well as problem-solving skills

Course Learning Outcomes

After this course, students will be able to:

- Evaluate business processes, methods, and conditions of their implementation in an institution, company, or professional practice site within a business entity.
- Assess the quality of information and data and conduct analysis using appropriate methods and tools within a business entity.
- Synthesize key external and internal factors in the form of a SWOT matrix using the example of a company where the professional practice is conducted.
- Propose areas for improvement for personal career development within a business entity.
- Critically evaluate research potential and critical thinking skills through analysis and interpretation of company documentation in which the professional practice is conducted.
- Assess the impact of their profession on society and the environment using the example of a business entity.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Academic Work Assignments (mini-reports)	150	6
• Preparation for supervision meetings	12.5	0.5
• Meetings and Supervision	12.5	0.5
• Final assignment + time for solving	25	1.0

Course materials and textbooks

SSBM Learning platform.

FINAL THESIS

Course Description

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

Course objectives

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

1. Research Proficiency: Equip students with the ability to conduct independent research, including the skills necessary to identify a researchable problem, formulate a research question, and design a methodological approach to address the question. This includes fostering an understanding of ethical research practices.

2. Critical Thinking and Analysis: Develop students' critical thinking skills, enabling them to critically analyze existing literature, data, and methodologies relevant to their field of study. Students should be able to draw reasoned conclusions from their research and consider their work in the context of broader academic and societal implications.

3. Practical Application of Theoretical Knowledge: Encourage students to apply theoretical knowledge gained throughout their academic program to address practical, real-world problems or theoretical issues within their discipline, demonstrating the interconnection between theory and practice.

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

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

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

7. Self-Directed Learning: Foster a capacity for self-directed learning, encouraging students to take initiative, manage their learning process, and seek out resources

and guidance when necessary. This goal is critical for developing lifelong learning habits that will benefit them in various professional contexts.

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

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

Course Learning Outcomes

No.	Skill Area	Learning Outcome
1	Research Skills	Students will design and conduct an original research project, utilizing appropriate methodologies to create new knowledge or insights.
2	Critical Analysis	Students will evaluate and synthesize research literature to establish a robust framework for their research question.
3	Problem Solving	Students will apply advanced problem-solving skills to address significant questions or challenges in their discipline.
4	Project Management	Students will analyze project requirements and resources, effectively planning and managing their thesis project timelines.
5	Communication Skills	Students will prepare and deliver a professional presentation, critically assessing their research findings and methodology.
6	Professional Preparation	Students will produce a comprehensive thesis document that adheres to scholarly standards and effectively communicates their findings.
7	Ethical Research Practice	Students will demonstrate understanding of ethical considerations in research, incorporating these standards into their project.
8	Self-Directed Learning	Students will demonstrate the ability to apply self-directed learning strategies to enhance their project and solve complex problems.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
● Research and Reading	150	6.0
● Writing the Thesis	150	6.0

● Project Planning and Meetings	20	0.8
● Data Collecting and Analysis	50	2.0
● Preparation of Presentation and Defense	5	0.2

Course materials and textbooks

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

Additional literature:

"How to Write a Thesis" by Umberto Eco

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

SSBM web platform

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

Web

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