

# IBC-M Master Programme Handbook

## **International Management and Leadership**

With specializations in:

1. Business Management
2. Environmental Management

## Academic year 2019/2020

### ***Master Programme Overview***

A complete overview of all courses and their allocated ECTS points for the master programme International Management and Leadership and its specializations: Business Management and Environmental Management, is presented below:

#### **Programme objectives**

- Develop new labor market inputs in business and environment management profiles for the demanded workforce in the developing national and regional economy;
- Provide new opportunities for people of high integrity to develop unique and innovative labor market demanded professions in the spheres of business, management and environment;
- Offer an interesting learning environment with adequate theoretical and practical learning and working modalities in order to develop proper leadership skills and competences that will properly prepare their careers and give them a sustained competitive advantage

Students in the International Management and Leadership Master's programme, will:

- Development of a new type of interdisciplinary professional profile at a Western Balkans level;
- gain the knowledge and skills to engage with international management practices and help them become more sustainable;
- acquire an understand about how to manage a business whilst considering the implications that decisions will have on the business and environment;
- learn to connect environment with business management approaches in order to develop integrative and long-term solutions to national and international market, environment, and social challenges;
- demonstrate understanding and ethical responsibility about the impact of professional activities on environment and society;
- gain ability to assess and analyse the business environment in the local and international markets.

#### **LEARNING OUTCOMES**

The graduate profile is framed in the following learning outcomes, articulated as knowledge, skills and competences, in accordance with level 7 of National/European Qualifications Framework.[1]

#### ***Knowledge and understanding***

After completing the programme, students should:

- develop a critical understanding of the principal theories, principles and concepts relating to practical and conceptual knowledge in the business and environment areas;
- demonstrate in-depth knowledge of the application of different qualitative and quantitative methods of importance in business and environmental management;

- critically analyse and compare theoretical concepts and notions and reflect on their practical use in the socio-economic contexts and environments;
- demonstrate an operational breadth of competencies by using knowledge from different areas of management with specialization on business leadership and environment management practices;
- attain accountability and sustainability for corporate and other organizations' management, environment, human resources for long-term development;
- attain in-depth insight into current research and development in the areas of business and environment management and leadership;
- prove the understanding of effective and efficient behaviour in business management and leadership by making relevant business decisions and taking care of their effective implementation;
- be able to evaluate various business and environmental problems from a global perspective and know how to deal with them optimally in dynamic global business environment;
- apply relevant theories and scientific methods to practical issues in business with regard to business management, marketing, finance, EU policies, etc.

### ***Skills and abilities***

After completing the programme students should be able to:

- independently seek, critically evaluate and integrate information to analyses and propose solutions to and participate in problem solving on complex issues in the areas of business management and environment;
- critically, independently and creatively identify and formulate issues relevant to the area the programme concerns within a set timeframe;
- demonstrate skills in the business and environmental area to make judgements with respect to scientific, social and ethical aspects, and demonstrate an awareness of ethical aspects of research and development;
- engage and mobilize other professionals in addressing real managerial and leadership problem-solving situations, in an international and multicultural context.
- develop original and creative responses and solutions to problems and issues practicing in a wide and often unpredictable organizational leadership and environmental situations;
- Initiate, measure and lead new change management practices in various organizational levels, as well as in critically changing socio-economic and environmental contexts;
- Plan and carry out a significant development project as part of internship in industry enterprise;
- Define and carry out a research master thesis project in the field of specialization (business or environment management);

### **Personal responsibility & competences**

At the end of the master program, students should manage to:

- Design, develop and manage financial and budgeting strategies in a changing and evolving organization environment in regard to supporting organization development and growth;

- Manage teams of professionals, contributing to the development of their professional knowledge and practice and reviewing their performance;
- Deal with complex ethical and professional issues and make informed judgements on issues not addressed by current professional and/or ethical codes or practices.

[1] [https://akkks.rks.gov.net/uploads/national\\_qualifications\\_framework.pdf](https://akkks.rks.gov.net/uploads/national_qualifications_framework.pdf)

YEAR 1: 60 ECTS – General Year					
SEMESTER 1: 30 ECTS					
No	Type <sup>1*</sup>	Course	Course		Lecturer
			Lessons per semester	ECTS 1 ECTS=30 hours	
1	C	Management and Organizational Studies	16	5	Gabrijela Velickovic
2	C	Financial Management – Core Concepts and Applications	16	5	Jelena Stanojevic
3	C	Business and Natural Environment	16	5	Mihone Kerolli
4	C	EU Integration and Policies	16	5	Remzije Istrefi
5	C	Project Management	16	5	Jelena Djokic
6	C	Human Resource Management and Development	16	5	Megan Fisk
SEMESTER 2: 30 ECTS					
7	C	Marketing in Global Environment	16	5	Milan Veselinovic
8	C	Positive Leadership	16	5	New Teacher
9	C	Financial Accounting and Reporting	16	5	Gabrijela Velickovic
10	C	EU Markets and International Trade	16	5	Jelena Stanojevic
10-12	E	Electives (Students select two courses)	16x2	10	1. new teacher

<sup>1\*</sup> C – compulsory course, E – elective course

		<ul style="list-style-type: none"> <li>- Circular Economy</li> <li>- Cost-based Management</li> <li>- Innovation, Product and Process Management</li> <li>- Research methods in management science</li> </ul>			<ol style="list-style-type: none"> <li>2. Gabrijela Velickovic</li> <li>3. Dori Pavloska</li> <li>4. Megan Fisk</li> </ol>
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**YEAR 2: 60 ECTS - Specialization: Business Management**

**SEMESTER 3: 30 ECTS**

13	C	Strategic Thinking and Management	16	5	Milan Veselinovic
	C	Business Economics	16	5	Jelena Stanojevic
14	C	European Economics and Finance	16	5	Gabrijela
15	C	Entrepreneurship and Business Development	16	5	New teacher
16-18	E	Electives (Students select two courses) <ul style="list-style-type: none"> <li>- Logistics and Supply Chain Management</li> <li>- Managing Professional Relationship at Work</li> <li>- Managing Sales and Customer Relationships</li> <li>- Business and Employment Law</li> </ul>	16x2	10	<ol style="list-style-type: none"> <li>1. New teacher</li> <li>2. Dori Pavloska</li> <li>3. New teacher</li> <li>4. Remzije Istrefi</li> </ol>

**YEAR 2: 60 ECTS - Specialization: Environmental Management**

**SEMESTER 3: 30 ECTS**

13	C	Applied Natural Resources Management	16	5	Ekrem Gjokaj
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14	C	Environmental Science and Technology	16	5	Jelena Djokic
15	C	Waste and Air Management	16	5	Mihone Kerolli
16	C	Landscape Management and Spatial planning	16	5	Aleksandar Djikic
16-18	E	Electives (Students select two courses) - Environmental Law - Agricultural & Resource Policy - Water Resource Management - Natural Disaster Risk Management	16x2	10	1. Remzije Istrefi 2. Ekrem Gjokaj 3. Muharrem Salihaj 4. Muharrem Slaihaj
<b>SEMESTER 4: 30 ECTS</b>					
19	C	Professional Practice			15
20	C	Applied Research Project - Master Thesis			15

## General Year

### 1<sup>st</sup> semester

<b>Course name: Management and Organizational Studies</b>			
<b>Semester</b>	<b>ECTS</b>	<b>Number of lessons</b>	<b>Student Workload</b>
1 <sup>st</sup> semester	5	16	150 Hours
<b>Master Programme</b>	MASc (Master of Applied Science) in International Management and Leadership	<b>Academic Year</b>	2019/2020
<b>Specialization</b>	General Year	<b>Course type</b>	Compulsory
<b>Course Description</b>			
<p>Organizations are threatened by their own success. The forces within the organization that create stability must be balanced by leaders who are agents of change. This course will use cases, exercises, and class discussions to examine these changes and explore implications for managers who seek to become effective leaders in modern organizations. This course focuses on how managers become effective leaders by addressing the human side of enterprise.</p>			
<b>Learning Outcomes</b>			
<p>The students shall have knowledge of::</p> <ul style="list-style-type: none"> <li>- Current theory and its application in areas such as motivation, leadership, power and influence, conflict resolution, organizational change, organizational structure, and organizational culture.</li> <li>- Determinants of group culture and performance and analyze what happens when one attempts to change a group's culture.</li> </ul> <p>The students shall have skills in</p> <ul style="list-style-type: none"> <li>- Studying various interpersonal relationships from different perspectives, including hierarchical, demographic, and cultural aspects, exploring the nuances of working with those from varied demographic backgrounds and the advantages and disadvantages of different communication and influence strategies;</li> <li>- Comparing and contrasting efforts to transform organizations in order to identify critical stages and activities in the change process;</li> <li>- Exploring the multiple factors that shape the design, dynamics and effectiveness of groups.</li> <li>- Examining the manager's role in designing and leading an effective team.</li> <li>- Communication, critical thinking, problem-solving and ethical decision-making.</li> </ul> <p>The students shall acquire competencies to:</p> <ul style="list-style-type: none"> <li>-Develop the strategies and skills required to become an effective leader in an organization by improving your ability to lead individuals, teams, and organizations.</li> <li>- Improve their ability to lead individuals, teams, and organizations.</li> </ul>			

**Content of Teaching (subjects and themes)**

- Management functions
- Organizational behaviour
- Organizational rationality
- Leadership and its styles
- Managerial assumptions
- Emotional intelligence
- Personality
- Managing stress at work
- Women leaders and alpha males
- Motivating individual behaviour (applied theories of motivation)
- Understanding human needs
- Knowledge management
- Communication at work
- Power and political behaviour
- Work teams and groups
- Organizational culture
- Organizational change and entrepreneurial leadership

**Learning Material**

- Daft, Richard L. & Marcic, Dorothy. (2006). Understanding Management. (5/e) South-Western College. ISBN: 0324405715
- Gothelf, J.; Seiden, J. (2017). Sense and respond: how successful organizations listen to customers and create new products continuously. Harvard Business Review Press.
- Mayo, A. J.; Nohria, N. (2005). In their time: the greatest business leaders of the twentieth century. Harvard Business Press.
- Chaleff, I. (2009). The courageous follower: Standing up to & for our leaders. Berrett-Koehler Publishers.
- Kristof-Brown, A. L.; Zimmerman, R. D.; Johnson, E. C. (2005). Consequences of individuals' fit at work: A meta-analysis of person-job, person-organization, person-group, and person supervisor fit. Personnel Psychology, 58, 281-342.
- Nohria, N.; Groysberg, B.; Lee, L. (2008). Employee motivation: A powerful new model. Harvard business review, 86(7/8), 78.

<b>Examination and Assessment</b>	<p>Grades will be determined on the following basis:</p> <p><b>Class participation → 30%</b></p> <ul style="list-style-type: none"> <li>· Active contribution in class activities</li> <li>· 3 Things Learned Paper (3TLP)             <ul style="list-style-type: none"> <li>- Workshops</li> </ul> </li> </ul>
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- Peer assessment

**Assignments → 40%**

- Journals
- Discussion questions
  - Quizzes

**Project → 30%**

- Written part
- Oral presentation

## Course name: Financial Management – Core Concepts and Applications

Semester	ECTS	Number of lessons	Student Workload
1 <sup>st</sup> semester	5	16	150 Hours
<b>Master Programme</b>	MASc (Master of Applied Science) in International Management and Leadership	<b>Academic Year</b>	2019/2020
<b>Specialization</b>	General Year	<b>Course type</b>	Compulsory

### Course Description

This course introduces Financial Management and its application in practice. The course builds on the basic financial tools and aims to develop a deeper understanding of the interaction between shareholders, corporations and the financial markets. It also revisits and further extends the analysis of the finances and financial decisions faced by corporate management. The course focuses on the critical elements of financial decision-making for organisations, including financial planning and forecasting, sources of finance, management of working capital and performance appraisal. It provides the knowledge and skills needed to work in the finance sector as well as those that can give a significant edge in the competitive global sector.

### Learning Outcomes

#### The student shall have knowledge of:

- Fundamental concepts in national and international financial management and its role in business corporations;
- The role of key financial statements and how relevant information from primary statements can be used in evaluating financial performance;
- Central roles of finance theories in dealing with the complexities faced by financial managers in this environment.

#### The student shall have skills in:

- Analysing the finances of individual corporations both in terms of their performance and capital requirements;
- Accessing financial information from a wide variety of sources and use this information for research and assess corporations;
- Identifying key elements of national and international financial management problems and choosing appropriate economic models to solve these problems;
- Extracting data from financial reports and utilizing Excel modelling for building valuation models.

#### The student shall acquire competencies to:

- Apply both, theoretical and practical models of financial management in business corporations;
- Evaluate the business decisions making implications of financial management;
- Synthesise available information to produce a research report that is conceptually sound and underpinned with gained theoretical knowledge.

<b>Content of Teaching (subjects and themes)</b>	
<ul style="list-style-type: none"> <li>- Fundamental concepts in financial management</li> <li>- The role of the financial manager</li> <li>- Financial statement analysis and evaluating performance</li> <li>- Financial planning and forecasting</li> <li>- Working capital management</li> <li>- Financial markets and institutions</li> <li>- Capital markets</li> <li>- Mergers and acquisitions</li> <li>- Multinational financial management</li> </ul>	
<b>Learning Material</b>	
<ul style="list-style-type: none"> <li>- Brooks, Raymond (2018). <i>Financial Management: Core Concepts</i>, 4th Edition, Pearson, United Kingdom.</li> <li>- Titman, Sheridan; Keown, J. Arthur; Martin, D. John (2017). <i>Financial Management: Principles and Applications</i>, 13th Edition, Pearson, United Kingdom.</li> <li>- Brigham, F. Eugene; Ehrhardt, C. Michael; Gessaroli, Jerome; Nason, R. Richard (2016). <i>Financial Management: Theory &amp; Practice</i>, 1th Edition, Nelson.</li> <li>- Higgins, C. Robert (2015). <i>Analysis for Financial Management</i>, 11th Edition, McGraw-Hill.</li> <li>- Foerster, Stephen (2014). <i>Financial Management: Concepts and Applications</i>, Prentice Hall.</li> </ul>	
<b>Examination and Assessment</b>	<p>Students are graded through a mix of examinations and class work.</p> <p>The assessment is divided in two parts:</p> <ol style="list-style-type: none"> <li>1) Midterm examination is an exam which is given during the middle of the semester and consists of the following components: <ul style="list-style-type: none"> <li>- Written test (25%)</li> <li>- Case study (25%)</li> </ul> </li> <li>2) Final examination is a comprehensive written exam that intends to measure the examinee's knowledge, skills and competencies on the concepts studied through the semester. The exam results are measured against the course learning outcomes. The final exam comprises 50% of overall course grade.</li> </ol>

**Course name: Business and Natural Environment**

Semester	ECTS	Number of lessons	Student Workload
1 <sup>st</sup> semester	5	16	150 Hours
<b>Master Programme</b>	MASc (Master of Applied Science) in International Management and Leadership	<b>Academic Year</b>	2019/2020
<b>Specialization</b>	General Year	<b>Course type</b>	Compulsory

**Course Description**

This course is intended to prepare students with relevant facts and analyses on this recent environmentalism evolution in relation to managerial decisions in all aspects of organizational activities. The course will also focus on better understanding of the business-environment interface that will enable students with more effective corporation of the environmental practice and decision-making. It starts with an overview of the triple bottom line framework in which corporations take into account social and environmental performance in addition to financial performance. Then the focus will be on contemporary business activities that address the natural environment. It will be discussed the role of the natural environment on business management and strategy, operations, supply chain, product innovation, and marketing.

**Learning Outcomes**

*Upon successful completion of this course students should have knowledge:*

- to develop an advanced theoretical and interdisciplinary understanding of the business and environmental context, scope and purpose of national legislation on regulation of business related to environmental field;
- to develop a critical, analytical understanding of the comparative economic systems;
- develop the in-depth understanding of triple bottom line framework
- to develop an in-depth understanding of environmental protection and business performance;
- to increase understanding of the domestic, international and internet ethical and legal dimensions of environmental business performance.

*The student shall have skills to:*

- assess how and why firms should address ecological issues;
- think strategically and act entrepreneurially to create value;
- interact with practitioners who have been pioneers in this field
- demonstrate post-graduate-level research, communication and collaboration skills in a research paper(s) on environmental and business policy issues.

*The students will have the following competencies:*

- to work individually or in small groups on a concrete case of their choice to create value on their own;
- ability to develop a necessary environmental blueprint that they may carry into their future career;
- ability to independently research the core business model and day-to-day operations of many environmental and business organizations, to conduct analyses, assessments and evaluations, as well as the ability to

<p>synthesize and interpret laws and results, formulate conclusions, and present the research in written and oral form.</p>	
<p><b>Content of Teaching (subjects and themes)</b></p>	
<ul style="list-style-type: none"> <li>- Overview of the triple bottom line framework, in which corporations take into account social and environmental performance in addition to financial performance</li> <li>- Contemporary business activities that address the natural environment</li> <li>- The role of the natural environment on business management and strategy</li> <li>- The role of the natural environment on business operations</li> <li>- The role of the natural environment on supply chain</li> <li>- The role of the natural environment on product innovation, and marketing</li> </ul>	
<p><b>Learning Material</b></p>	
<p>The following are the recommended readings for this course. The required reading for each class will be posted on Google classroom one week before lectures:</p> <ul style="list-style-type: none"> <li>- Meadows, H. Donella; Meadows, L. Dennis; Randers, Jorgen; Behrens III, W. William (1972). <i>Limits to Growth</i>, New York: New American Library (report to the Club of Rome).</li> <li>- Haanaes, Knut (2013). <i>Making Sustainability Profitable</i>, Harvard Business Review, <a href="https://hbr.org/2013/03/making-sustainability-profitable">https://hbr.org/2013/03/making-sustainability-profitable</a></li> <li>- McKinsey&amp;Co (2016). <i>Sustainability's Strategic Worth</i>, <a href="http://csr-raadgivning.dk/wp-content/uploads/2016/02/Sustainabilitys-strategic-worth-McKinsey-Global-Survey-results-McKinsey-July-2014.pdf">http://csr-raadgivning.dk/wp-content/uploads/2016/02/Sustainabilitys-strategic-worth-McKinsey-Global-Survey-results-McKinsey-July-2014.pdf</a></li> <li>- <i>The Challenge of Going Green</i>, <a href="https://hbr.org/1994/07/the-challenge-of-going-green?referral=03759&amp;cm_vc=rr_item_page.bottom">https://hbr.org/1994/07/the-challenge-of-going-green?referral=03759&amp;cm_vc=rr_item_page.bottom</a></li> <li>- Winston, Andrew (2017). <i>The Top 10 Sustainable Business Stories in 2017</i>, <a href="https://hbr.org/2017/12/the-top-10-sustainable-business-stories-of-2017?referral=03759&amp;cm_vc=rr_item_page.bottom">https://hbr.org/2017/12/the-top-10-sustainable-business-stories-of-2017?referral=03759&amp;cm_vc=rr_item_page.bottom</a></li> <li>- Hoffman, J. Andrew (2004). <i>Business Decisions and the Environment: Significance, Challenges, and Momentum of an Emerging Research Field</i></li> </ul>	
<p><b>Examination and Assessment</b></p>	<p>Students will be graded through a mix of examinations and class work. Class participation will also be taken into account.</p> <p><b>Short write-up assignments (30%)</b> There will be one short write-up assignment based on a question that will share with you as part of the homework.</p> <ol style="list-style-type: none"> <li>1) Opinion paper (10%) In order to stimulate students' interest, each student will draft a 600 to 800-word opinion paper on a problem related to the course topics</li> <li>2) Case Study (20%) – One session will be devoted to discussion on a specific case study. There will be writing assignment based on this case study.</li> </ol> <p><b>Participation and attendance (20%)</b> "Participation" means participating in class discussions and small group exercises, making presentations in class, sharing relevant news items, and contributing to team projects.</p>

	<p><b>Team Project (50%)</b> A team project is a research paper (10-12 pages) followed by a presentation of 20 and 30 minutes maximum to the class. Teams of three or four students will be responsible for a joint project. Each team will have a choice between two projects:</p>
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1) Analyze a company's sustainability efforts and recommending how it can be improved. The team will select a company of its choice and assess its environmental performance using the tools and concepts learned in the course.

2) Identify a potential business opportunity (a new idea or a new version of an existing practice) to improve environmental sustainability.

<b>Course name: EU Integration and Policies</b>			
<b>Semester</b>	<b>ECTS</b>	<b>Number of lessons</b>	<b>Student Workload</b>
1 <sup>st</sup> semester	5	16	150 Hours
<b>Master Programme</b>	MASc (Master of Applied Science) in International Management and Leadership	<b>Academic Year</b>	2019/2020
<b>Specialization</b>	General Year	<b>Course type</b>	Compulsory
<b>Course Description</b>			
<p>The aim of the course is to deepen the student knowledge of European integration and policies. The course addresses a number of key controversies in the research on the EU, from the early stages of European integration to the current situation. The course covers three main themes: <i>First</i>, theories of European integration, enlargements and dilemmas: How can European integration be described and explained? How has integration been used to strengthened the economic and political cooperation, and how has the EU worked to promote itself as a major player on the global stage? <i>Second</i>, the enlargement dynamic works: How democratic and legitimate is the EU works, and how political system is regulated? <i>Third</i>, how does the EU Integration contribute to the Peace in the region? What channels for representation and participation exist at the EU level? Are there any differences between the EU and the member states in this regard? How works the case of Western Balkan Countries and Turkey?</p>			
<b>Learning Outcomes</b>			
<p><i>Upon successful completion of this course students should have knowledge::</i></p> <ul style="list-style-type: none"> <li>- Of main theories of European Integration and be able to analyse the EU in terms of these theories;</li> <li>- Extend the knowledge of various forms of social structures and civil society institutions and the interconnections between them;</li> <li>- Demonstrate in-depth knowledge of the EU's political development with emphasis on theoretical perspectives that focus on European integration and EU policy-creation;</li> <li>- Evaluate the diversity of channels for political representation in the EU and critically examine the impact of governance on several levels, including the steps for new countries in accession process.</li> </ul> <p><i>The student shall have skills to:</i></p> <ul style="list-style-type: none"> <li>- Be able to read and critically analyze texts related to European studies and has the ability to compare with texts presenting different views on the subject, confront and develop his or her own conclusions.</li> <li>- Be able to understand and describe the institutional processes within the EU.</li> <li>- Be able to understand and relate the cases of Western Balkan Countries and Turkey.</li> </ul> <p><i>The students will have the following competencies:</i></p> <ul style="list-style-type: none"> <li>- Assess the relevant historical context of EU Integration and discuss about the theories and their application to different cases.</li> <li>- Assess the changing historical contexts from which the EU evolved and analyse the new development towards EU enlargement.</li> <li>- Apply the knowledge of the levels of EU integration as contribution to the Peace in the region.</li> <li>-</li> </ul>			

<b>Content of Teaching (subjects and themes)</b>	
<ul style="list-style-type: none"> <li>- EU Enlargement and its Dilemmas: Understanding the EU Accession Challenge</li> <li>- Europeanisation and EU Transformative Power: The Theoretical Context</li> <li>- The Economic Motor of Integration and Implications for new countries</li> <li>- Enlargement Dynamics: Understanding the Process</li> <li>- EU Enlargement Strategy and Progress Seminar</li> <li>- Democracy Promotion and Security Integration</li> <li>- European Integration as a Peace Project</li> <li>- The Case of Turkey, Macedonia, Albania, Serbia, Montenegro, Bosnia and Herzegovina and Kosovo</li> <li>- EU: Looking to the Future</li> </ul>	
<b>Learning Material</b>	
<ul style="list-style-type: none"> <li>- Wiener, Antje; Börzel, A. Tanja; Risse, Thomas (2018). <i>European Integration Theory</i>, Oxford University Press, 3<sup>rd</sup> Edition.</li> <li>- Cini, Michelle; Pérez-Solórzano Borragán, Nieves (2019). <i>European Union Politics</i>, Oxford University Press, 6th Edition.</li> <li>- Dinan, Desmond (2014). <i>Origins and Evolution of the European Union</i>, Oxford University Press, 2nd Edition.</li> <li>- Rosamond, Ben (2000). <i>Theories of European Integration</i>, Palgrave Macmillan.</li> </ul> <p>Internet:</p> <ul style="list-style-type: none"> <li>- The European Union Online: information about the institutions, policies, activities: <a href="http://europa.eu/index_en.htm">http://europa.eu/index_en.htm</a></li> <li>- EU Treaties, including summaries and links to the full texts on <a href="http://ww.europa.eu.int/abc/treaties/index_en.htm">ww.europa.eu.int/abc/treaties/index_en.htm</a></li> <li>- The European Commission: information on the Commission's activities, its President and daily news: <a href="http://ec.europa.eu/index_en.htm">http://ec.europa.eu/index_en.htm</a></li> <li>- The Council of the EU: <a href="http://consilium.europa.eu">http://consilium.europa.eu</a></li> <li>- The European Parliament: <a href="http://www.europarl.europa.eu">http://www.europarl.europa.eu</a></li> <li>- The new European Parliament internet TV channel: <a href="http://www.europarltv.europa.eu/">http://www.europarltv.europa.eu/</a></li> <li>- For a useful guide to "EU speak", see <a href="http://europa.eu/abc/eurojargon">http://europa.eu/abc/eurojargon</a></li> <li>- For public opinion in the EU, see the regular <i>Eurobarometer</i> reports, <a href="http://ec.europa.eu/public_opinion/index_en.htm">http://ec.europa.eu/public_opinion/index_en.htm</a></li> </ul>	
<b>Examination and Assessment</b>	<p>Students will be graded through a mix of examinations and class work. Class participation will also be taken into account.</p> <p>The assessment will be divided in two parts:</p> <ol style="list-style-type: none"> <li>1) The final examination will count for 50% of students' grades.</li> <li>2) The remaining 50% of the grade will be based on the term paper (seminar), oral presentations (term paper topic), class participation and, if judged necessary, group work.</li> </ol>



<b>Course name: Project Management</b>			
<b>Semester</b>	<b>ECTS</b>	<b>Number of lessons</b>	<b>Student Workload</b>
1 <sup>st</sup> semester	5	16	150 Hours
<b>Master Programme</b>	MASc (Master of Applied Science) in International Management and Leadership	<b>Academic Year</b>	2019/2020
<b>Specialization</b>	General Year	<b>Course type</b>	Compulsory
<b>Course Description</b>			
<p>This course develops the competencies and skills for planning and controlling projects and understanding interpersonal issues that drive successful project outcomes. It examines the project management life cycle, defining project parameters, matrix management challenges, effective project management tools and techniques, and the role of a project manager.</p> <p>This course guides students through the fundamental project management tools and behavioral skills necessary to successfully launch, lead, and realize benefits from projects in profit and nonprofit organizations. Successful project managers possess the skills necessary to manage their teams, schedules, risks, and resources to produce a desired outcome. Students explore project management with a practical, hands-on approach through case studies and class exercises. A key and often overlooked challenge for project managers is the ability to manage without influence; to gain the support of stakeholders and access to resources not directly under their control. Special attention is given to those critical success factors required to overcoming resistance to change.</p>			
<b>Learning Outcomes</b>			
<p>Upon completion of this course students should have knowledge of:</p> <ul style="list-style-type: none"> <li>- Project management design, development, and deployment</li> <li>- Project cost, quality, and delivery</li> <li>- Project Cycle Management Methodology as a management tool (containing: Log Frame Matrix Approach, Knowledge of the cycle of operations and the involved decision-making processes, Preparation of quality documents throughout the cycle of operations, Documents that drive the decision-making processes, Project monitoring &amp; evaluation tools, The process of transforming a problematic situation into intervention logic)</li> <li>- Implications, challenges, and opportunities of organizational dynamics in project management</li> </ul> <p>The student shall have skills to:</p> <ul style="list-style-type: none"> <li>- Align critical resources for effective project implementation</li> <li>- Identify and use key performance metrics for project success</li> <li>- Recognize and mitigate the early seeds of failure in the project life cycle</li> <li>- Be able to produce a project proposal</li> </ul> <p>The students will have the following competencies:</p> <ul style="list-style-type: none"> <li>- Use project management tools, techniques, and skills</li> <li>- Employ strategies to address the ubiquitous issue of resistance to change</li> <li>- Engage and lead effective project management teams in any organization</li> <li>- Impart project management knowledge, tools, and processes to the team</li> </ul>			

- How project work can be practically applied to solve welfare and public service problems with the focus on project development and fundraising related to: The EU Accession, Enabling Business Environment and Public Administration Sector Reforms.

**Content of Teaching (subjects and themes)**

- Overview of project management
- Project Management Growth: Concepts and Definitions
- Organizational Structures [used in Project Management]
- Organizing and Staffing the Project Office and Team
- Management Functions [in a Project Environment]
- Project risk management
- Project time planning and control
- Project cost planning and control
- Project quality management
- Contract management
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**Learning Material**

- Denscombe, M. (2010). *The Good Research Guide: For Small-Scale Social Research Projects*, Open University Press.
- Gido&Clements (2008). *Successful Project management*, 4th Edition.
- Maraslis, Athanasios; Kourounakis, Nicos (2016). *European Commission PM<sup>2</sup> project management methodology guide*
- Juran, J.M. (1951). *Quality Control Handbook* (6th ed. 2010). New York: McGraw Hill.
- Project Management Body of Knowledge – PMBOK® Guide, 5th Edition

**Examination and Assessment**

The grade in the course will be determined as follows:

- Online discussions 20%
- Written assignments 45%
- Final projects 35%

<b>Course name: Human Resource Management and Development</b>			
<b>Semester</b>	<b>ECTS</b>	<b>Number of lessons</b>	<b>Student Workload</b>
1 <sup>st</sup> semester	5	16	150 Hours
<b>Master Programme</b>	MASc (Master of Applied Science) in International Management and Leadership	<b>Academic Year</b>	2019/2020
<b>Specialization</b>	General Year	<b>Course type</b>	Compulsory
<b>Course Description</b>			
<p><i>“Clients do not come first. Employees come first. If you take care of your employees, they will take care of the clients.”</i></p> <p><i>“Train people well enough so they can leave, treat them well enough so they don’t want to.”</i></p> <p style="text-align: right;"><b>Richard Branson, Founder of Virgin Group</b></p> <p>This course is designed for all current and future managers (not only human resource managers) who are aiming to effectively and productively lead and co-work with people in different kinds of organizations. It intends to enrich participants with the necessary knowledge framework and skill set related to managing themselves, managing others, as well as being managed by others.</p> <p>In this course, managing human resources does not denote the narrow management approach as of with other resources. It rather refers to developing and leading them as to transform organizational human resources into human capital. The attitude embraced in this course is that, if hired and developed properly, human capital within organizations will serve as a source of sustainable competitive advantage. It implies that outstanding firm outcomes can be achieved by creating an incomparable workplace where talent wants to join, contribute, and flourish. Accordingly, HRM is not regarded as an administrative function (dealing mainly with administrative issues such as payroll and holidays), but it is rather considered having a strategic importance for the organization and should be applied as a strategic function.</p>			
<b>Learning Outcomes</b>			
<p>The student shall have knowledge of:</p> <ul style="list-style-type: none"> <li>- Major functions of HRM (such as job analysis and design, recruitment, compensation, performance appraisal, and staff development).</li> <li>- Environmental segments (internal and external) and stakeholders relevant to HRM (eg. legislation, human nature, trade unions, organizational goals, financial implications, employee health and safety etc.).</li> <li>- Human nature and needs.</li> <li>- Human interaction with social and professional surroundings.</li> <li>- Role of diversity and equal employment opportunities.</li> <li>- Fundamental HRM challenges.</li> </ul> <p>The student shall have skills in:</p> <ul style="list-style-type: none"> <li>- Applying concepts and principles taught to analyze HRM issues.</li> <li>- Applying concepts and principles taught to suggest potential solutions for cases presented in classes.</li> </ul>			

- Applying concepts and principles taught to originally, analytically and creatively respond to questions raised during classes or in assignments.
- Applying and questioning current beliefs and practices in HRM.

The student shall acquire competencies to:

- Assess alternatives how HRM can promote organizational accomplishments.
- Identify and attract talent in their current and/or future workplace.
- Enrich human reasoning (their own and coworkers') as to create unique workplace and human capital.
- Successfully execute HRM functions such as fitting individual needs with organizational ones, designing jobs and tasks that are not too complex neither too narrow as to become demotivating, finding the right compensation balance, and developing human capital into a sustainable competitive advantage.

### Content of Teaching (subjects and themes)

The course material will be divided into core components; each will be elaborated in a number of classes and consists of a set of the different kinds of learning methods and assessments used throughout the course. Those components include:

- HRM's current position
- Ethics and HRM
- Recruiting, hiring, onboarding and promoting
- Performance management
- Compensation
- Training, coaching and development
- Incorporation of HRM in organizational structure and strategy

Synthesising approach will be used to connect inter-related topics from other core and elective modules.

### Learning Material

- CRISIL: Designing a Compelling Employee Value Proposition – *Gordhan Saini, Anupam Kaura*
- Slade Plating Department – *Linda A. Hill* Job Design Optimization Tool (JDOT) – <https://s3.amazonaws.com/he-product-images/multimedia/JDOT/index.html>
- Simons, R. (2005). *Levers of organization design: How managers use accountability systems for greater performance and commitment*. Harvard Business Press.
- Strategy Execution Module 10: Using the Job Design Optimization Tool to Build Effective Organizations – *Robert L. Simons*
- Strategy Execution Module 4: Organizing for Performance – *Robert L. Simons*
- *Harvard Business Essentials: Hiring and Keeping the Best People*, Harvard Business School Press, [2002]
- Workplace Factors That Affect Hiring and Retention: Focusing on Culture – *Harvard Business Essentials: Hiring and Keeping the Best People*
- When All Else Fails: Keeping Talented Employees, Even After They Leave – *Harvard Business Essentials: Hiring and Keeping the Best People*

- Beyond the Hiring Basics: Details You Need to Know – *Harvard Business Essentials: Hiring and Keeping the Best People*
- Hiring Process: Attracting the Best People – *Harvard Business Essentials: Hiring and Keeping the Best People*

Keeping the Best: Essential Retention Strategies – *Harvard Business Essentials: Hiring and Keeping the Best People*

- Harrah's Entertainment, Inc.: Rewarding Our People – *Thomas J. DeLong, Vineeta Vijayaraghavan*
- Republic of Kosovo Law No. 05/L-023 on the Protection of Breastfeeding
- Republic of Kosovo Law No.03/L –212 on Labor
- Republic of Kosovo Law No. 04/L-161 on Safety and Health at Work
- Republic of Kosovo Law No. 04/L-011 for Organizing Trade Union in Kosovo

The material from Harvard Business Publishing for this course is the following coursepack. <https://hbsp.harvard.edu/import/572871>

Other material is available on course’s Google Classroom.

**Examination and Assessment**

Grades will be determined on the following basis:

**Class participation 22%**

- Active contribution in class activities 16% (up to extra 16% bonus points available – see rubric for further explanations)
- 3 Things Learned Paper (3TLP) 6%

**Assignments 30%**

- Journals 10%
- Discussion questions 20%

**In-class exams 30%**

- First in-class exam 15%
- Second in-class exam 15%

**Job Design Optimization Tool (JDOT) 18%**

- Project 10%
- Peer Assessment 5%
- Individual Report 3%

## 2<sup>nd</sup> semester

<b>Course name: Research Methods in Management Sciences</b>			
<b>Semester</b>	<b>ECTS</b>	<b>Number of lessons</b>	<b>Student Workload</b>
2 <sup>nd</sup> semester	5	16	150 Hours
<b>Master Programme</b>	MASc (Master of Applied Science) in International Management and Leadership	<b>Academic Year</b>	2019/2020
<b>Specialization</b>	General Year	<b>Course type</b>	Elective
<b>Course Description</b>			
<p>This course is designed to give the students an overview of the conventions on research in management studies. The course focuses on providing a profound understanding of the research process, the role of qualitative and quantitative research methods and outcomes of such a research in the broad field of management. The overall goal of the course is to equip the students with the skills and knowledge necessary to identify and address relevant research problem(s) and carry out an appropriate quantitative and qualitative research in the field of management. In this process, the students are expected to gain an understanding of the research approaches and elements of undertaking a research enquiry specifically to provide insights for solving the relevant management problems.</p>			
<b>Learning Outcomes</b>			
<p><b>The student shall have knowledge of:</b></p> <ul style="list-style-type: none"> <li>- The role and fundamental concepts of research methods and their applications in business;</li> <li>- Qualitative and quantitative data collection and analysis techniques;</li> <li>- Effective research results interpretation and reporting.</li> </ul> <p><b>The student shall have skills in:</b></p> <ul style="list-style-type: none"> <li>- Distilling an identified business problem into a succinct research problem(s) and collect necessary data to address the problem and make respective business decisions;</li> <li>- Identifying and critically evaluate the literature in a given management field, relevant for the specific topic area and defined research questions;</li> <li>- Selecting and implement an appropriate qualitative or/and quantitative research design to address the specific research problem and acknowledge the ethical considerations of the research.</li> </ul> <p><b>The student shall acquire competencies to:</b></p> <ul style="list-style-type: none"> <li>- Develop an actionable research proposal for implementation;</li> <li>- Write and effectively present research report and outcomes to academic and practitioner audiences and reflect on the identified research and management problem.</li> </ul>			
<b>Content of Teaching (subjects and themes)</b>			
<ul style="list-style-type: none"> <li>- The nature and importance of business and environmental research</li> <li>- The fundamental concepts of business and environmental research methods and their applications</li> <li>- Defining research questions and setting research objectives</li> <li>- Selecting appropriate study design that incorporates research objectives and budgetary constraints</li> </ul>			

- Secondary and primary data collection and instruments in quantitative, qualitative, and/or mixed research design
- Sampling and data analysis in qualitative, quantitative, and/or mixed research design
- Effective reporting of results

**Reading Material**

- Gill, John; Johnson, Phil (2010). *Research Methods for Managers*, 4th Edition, London: Sage.
- Zikmund, G. William (2013). *Business research methods*, 9th Edition; South-Western.
- Tracy, S. J. (2013). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact*. Chichester, UK: John Wiley & Sons. (Available from library as an e-book)
- Sekaran, Uma; Roger, Bougie (2009). *Research Methods for Business: A Skill-Building Approach*. 5th Edition, Wiley.
- Zikmund, William G; Barry J. Babin; Jon C. Carr; Mitch Griffin (2013). *Business Research Methods*. 9th Edition, South-Western College Pub.
- Saunders, M.; Lewis, P.; Thornhill, A. (2011). *Research methods for business students*. New Delhi: Pearson.
- Krueger, R. A., & Casey, M. A. *Focus Groups: A Practical Guide for Applied Research*.

<p><b>Examination and Assessment</b></p>	<p>Students are graded through a mix of examinations and class work.</p> <p>The assessment is divided in two parts:</p> <ol style="list-style-type: none"> <li>1) Midterm examination is an exam which is given during the middle of the semester and consists of the following components: <ul style="list-style-type: none"> <li>- Oral presentation (25%)</li> <li>- Individual research project (25%)</li> </ul> </li> <li>2) Final examination is a comprehensive written exam that intends to measure the examinee’s knowledge, skills and competencies on the concepts studied through the semester. The exam results are measured against the course learning outcomes. The final exam comprises 50% of overall course grade.</li> </ol>
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## Course name: Financial Accounting and Reporting

Semester	ECTS	Number of lessons	Student Workload
2 <sup>nd</sup> semester	5	16	150 Hours
<b>Master Programme</b>	MASc (Master of Applied Science) in International Management and Leadership	<b>Academic Year</b>	2019/2020
<b>Specialization</b>	General Year	<b>Course type</b>	Compulsory

### Course Description

This course introduces the objectives, principles, assumptions and concepts of financial accounting and their application in practice. The course focuses on procedures and practices from the accounting cycle relevant for financial statement preparation and assessment, with an emphasis on recognizing, valuing, reporting, and disclosing assets, liabilities, and equity. The overall objective of this course is to build the students' critical understanding of conceptual issues in financial accounting as well as to enhance the technical and analytical skills required for preparation and analysis of financial reports. The course covers the advanced issues in analysis and interpretation of the annual reports, application of challenging accounting standards, practices and solutions, and current issues in financial regulation and reporting.

### Learning Outcomes

#### The student shall have knowledge of

- Fundamental financial accounting principles, concepts and objectives of financial accounting;
- Conceptual framework for accumulating, identifying, measuring, recording and reporting financial information in double entry accounting system;
- Financial accounting procedures, techniques and practices relevant for financial statement preparation and assessment.

#### The student shall have skills in:

- Applying generally accepted accounting principles in the process of accumulating, identifying, measuring and recording financial information;
- Examining and explaining how business transactions relating to the recognition, valuation, and disposal of assets, liabilities, and owner's equity affect the various financial statements and various business stakeholders' decision making;
- Preparing and critically analyzing financial statements;
- Describing the role and limitations of financial reporting in providing useful information to decision makers;
- Communicating financial accounting information confidently and accurately to a high professional standard;
- Synthesizing information from academic and professional literature and using information effectively for independent research, applied problem-solving and management decision-making;

#### The student shall acquire competencies to:

- Demonstrate the link between financial accounting systems and business activities for a variety of organisations.
- Create financial statements and critically analyse financial business performance;
- Demonstrate an ability to assess the accounting and corporate finance practice and deal with complex phenomena, issues, and situations within the topical themes in financial accounting;
- Integrate critical thinking and problem solving skills in developing solutions to complex accounting problems;
- Critically reflect on financial reporting and accounting practice from an ethical and a global perspective, and respect ethical standards



<b>Content of Teaching (subjects and themes)</b>	
<ul style="list-style-type: none"> <li>- Financial accounting objectives, principles, assumptions and concepts</li> <li>- Conceptual framework for accumulating, identifying, measuring, recording and reporting financial information</li> <li>- Accounting cycle procedures and practices relevant for financial statement preparation and assessment</li> <li>- Advanced analysis and interpretation of financial statements</li> <li>- Financial accounting standards and current reporting regulation</li> </ul>	
<b>Learning Material</b>	
<ul style="list-style-type: none"> <li>- Nobles, T.; Matison, B.; Matsumara, E.M; Best, P.; Fraser, D.; Tan, R.; Willet, R. (2015). <i>Hornsgren's Financial Accounting</i>, 8th Edition, Pearson.</li> <li>- Weetman, P. (2016). <i>Financial Accounting - An Introduction</i>, 7th Edition, Prentice Hall International.</li> <li>- Revsine, Lawrence; Collins, Daniel; Johnson, Bruce; Mittelstaedt, Fred; Soffer, Leonard (2015). <i>Financial Reporting and Analysis</i>, 6th Edition.</li> <li>- Shields, Greg (2018). <i>Financial Reporting: The Ultimate Guide to Creating Financial Reports and Performing Financial Analysis</i>, Kindle Edition.</li> <li>- Ding, Yuan (2017). <i>Financial Accounting and Reporting: A Global Perspective Paperback</i></li> </ul>	
<b>Examination and Assessment</b>	<p>Students are graded through a mix of examinations and class work.</p> <p>The assessment is divided in two parts:</p> <ol style="list-style-type: none"> <li>1) Midterm examination is an exam which is given during the middle of the semester and consists of the following components: <ul style="list-style-type: none"> <li>- Written test (25%)</li> <li>- Quiz (25%)</li> </ul> </li> <li>2) Final examination is a comprehensive written exam that intends to measure the examinee's knowledge, skills and competencies on the concepts studied through the semester. The exam results are measured against the course learning outcomes. The final exam comprises 50% of overall course grade.</li> </ol>

<b>Course name: EU Markets and International Trade</b>			
<b>Semester</b>	<b>ECTS</b>	<b>Number of lessons</b>	<b>Student Workload</b>
2 <sup>nd</sup> semester	5	16	150 Hours
<b>Master Programme</b>	MASc (Master of Applied Science) in International Management and Leadership	<b>Academic Year</b>	2019/2020
<b>Specialization</b>	General Year	<b>Course type</b>	Compulsory
<b>Course Description</b>			
<p>This course offers an introduction to the main theoretical tools and policies that are central to the study of international trade, but with an emphasis on application to the trade flows, trading blocks and international macroeconomic events that characterize the global economy today. The course focuses on both European and international aspects of trade with the goal to introduce students to the main economic mechanisms associated with international trade. The main topics of this course are causes and consequences of international trade, the relationship between trade and development, the macroeconomic dynamic of open economies and international financial markets, EU markets, the management of groups and networks of internationalized companies.</p>			
<b>Learning Outcomes</b>			
<p><b>The student shall have knowledge of:</b></p> <ul style="list-style-type: none"> <li>- International markets, trading agreements and international trade organizations;</li> <li>- The mechanisms of international trade and current trends in the development of international business and trade, globally and regionally.</li> </ul> <p><b>The student shall have skills in:</b></p> <ul style="list-style-type: none"> <li>- Analysing the dynamics of the international economy and trade;</li> <li>- Identifying and analysing the opportunities and challenges that globalisation implies for businesses and economies.</li> </ul> <p><b>The student shall acquire competencies to:</b></p> <ul style="list-style-type: none"> <li>- Critically assess the main issues of international trade, such as market liberalization and the distribution of the gains from trade;</li> <li>- Analyse the evolution of foreign markets and manage the operations of companies and firms actively engaged in international trade.</li> </ul>			
<b>Content of Teaching (subjects and themes)</b>			
<ul style="list-style-type: none"> <li>- The gains from international trade</li> <li>- The changing pattern of world trade</li> <li>- Concept of comparative advantage</li> <li>- International labor mobility</li> <li>- Resources and trade</li> <li>- Economies of scale and international trade</li> </ul>			

<ul style="list-style-type: none"> <li>- The instruments of trade policy</li> <li>- EU markets and trade policy</li> <li>- Trading blocks and international organizations</li> </ul>	
<p><b>Learning Material</b></p>	
<ul style="list-style-type: none"> <li>- Hill, W.L. Charles; Hult, M.G. Tomas (2018). <i>International Business: Competing in the Global Marketplace</i>, 11th Edition, McGraw-Hill.</li> <li>- Khorana, Sangeeta; Garcia, Maria (2018). <i>Handbook on the EU and International Trade</i>, Edward Elgar Publishing.</li> <li>- Pomfret, Richard (2016). <i>International Trade: Theory, Evidence and Policy</i>, World Scientific Publishing.</li> <li>- Feenstra, C. Robert (2015). <i>Advanced International Trade: Theory and Evidence</i>, 2nd Edition.</li> <li>- Keillor, D. Bruce (2013). <i>Understanding the Global Market: Navigating the International Business Environment</i></li> </ul>	
<p><b>Examination and Assessment</b></p>	<p>Students are graded through a mix of examinations and class work.</p> <p>The assessment is divided in two parts:</p> <p>1) Midterm examination is an exam which is given during the middle of the semester and consists of the following components:</p> <ul style="list-style-type: none"> <li>- Case study (25%)</li> <li>- Group project work (25%)</li> </ul> <p>2) Final examination is a comprehensive written exam that intends to measure the examinee's knowledge, skills and competencies on the concepts studied through the semester. The exam results are measured against the course learning outcomes. The final exam comprises 50% of overall course grade.</p>

## Course name: Marketing in Global Environment

Semester	ECTS	Number of lessons	Student Workload
2 <sup>nd</sup> semester	5	16	150 Hours
<b>Master Programme</b>	MASc (Master of Applied Science) in International Management and Leadership	<b>Academic Year</b>	2019/2020
<b>Specialization</b>	General Year	<b>Course type</b>	Compulsory

### Course Description

The phenomenon of globalization has had a significant effect on the international marketplace, as ever imposing technological advancements facilitate transnational relations between vastly diverse nations and markets. As a consequence, marketing strategy has been faced with the task of adapting accordingly. The course Marketing in Global Environment responds to this need for the knowledge, concepts and tools necessary to understand the challenges and issues of marketing in a growing international and global context. The course intends to develop skilled professionals capable of making the best use of the marketing tools and methods needed to operate in an increasingly dynamic and global environment.

### Learning Outcomes

#### The student shall have knowledge of:

- Global marketing functions and strategies in contemporary business environment;
- Innovative and advanced marketing techniques needed to excel in the global marketing field.

#### The student shall have skills in:

- Analyzing the interaction of marketing and environmental forces through an understanding of marketing decisions and practices with social, technological, economic, and political forces;
- Applying marketing tools and methods needed to operate in an increasingly dynamic and global environment.

#### The student shall acquire competencies to:

- Design and strategically manage various evolving forms of digital media;
- Create an international marketing strategy necessary to successfully compete in the global economy;
- Operate globally with an understanding of cultural differences, global marketing and research strategies, and regional adaptations.

### Content of Teaching (subjects and themes)

- The global marketing environment
- Social and cultural environment
- Global marketing functions and strategies
- Innovative marketing techniques
- Global branding
- Approaching global markets

<ul style="list-style-type: none"> <li>- Segmentation, marketing and positioning for global markets</li> <li>- Global market-entry strategies</li> <li>- The global marketing mix</li> </ul>	
<p><b>Learning Material</b></p>	
<ul style="list-style-type: none"> <li>- De Mooij, Marieke (2018). <i>Global Marketing and Advertising: Understanding Cultural Paradoxes</i>, 5th Edition, Sage Publications.</li> <li>- Keegan, J. Warren; Green, C. Mark (2016). <i>Global Marketing</i>, 9th Edition, Pearson.</li> <li>- Alon, Ilan; Jaffe, Eugene; Prange, Christiane; Vianelli, Donata (2016). <i>Global Marketing</i>, 2nd Edition, Routledge.</li> <li>- Gillespie, Kate; Hennessey, H. David (2015). <i>Global Marketing</i>, Routledge.</li> <li>- De Mooij, Marieke (2012). <i>Consumer Behavior and Culture: Consequences for Global Marketing and Advertising</i>, 2nd Edition, Sage Publications.</li> </ul>	
<p><b>Examination and Assessment</b></p>	<p>Students are graded through a mix of examinations and class work.</p> <p>The assessment is divided in two parts:</p> <p>1) Midterm examination is an exam which is given during the middle of the semester and consists of the following components:</p> <ul style="list-style-type: none"> <li>- Case study (25%)</li> <li>- Individual research project (25%)</li> </ul> <p>2) Final examination is a comprehensive written exam that intends to measure the examinee's knowledge, skills and competencies on the concepts studied through the semester. The exam results are measured against the course learning outcomes. The final exam comprises 50% of overall course grade.</p>

<b>Course name: Circular Economy</b>			
<b>Semester</b>	<b>ECTS</b>	<b>Number of lessons</b>	<b>Student Workload</b>
2 <sup>nd</sup> semester	5	16	150 Hours
<b>Master Programme</b>	MASc (Master of Applied Science) in International Management and Leadership	<b>Academic Year</b>	2019/2020
<b>Specialization</b>	General Year	<b>Course type</b>	Elective
<b>Course Description</b>			
<p>This course will introduce students to the basic concepts of the circular economy, and provides an opportunity for hands-on learning on these topics. Classes will focus on theory to practice model. The course addresses the innovative solutions for the circular economy taking into account technical consideration and business model design. Students will have to apply the principles of the circular economy to real cases and develop skills such as creativity, systems thinking and teamwork through the project.</p>			
<b>Learning Outcomes</b>			
<p>Upon successful completion of this course students should have knowledge of:</p> <ul style="list-style-type: none"> <li>- Entrepreneurship and link with Circular Economy context;</li> <li>- The principles and ideas behind a Circular Economy;</li> <li>- Business models that are conducive to a Circular Economy, and analysing the barriers and opportunities for transitioning to these circular business models;</li> <li>- How to create products that are easy to repair, remanufactured or recycle and develop design for R.</li> </ul>			
<b>Content of Teaching (subjects and themes)</b>			
<ul style="list-style-type: none"> <li>- What is the circular economy?</li> <li>- The origins and fundamentals of the circular economy</li> <li>- Regulatory trends towards the circular economy</li> <li>- A framework to understand the circular economy</li> <li>- Business value in a circular economy</li> <li>- Regulatory trends towards the circular economy</li> <li>- Longer lasting products</li> <li>- Remanufacturing</li> <li>- Waste equals Food</li> <li>- Circular strategies and business models with real examples</li> <li>- Circular lifecycle assessment</li> <li>- Ecodesign</li> </ul>			
<b>Learning Material</b>			

- Stahel, W. R. (2016). *The circular economy*. Nature, vol. 531, no. 7595, comment. [Available from <http://www.nature.com/news/the-circular-economy-1.19594>]
- Ellen MacArthur Foundation (2011). *Re-thinking progress: The Circular economy*. [Available from <https://www.youtube.com/watch?v=zCRKvDyyHmI>]
- Ellen MacArthur Foundation (2013). *Towards The Circular Economy*, Vol. 1.
- *An Economic And Business Rationale For An Accelerated Transition*. [Available from <https://www.ellenmacarthurfoundation.org/assets/downloads/publications/Ellen-MacArthurFoundation-Towards-the-Circular-Economy-vol.1.pdf>]
- Koppius, O. Ö. Özdemir-Akyildirim; E. van der Laan (2014). *Business Value from Closed-Loop Supply Chains*. Int. J Sup. Chain. Mgt, vol. 3, no. 4, p 107-120. [Available from <http://ojs.excelingtech.co.uk/index.php/IJSCM/article/view/1006>]
- Nasr, N.; Thurston, M. (2006). *Remanufacturing: A Key Enabler to Sustainable Product Systems*. Proceedings of the 13th CIRP International Conference on Life Cycle Engineering, p 15-18. [Available from <http://www.mech.kuleuven.be/lce2006/key4.pdf>]

**Examination and Assessment**

Students will be graded through a mix of examinations and class work. Class participation will also be taken into account.

The assessment will be divided into the following parts:

- Class Participation: 15%
- Quizzes: 25%
- Individual Assignments: 20% for first assignment  
20% for second assignment
- Group Assignment: 20% (includes Final - group presentation)

<b>Course name: Cost Based Management</b>			
<b>Semester</b>	<b>ECTS</b>	<b>Number of lessons</b>	<b>Student Workload</b>
2 <sup>nd</sup> semester	5	16	150 Hours
<b>Master Programme</b>	MASc (Master of Applied Science) in International Management and Leadership	<b>Academic Year</b>	2019/2020
<b>Specialization</b>	General Year	<b>Course type</b>	Elective
<b>Course Description</b>			
<p>This course builds an understanding of the overall costing process and examines management accounting practices and techniques directed towards ensuring an efficient and effective use of organizational resources in creating value for customer and shareholders. The course covers management accounting fundamentals and introduces a range of tools and techniques for product costing and cost allocation, cost management and performance evaluation needed to managers for making the best decisions to achieve the goals of their organizations. The overall goal of this course is to build the competences and skills in using cost accounting information in relation to the management functions of planning, control and operative decision making.</p>			
<b>Learning Outcomes</b>			
<p><b>The student shall have knowledge of:</b></p> <ul style="list-style-type: none"> <li>- The role and function of cost and management accounting in achieving the objectives of an organization;</li> <li>- Fundamental cost management concepts, principles and systems used in organizations;</li> <li>- Tools and techniques for product costing and cost allocation, cost management and performance evaluation needed for decision making process.</li> </ul> <p><b>The student shall have skills in:</b></p> <ul style="list-style-type: none"> <li>- Critically assessing the importance and role of cost accounting and evaluating the costs and benefits of different conventional and contemporary costing systems;</li> <li>- Applying management accounting techniques to constructively drive and support process improvement to enhance organizations' competitiveness through reducing cost and delivery time, improving responsiveness and quality, and supporting innovation;</li> <li>- Identifying, evaluating, and utilizing relevant management accounting information in making various operational, investment, and pricing decisions;</li> <li>- Critically analyzing relevant cost accounting reports and providing recommendations to improve the operations of organisations through the application of management accounting techniques;</li> </ul> <p><b>The student shall acquire competencies to:</b></p> <ul style="list-style-type: none"> <li>- Assess the importance of accurate costing, and apply different costing techniques and systems in order to enhance value creation for stakeholders, especially customers and shareholders;</li> <li>- Demonstrate mastery of different costing, cost management and performance measurement systems;</li> </ul>			



- Critically analyze the problem faced by organizations and apply the relevant managerial accounting tools, techniques or frameworks to propose recommendations to improve the operations of organizations.
- Demonstrate the need for a balance between financial and non-financial information in decision making, control and performance evaluation applications of management accounting;
- Evaluate complex ideas and tolerate ambiguity in managerial and organisational problem-solving.

### Content of Teaching (subjects and themes)

- Role of costing and managerial accounting in organizations
- Fundamental cost management concepts
- Product and process costing
- Activity based costing and management
- Cost behaviour and relevant costs for decision making
- Cost planning and estimation
- Target costs and costs analysis for decision making
- Budgetary control and performance evaluation

### Learning materials

- Liao, Woody; Schiff, Andrew; Kline, Stacy (2013). *Cost Accounting for Managerial Planning, Decision Making and Control*, 6th Edition, Cognella Academic Publishing.
- Hilton, Ronald; Platt, Davis (2017). *Managerial Accounting: Creating Value in a Dynamic Business Environment*, 11th Edition.
- Noreen, Eric; Brewer, Peter; Garrison, Ray (2017). *Managerial Accounting for Managers*, 4th Edition.
- Zimmerman, Jerold (2017). *Accounting for Decision Making and Control*, 9th Edition.
- Garrison, Ray; Noreen, Eric; Brewer, Peter (2018). *Managerial Accounting*, 16th Edition.

### Examination and Assessment

Students are graded through a mix of examinations and class work.

The assessment is divided in two parts:

1) Midterm examination is an exam which is given during the middle of the semester and consists of the following components:

- Written test (25%)
- Case study (25%)

2) Final examination is a comprehensive written exam that intends to measure the examinee's knowledge, skills and competencies on the concepts studied through the semester. The exam results are measured against the course learning outcomes. The final exam comprises 50% of overall course grade.

<b>Course name: Innovation, Product and Process Management</b>			
<b>Semester</b>	<b>ECTS</b>	<b>Number of lessons</b>	<b>Student Workload</b>
2 <sup>nd</sup> semester	5	16	150 Hours
<b>Master Programme</b>	MASc (Master of Applied Science) in International Management and Leadership	<b>Academic Year</b>	2019/2020
<b>Specialization</b>	General Year	<b>Course type</b>	Elective
<b>Course Description</b>			
<p>This course provides the students an understanding of foundational concepts and practical tools that are necessary to effectively design, develop and manage an innovation. It provides the conceptual tools and analytical framework to understand the nature and characteristics of different innovation types, strategies and techniques, as well as practical insights on how to design and manage an innovation process. The course is designed to enable students to develop an ability to design innovation strategies that can successfully take advantage of innovation opportunities. The students are expected to learn how to evaluate different options, formulate and develop strategy and assess and resolve managerial challenges.</p>			
<b>Learning Outcomes</b>			
<p><b>The student shall have knowledge of:</b></p> <ul style="list-style-type: none"> <li>- Conceptual framework and importance of innovation for creating new customer value and new opportunities for the business;</li> <li>- Foundational concepts, strategies, and techniques for designing, developing and managing an innovation.</li> </ul> <p><b>The student shall have skills in:</b></p> <ul style="list-style-type: none"> <li>- Applying market research tools to assess new product and new service development opportunities;</li> <li>- Identifying and analyse the strategies and techniques used to promote ideas on innovative products or services and actions needed to successfully implement them.</li> </ul> <p><b>The student shall acquire competencies to:</b></p> <ul style="list-style-type: none"> <li>- Identify and evaluate the market opportunity for a new product or service in terms of its potential users, as well as its competing and complementary products and services;</li> <li>- Critically assess the factors those underlie innovation performance and how these vary across different types of strategic product and service innovations.</li> </ul>			
<b>Content of Teaching (subjects and themes)</b>			
<ul style="list-style-type: none"> <li>- Conceptual framework and importance of innovation within business</li> <li>- Nature and characteristics of different types of innovation</li> <li>- New product/service/process development</li> <li>- Strategies, processes, and techniques for for designing, developing and managing an innovation</li> </ul>			

<ul style="list-style-type: none"> <li>- Channels of technology transfer</li> <li>- Intellectual property</li> <li>- Managing R&amp;D projects</li> </ul>	
<p><b>Learning Material</b></p>	
<ul style="list-style-type: none"> <li>- Kurt, Gaubinger; Michael, Rabl; Scott, Swan; Thomas, Werani (2015). <i>Innovation and Product Management: A Holistic and Practical Approach to Uncertainty Reduction</i>, Springer Texts in Business and Economics.</li> <li>- Gaubinger, Kurt; Rabl, Michael; Swan, Scott; Werani, Thomas (2015). <i>Innovation: Driving Product, Process, and Market Change</i>, 1st Edition, Kindle Edition.</li> <li>- Bytheway, Charles (2007). <i>FAST Creativity &amp; Innovation: Rapidly Improving Processes, Product Development and Solving Complex Problems</i></li> <li>- Pervaiz, Ahmed; Shepherd, Charlie (). <i>Innovation Management: Context, strategies, systems and processes</i>, 1st Edition.</li> <li>- Smith, David (2010). <i>Exploring innovation</i></li> <li>- Schilling, Melissa (2017). <i>Strategic Management of Technological Innovation</i>, 5th Edition, McGraw-Hill.</li> </ul>	
<p><b>Examination and Assessment</b></p>	<p>Students are graded through a mix of examinations and class work.</p> <p>The assessment is divided in two parts:</p> <p>1)Midterm examination is an exam which is given during the middle of the semester and consists of the following components:</p> <ul style="list-style-type: none"> <li>- Case study (20%)</li> <li>- Oral presentation (10%)</li> <li>- Group project work (20%)</li> </ul> <p>2) Final examination is a comprehensive written exam that intends to measure the examinee’s knowledge, skills and competencies on the concepts studied through the semester. The exam results are measured against the course learning outcomes. The final exam comprises 50% of overall course grade.</p>

<b>Course name: Positive Leadership</b>			
<b>Semester</b>	<b>ECTS</b>	<b>Number of lessons</b>	<b>Student Workload</b>
2 <sup>nd</sup> semester	5	16	150 Hours
<b>Master Programme</b>	MASc (Master of Applied Science) in International Management and Leadership	<b>Academic Year</b>	2019/2020
<b>Specialization</b>	General Year	<b>Course type</b>	Compulsory
<b>Course Description</b>			
<p>Vast majority of scientific research focuses on negative occurrences and on coming up with solutions that would return the situation to normality. However, positive and negative events do not represent opposite ends of the same continuum, they are rather considered distinct continuums with exclusive antecedents, outputs, and fundamentals requiring independent research. Some examples of recognized distinct constructs which once were considered as opposites of each other are burnout and engagement, optimism and pessimism, and job satisfaction and dissatisfaction. Products of positivity within organizational and management fields are the two main streams known as positive organizational behavior (POB) and positive organizational scholarship (POS). This course guides you beyond putting things back to normal; We will be looking at how people thrive and become extraordinary at work, the role of positive relationships/connections, how leaders build positive relational contexts, the nature of resilience and why it is important and other key questions.</p>			
<b>Learning Outcomes</b>			
<p>Successful completion of this course students should:</p> <ul style="list-style-type: none"> <li>- Understand and become aware of the importance of positive deviance within organizations;</li> <li>- Develop familiarity, understanding, and some mastery over core ideas in the domains of POB and POS;</li> <li>- Develop a positive attitude for yourself by deepening your own self-knowledge about how and when you flourish, and learn to recognize both contexts and psychological processes that can shape possibilities for flourishing;</li> <li>- Develop and deploy analytic frameworks that allow you to diagnose and understand human flourishing in individuals and in organizations;</li> <li>- Teach you the ability of becoming a positive leader and facilitate you in creating a positive organizational culture in your organization.</li> </ul>			
<b>Content of Teaching (subjects and themes)</b>			
<ul style="list-style-type: none"> <li>- Positive Organizational Scholarship</li> <li>- Positive Organizational Behavior</li> <li>- Positive Deviance</li> <li>- Strengths, resources, and potentials on the level of individuals, groups, and organizations</li> <li>- Individual and organizational well-being</li> <li>- Thriving at work</li> <li>- Compassion at work</li> <li>- Meaning in the workplace</li> </ul>			

## Learning Material

- Cameron, K. (2013). *Practicing positive leadership: Tools and techniques that create extraordinary results*. Berrett-Koehler Publishers.
- Cameron, K. (2012). *Positive leadership: Strategies for extraordinary performance*. Berrett-Koehler Publishers.
- Cameron, K., Mora, C., Leutscher, T., & Calarco, M. (2011). Effects of positive practices on organizational effectiveness. *The Journal of Applied Behavioral Science*, 47(3), 266-308.
- Cameron, K., & McNaughtan, J. (2014). Positive organizational change. *The Journal of Applied Behavioral Science*, 50(4), 445-462.
- Cameron, K., & Plews, E. (2012). Positive leadership in action:: Applications of POS by Jim Mallozzi, CEO, Prudential Real Estate and Relocation. *Organizational Dynamics*, 41(2), 99-105.
- Youssef-Morgan, C. M., & Luthans, F. (2013). Positive leadership: Meaning and application across cultures.
- Kelloway, E. K., Weigand, H., McKee, M. C., & Das, H. (2013). Positive leadership and employee well-being. *Journal of Leadership & Organizational Studies*, 20(1), 107-117.
- Youssef, C. M., & Luthans, F. (2012). Positive global leadership. *Journal of World Business*, 47(4), 539-547.
- Dutton, J.; Spreitzer, G. Eds.(2014). *How to Be a Positive Leader:Small Actions, Big Impact*. San Francisco: Berrett---Koehler Publishers.
- Quinn, R.E. (2015). *The Positive Organization: Breaking Free from Conventional Cultures, Constraints, and Beliefs*. San Francisco: Berrett---Koehler
- Quinn, R. E. (2012). *The deep change field guide: A personal course to discovering the leader within* (Vol. 392). John Wiley & Sons.
- Quinn, R. W., & Quinn, R. E. (2009). *Lift: Becoming a positive force in any situation*. San Francisco: Berrett-Koehler Publishers.
- Dutton, J. E.; Sonenshein, S. (2007). *Positive organizational scholarship*. In S. Lopez, & A. Beauchamps (Eds.), *Encyclopedia of Positive Psychology*. Blackwell Publishing.
- Lewis, S. (2011). *Positive psychology at work: How positive leadership and appreciative inquiry create inspiring organizations*. John Wiley & Sons.
- Debra, L. N.; Cooper, C. L. (2007). *Positive organizational behavior: An inclusive view*. In D. L. N., & C. L. Cooper (Eds.), *Positive organizational behavior: Accentuating the positive at work* (pp. 3-8). Sage Publications.
- Dutton, J. E. & Glynn, M. A. (2007). Positive Organizational Scholarship. In C. Cooper & J. Barling (Eds.) *Handbook of Organizational Behavior* (Ch. 36, pp. 693-712). Sage Publications.
- K.S. Cameron, J.E. Dutton, & R.E. Quinn (Eds.) *Positive Organizational Scholarship*. San Francisco: Berrett-Koehler Publishers.
- Coutu, D.L. (2002). How resilience works. *Harvard Business Review*, 80, (5), 46-55.
- Spreitzer, G., Sutcliffe, K., Dutton, J., Sonenshein, S., & Grant, A. M. 2005. A socially embedded model of thriving at work. *Organization Science*, 16: 537–549.
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## Examination and Assessment

Grades will be determined on the following basis:

**Weekly reaction papers (15%):**

	<p>To facilitate learning, you will be asked to submit an analysis of the reading material I assigned for each session. These papers should deal with the following three questions:</p> <ol style="list-style-type: none"><li>1. What are the most (up to three) powerful and generative ideas covered in the session's readings?</li><li>2. In what ways have these ideas influenced you (how have they changed your perspectives and way of thinking)?</li><li>3. How can you incorporate, leverage, and reconfigure these ideas in your workplace?</li></ol> <p><b>Weekly best practice papers (15%)</b></p> <p><b>Compelling case example (15%)</b></p> <p><b>Workshops (20%)</b></p> <p><b>Positive leadership analysis (15%)</b></p> <p><b>Positive leadership integrative map (20%)</b></p>
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## Specialization: Business Management and Entrepreneurship

### 3<sup>rd</sup> semester

<b>Course name: Strategic Thinking and Management</b>			
<b>Semester</b>	<b>ECTS</b>	<b>Number of lessons</b>	<b>Student Workload</b>
3 <sup>rd</sup> semester	5	16	150 Hours
<b>Master Programme</b>	MASc (Master of Applied Science) in International Management and Leadership	<b>Academic Year</b>	2019/2020
<b>Specialization</b>	Business Management	<b>Course type</b>	Compulsory
<b>Course Description</b>			
<p>This course introduces the key concepts, tools, and principles of strategy formulation and competitive analysis. It is concerned with managerial decisions and actions that affect the performance and survival of business enterprises. The course is designed to explore an organisation's vision, mission, examine principles, techniques and models of organisational and environmental analysis, discuss the theory and practice of strategy formulation and implementation. The course is focused on the information, analyses, organizational processes, and skills and business judgment managers must use to devise strategies, position their businesses, define firm boundaries and maximize long-term profits in the face of uncertainty and competition.</p>			
<b>Learning Outcomes</b>			
<p><b>The student shall have knowledge of:</b></p> <ul style="list-style-type: none"> <li>- The fundamental concepts, principles and practices associated with strategy formulation and implementation;</li> <li>- Strategies for competing and strengthening a company's competitive position in national and international markets.</li> </ul> <p><b>The student shall have skills in:</b></p> <ul style="list-style-type: none"> <li>- Analysing the main structural features of an industry and develop strategies that position the firm most favourably in relation to competition and influence industry structure to enhance industry attractiveness;</li> <li>- Evaluating the strategic decisions that organisations make and have an ability to engage in strategic planning.</li> </ul> <p><b>The student shall acquire competencies to:</b></p> <ul style="list-style-type: none"> <li>- Assess the external business environment and context in which organisation's strategies are formed and implemented;</li> <li>- Appraise the resources and capabilities of the firm in terms of their ability to confer sustainable competitive advantage and formulate strategies that leverage a firm's core competencies.</li> </ul>			
<b>Content of Teaching (subjects and themes)</b>			
<ul style="list-style-type: none"> <li>- Strategic management and strategic competitiveness</li> <li>- Strategy formulation, execution and governance</li> <li>- Evaluating a company's external environment</li> <li>- Evaluating a company's resources, capabilities, and competitiveness</li> </ul>			

- Types of strategies
- Mission and Vision analysis
- The external and internal audit
- Strengthening a company’s competitive position: strategic moves, timing, and scope of operations
- Strategies for competing in international markets

**Learning Material**

- Todorov, Krassimir; Akbar, H. Yusaf (2018). *Strategic Management in Emerging Markets: Aligning Business and Corporate Strategy*, Emerald Publishing.
- Gamble, E. John, Thompson, A. Arthur, et al. (2016). *Essentials of Strategic Management: The Quest for Competitive Advantage*, 6th Edition, McGraw-Hill.
- David, R. Fred, David, R. Forest, et al. (2016). *Strategic Management: A Competitive Advantage Approach, Concepts and Cases*, 16th Edition, Pearson.
- Dress, G. Gregory, McNamara, Gerry, Eisner, B. Alan (2015). *Strategic Management: Text and Cases*, 8th Edition, McGraw-Hill.
- Bruce, Andy; Langdon, Ken (2000). *Essential Managers: Strategic Thinking*, Dorling Kindersley Publishing.

<b>Examination and Assessment</b>	<p>Students are graded through a mix of examinations and class work.</p> <p>The assessment is divided in two parts:</p> <p>1)Midterm examination is an exam which is given during the middle of the semester and consists of the following components:</p> <ul style="list-style-type: none"> <li>- Case study (25%)</li> <li>- Individual research project (25%)</li> </ul> <p>2) Final examination is a comprehensive written exam that intends to measure the examinee’s knowledge, skills and competencies on the concepts studied through the semester. The exam results are measured against the course learning outcomes. The final exam comprises 50% of overall course grade.</p>
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<b>Course name: Business Economics</b>			
<b>Semester</b>	<b>ECTS</b>	<b>Number of lessons</b>	<b>Student Workload</b>
3rd semester	5	16	150 Hours
<b>Master Programme</b>	MASc (Master of Applied Science) in International Management and Leadership	<b>Academic Year</b>	2019/2020
<b>Specialization</b>	Business Management	<b>Course type</b>	Compulsory
<b>Course Description</b>			
<p>Business economics is a field for individuals interested in applying economic theory and analysis in business decision making. It entails the understanding of the global economy and its connection to organizations, individuals and society. This course introduces economic concepts and principles which are useful in understanding the general economic environment within which businesses and other organisations operate, and equips students with the key skills for career development in the ever-changing business world. The course aims to improve students' insights and ability to recognize and resolve business issues in a methodologically sound and effective manner.</p>			
<b>Learning Outcomes</b>			
<p><b>The student shall have knowledge of:</b></p> <ul style="list-style-type: none"> <li>- The role of local, national and global economies and their influence on business, commerce, trade, and government;</li> <li>- The current economic issues and economic principles and methods, including real-world applications and elements of microeconomics and macroeconomics.</li> </ul> <p><b>The student shall have skills in:</b></p> <ul style="list-style-type: none"> <li>- Applying economic principles and concepts in business context;</li> <li>- Analyzing the current economic issues and economic principles and methods, including real-world applications and elements of microeconomics and macroeconomics;</li> </ul> <p><b>The student shall acquire competencies to:</b></p> <ul style="list-style-type: none"> <li>- Assess economic perspective on the nature, scale, and organization of businesses and the role of information and transaction costs in internal and external markets;</li> <li>- Apply skills and knowledge in focused topic areas, such as labor economics, economics of financial markets, economic strategy and competitiveness, and economics of emerging markets.</li> </ul>			
<b>Content of Teaching (subjects and themes)</b>			
<ul style="list-style-type: none"> <li>- The business environment and business economics</li> <li>- Business organizations</li> <li>- Business and market</li> <li>- Macroeconomic environment and business</li> </ul>			

<ul style="list-style-type: none"> <li>- Business in the international environment</li> <li>- Background to demand and supply</li> <li>- Profit maximization</li> <li>- Alternative business strategies and theories of the firm</li> <li>- The relationship between government and business</li> </ul>	
<p><b>Learning Material</b></p>	
<ul style="list-style-type: none"> <li>- Jones, Elizabeth; Sloman, John (2017). <i>Economics and the Business Environment</i>, 5th Edition, Pearson.</li> <li>- Baye, Michael; Prince, Jeff (2016). <i>Managerial Economics &amp; Business Strategy</i>, 8th Edition, McGraw-Hill.</li> <li>- Sloman, John (2013). <i>Economics for Business</i>, 6th Edition, Pearson.</li> <li>- Smithin, John; Barrows, David (2008). <i>Fundamentals of Economics for Business</i>, 2nd Edition, Captus Press.</li> <li>- Kopnina, Helen; Blewitt, John (2018). <i>Sustainable Business (Key Issues in Environment and Sustainability)</i>, 2nd Edition, Routledge.</li> </ul>	
<p><b>Examination and Assessment</b></p>	<p>Students are graded through a mix of examinations and class work.</p> <p>The assessment is divided in two parts:</p> <p>1) Midterm examination is an exam which is given during the middle of the semester and consists of the following components:</p> <ul style="list-style-type: none"> <li>- Case study (25%)</li> <li>- Individual research project (25%)</li> </ul> <p>2) Final examination is a comprehensive written exam that intends to measure the examinee's knowledge, skills and competencies on the concepts studied through the semester. The exam results are measured against the course learning outcomes. The final exam comprises 50% of overall course grade.</p>

## Course name: Managing Sales and Customer Relationships

Semester	ECTS	Number of lessons	Student Workload
3 <sup>rd</sup> semester	5	16	150 Hours
<b>Master Programme</b>	MASc (Master of Applied Science) in International Management and Leadership	<b>Academic Year</b>	2019/2020
<b>Specialization</b>	Business Management	<b>Course type</b>	Elective

### Course Description

This course is designed to equip students with knowledge of fundamental tools and concepts in sales and customer relationship management. Part of this course aims at providing students with solid background and understanding of the sales management process, sales principles and contemporary sales management practices. The focus of this part of the course is on the management of a sales program and sales people. The other part of this course aims to equip the students with a sound foundation on concepts, strategies and best practices related to developing and maintaining a long-term relationship with potential and current customers and business partners across marketing, sales, and service areas regardless of the channel of distribution.

### Learning Outcomes

#### The student shall have knowledge of:

- Fundamental tools and concepts in sales and customer relationship management;
- The conceptual foundations of relationship marketing and its implications for further knowledge development in the field of business;

#### The student shall have skills in:

- Analysing the processes and elements involved in relationship selling and employ gained knowledge and skills necessary for building and managing partnering relationships with customers and suppliers;
- Applying methodological knowledge gained for formulation, implementation and evaluation of a sales program to determine the sales performance with special focus on a salesperson's role perception and motivation;

#### The student shall acquire competencies to:

- Demonstrate an empathy for the diversity of customers, salespeople, and cultures in which the company must operate in order to be competitive in an increasingly global economy;
- Professionally perform selling process and the contemporary sales management practices, including organizing, directing, managing and controlling a sales force in business.

### Content of Teaching (subjects and themes)

- Understanding customer relationships and customer relationship management (CRM)
- Importance of customer centricity
- Customer lifetime value
- Customer retention

- Strategic and operational CRM
- Customer value management
- Changing customer needs
- Introduction to sales management
- Linking Strategies and the Sales Role in CRM
- Personal selling's role in marketing strategy
- Organizing and managing the sales force
- Sales information management, sales forecasting and budgeting
- Motivating the sales force
- Sales force recruitment and selection
- Evaluating sales person performance

**Learning Material**

- Baran, Galka, Strunk (2008). *Principles of Customer Relationship Management*, SOUTHWESTERN.
- Johnston, M.; Marshall, G. (2013). *Sales Force Management, Leadership, Innovation, Technology*, 11th Edition, Routledge.
- Haimowitz., Ira J. (2011). *Healthcare Relationship Marketing: Strategy, Design and Measurement*, Gower Press.
- Buttle, Francis (2009). *Customer Relationship Management*, 2nd Edition, Elsevier Ltd.
- Spiro, Stanton & Rich (2002). *Management of Sales Force*, 12th edition, Irwin/McGraw-Hill.
- Calvin, Robert (2004). *Sales Management*, McGraw-Hill.

**Examination and Assessment**

Students are graded through a mix of examinations and class work.

The assessment is divided in two parts:

1) Midterm examination is an exam which is given during the middle of the semester and consists of the following components:

- Case study (20%)
- Oral presentation (10%)
- Group project work (20%)

2) Final examination is a comprehensive written exam that intends to measure the examinee's knowledge, skills and competencies on the concepts studied through the semester. The exam results are measured against the course learning outcomes. The final exam comprises 50% of overall course grade.

<b>Course name: Entrepreneurship and Business Development</b>			
<b>Semester</b>	<b>ECTS</b>	<b>Number of lessons</b>	<b>Student Workload</b>
3 <sup>rd</sup> semester	5	16	150 Hours
<b>Master Programme</b>	MASc (Master of Applied Science) in International Management and Leadership	<b>Academic Year</b>	2019/2020
<b>Specialization</b>	Business Management	<b>Course type</b>	Compulsory
<b>Course Description</b>			
<p>This course introduces students the theory of entrepreneurship and its practical implementation. Special focus of the course is given on different stages related to the entrepreneurial process, including business model innovation, monetization, small business management as well as strategies that improve performance of new business ventures. This course contributes to building students' entrepreneurial competences in different stages of the entrepreneurial process including: developing a business idea, analyzing opportunities, developing a business plan, securing sources of funding, calculating risks and fulfilling legal obligations supporting the entrepreneurial process. The overall goal of the course is to equip the students with skills necessary to succeed as entrepreneurs.</p>			
<b>Learning Outcomes</b>			
<p><b>The student shall have knowledge of:</b></p> <ul style="list-style-type: none"> <li>- Fundamental principles and theories of starting a new venture;</li> <li>- Tools, methods and processes needed to create sustainable and viable businesses;</li> </ul> <p><b>The student shall have skills in:</b></p> <ul style="list-style-type: none"> <li>- Applying the entrepreneurial tools and techniques needed to create sustainable and viable businesses;</li> <li>- Assessing the various components and phases of the new venture development process;</li> </ul> <p><b>The student shall acquire competencies to:</b></p> <ul style="list-style-type: none"> <li>- Independently conduct the initial assessment of the new business idea feasibility, resource needs and constraints of launching a new business/concept/project;</li> <li>- Critically analyse the dynamics, risks and opportunities associated with the role of an entrepreneur and entrepreneurship.</li> </ul>			
<b>Content of Teaching (subjects and themes)</b>			
<ul style="list-style-type: none"> <li>- Entrepreneurship: content, definitions, theoretical approaches</li> <li>- Personality traits of the entrepreneur, motivation, and demographics</li> <li>- Similarities and differences between entrepreneurs and managers</li> <li>- Understanding the dynamic role of entrepreneurship and small businesses</li> <li>- Entrepreneurial intention</li> <li>- Evaluation and organisation of opportunities</li> </ul>			

- Analysis of market and competition
- Networking and managing resources
- Early stage entrepreneurial activity and established entrepreneurship
- Opportunity and necessity of entrepreneurship
- Implementation of business idea
- Startups strategy

### Learning Material

- Kyriazopoulos, P.; Vryzidis, L. (2008). *Introduction to entrepreneurship*
- Rosili, D. Deakins; Freel, M. (2014). *Entrepreneurship & small business*
- Hougaard, S. (2005). *The business idea*, Cambridge, Cambridge University Press.
- Lowe, R; Mariott, S. (2006). *Enterprise: Entrepreneurship & Innovation*, Berlin, Springer.
- Nielsen, Suna; Løwe, Kim; Klyver, Majbritt-Evald; Bagerl, Torben (2013). *Entrepreneurship in Theory and Practice*
- Megginson, Byrd (2013). *Small Business Management An Entrepreneur's Guidebook, 7th EDITION* McGraw-Hill, Irwin.

### Examination and Assessment

Students are graded through a mix of examinations and class work.

The assessment is divided in two parts:

1) Midterm examination is an exam which is given during the middle of the semester and consists of the following components:

- Case study (20%)
- Oral presentation (10%)
- Individual research project (20%)

2) Final examination is a comprehensive written exam that intends to measure the examinee's knowledge, skills and competencies on the concepts studied through the semester. The exam results are measured against the course learning outcomes. The final exam comprises 50% of overall course grade.

**Course name: European Economics and Finance**

Semester	ECTS	Number of lessons	Student Workload
3 <sup>rd</sup> semester	5	16	150 Hours
<b>Master Programme</b>	MASc (Master of Applied Science) in International Management and Leadership	<b>Academic Year</b>	2019/2020
<b>Specialization</b>	Business Management	<b>Course type</b>	Compulsory

**Course Description**

This course intends to provide the students a fundamental knowledge about the economic background and implications of the European integration process. The main focus of this course is on the analysis of the effects of economic integration on the structure of the European economy in terms the European product, labor and financial market and on the resulting European economic and business prospects. Special attention in this course is given to the assessment of the common EU policies and financial system, designed to support this process, and to the analysis of their market implications, economic opportunities and challenges generated by such an integration. This course is highly relevant to students and scholars interested in expanding their knowledge of the European economy and finance, considered from a theoretical, empirical and a policy perspective, but also to policy makers and executives interested in current trends and shaping the future prospects.

**Learning Outcomes**

**The student shall have knowledge of:**

- Market integration, liberalization and factor reallocation theory and applications;
- Economic background of the European Union economic and monetary integration process and their implication on growth, spatial allocation of economic activity, cohesion and convergence;
- Common EU policies and financial system and their role in governing the economic functioning of the European Union and of the related implications for the integrated markets;
- Prospects and challenges in economic development of the European Union and the Euro Area.

**The student shall have skills in:**

- Assessing the economic background and market implications of the European Union economic and monetary integration process;
- Interpreting and assessing phenomena and dynamics of the European economic and financial system and the role of financial institutions and their behaviour within the economic system;
- Analysing the structure of European economy in terms of product, labour and financial market and assess the economic effects, opportunities and challenges generated in the different issue fields;

**The student shall acquire competencies to:**

- Conduct a critical analysis of the current EU economic and structural policies, identify and analyze the relevant opportunities and challenges in the European economics and business context;

- Analyse and critically discuss current developments in the economic and financial environment and evaluate future economic and business prospects, including challenges arising from the crisis and process of EU enlargement.
- Critically assess the ongoing reforms and objectives of European economic strategy and propose possible solutions that would mitigate their side-effects;

**Content of Teaching (subjects and themes)**

- Introduction to the course and overview (history, facts and institutions)
- Integration theory, liberalization and factor reallocation
- EU Budget, Microeconomic policies in the EU
- Macroeconomics of the EU
- Monetary integration and monetary policy of the ECB, Optimum currency areas
- Fiscal policy and fiscal governance in the EU
- European Monetary Union, Financial Markets and the Euro
- The essential economics of preferential liberalisation. Market size and scale effects
- The European Union as a Customs Union and EU Trade Policy
- Single market and European competition policy
- The Common Agricultural Policy. EU regional, labour and migration policies
- The Crisis in the Eurozone: Causes and Consequences
- Prospects of the European Union and the Euro Area

**Learning materials**

- De Grauwe, Paul (2012). *Economics of Monetary Union*, 9th Edition, Oxford.
- Molle, Willem (2006). *The Economics of European Integration*, 5th Edition, Ashgate.
- Baldwin, Richard; Wyplosz, Charles (2015). *The Economics of European Integration*, 15th Edition.
- Bayoumi, Tamim (2017). *Unfinished Business: The Unexplored Causes of the Financial Crisis and the Lessons Yet to be Learned Hardcover*. Yale University Press.
- Barkley, Rosser; Holt, Richard; Colander, David (2010). *European Economics at a Crossroads*. Edward Elgar Pub.

<b>Examination and Assessment</b>	<p>Students are graded through a mix of examinations and class work.</p> <p>The assessment is divided in two parts:</p> <p>1) Midterm examination is an exam which is given during the middle of the semester and consists of the following components:</p> <ul style="list-style-type: none"> <li>- Written test (25%)</li> <li>- Individual research project (25%)</li> </ul> <p>2) Final examination is a comprehensive written exam that intends to measure the examinee's knowledge, skills and competencies on the concepts studied through</p>
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	the semester. The exam results are measured against the course learning outcomes. The final exam comprises 50% of overall course grade.
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<b>Course name: Business and Employment Law</b>			
<b>Semester</b>	<b>ECTS</b>	<b>Number of lessons</b>	<b>Student Workload</b>
3 <sup>rd</sup> semester	5	16	150 Hours
<b>Master Programme</b>	MASc (Master of Applied Science) in International Management and Leadership	<b>Academic Year</b>	2019/2020
<b>Specialization</b>	Business Management	<b>Course type</b>	Elective
<b>Course Description</b>			
<p>This course examines the fundamentals of business law, the legal process and environment within which individuals and business operate, and the relationship of law, business, and the individual. It transcends a narrow focus on legal rules, and situates the study of corporate law in a comparative and interdisciplinary perspective, emphasizing areas of law relevant to business operations, general legal, and social environment with emphasis on business ethics, role of contracts in business, and employment obligations. The course is designed for those individuals involved in the private, commercial, government or international sectors where business law issues are relevant to their employment.</p>			
<b>Learning Outcomes</b>			
<p><b>The student shall have knowledge of:</b></p> <ul style="list-style-type: none"> <li>- The fundamentals of business law, the legal process and environment within which individuals and business operate, and the relationship of law, business, and the individual;</li> <li>- The main legal, economic and financial matters pertaining to the entire life-cycle of a corporation from an international and interdisciplinary perspective.</li> </ul> <p><b>The student shall have skills in:</b></p> <ul style="list-style-type: none"> <li>- Identifying the key elements of the legal and institutional framework in which management operates;</li> <li>- Working with international legal materials and to grasp the legal implications of transactions involving international institutions and corporations;</li> </ul> <p><b>The student shall acquire competencies to:</b></p> <ul style="list-style-type: none"> <li>- Analyze the business environment with an objective to properly formulate, implement and enforce defined business strategy;</li> <li>- Critically assess the defined business policies in order to develop the ability to respond to changing strategies, in accordance with the changes in the environment.</li> </ul>			
<b>Content of Teaching (subjects and themes)</b>			
<ul style="list-style-type: none"> <li>- Fundamentals of business law</li> <li>- The legal environment of business</li> </ul>			

- Ethics and business decision making
- Employment law
- Corporations
- Contracts
- Domestic and international trade law
- Negotiable instruments
- Property right

**Learning Material**

- Beatty, F. Jeffrey; Samuelson, S. Susan; Abril, Patricia Sanchez (2018). *Essentials of Business Law*, 8th Edition, Cengage Learning.
- Mann, A. Richard; Roberts, S. Barry (2016). *Business Law and the Regulation of Business*, 13th Edition, Cengage Learning.
- Bennett-Alexander, D. Dawn; Hartman, P. Laura (2014). *Employment Law for Business*, 8th Edition, McGraw Hill.
- Moran, J. John (2013). *Employment Law*, 6th Edition.
- Hirsch, M. Jeffrey (2013). *Understanding Employment Law*, 2nd Edition, LexisNexis.

<b>Examination and Assessment</b>	<p>Students are graded through a mix of examinations and class work.</p> <p>The assessment is divided in two parts:</p> <p>1)Midterm examination is an exam which is given during the middle of the semester and consists of the following components:</p> <ul style="list-style-type: none"> <li>- Case study (25%)</li> <li>- Individual research project (25%)</li> </ul> <p>2) Final examination is a comprehensive written exam that intends to measure the examinee’s knowledge, skills and competencies on the concepts studied through the semester. The exam results are measured against the course learning outcomes. The final exam comprises 50% of overall course grade.</p>
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<b>Course name: Managing Professional Relationships at Work</b>			
<b>Semester</b>	<b>ECTS</b>	<b>Number of lessons</b>	<b>Student Workload</b>
3 <sup>rd</sup> semester	5	16	120 Hours
<b>Master Programme</b>	MASc (Master of Applied Science) in International Management and Leadership	<b>Academic Year</b>	2019/2020
<b>Specialization</b>	Business Management	<b>Course type</b>	Elective
<b>Course Description</b>			
<p>Effective leadership is effective relationship management. This course is designed to help managers think and act effectively to build high quality relationships with others. For individuals, high quality relationships generate and sustain energy, equipping people to do their work, and do it well. High quality relationships offer other benefits as well. In a world of continuous change, downsizing, and a press for speed, high quality relationships enable effective individual growth and adaptation to change. Research on managerial effectiveness and derailment also suggests that successful managers are skilled at understanding, managing and leveraging high quality relationships with others. High quality relationships also facilitate the speed and quality of learning, particularly where knowledge is tacit as opposed to explicit. In organizations where knowledge is the basis for competitive advantage, high quality relationships between people enable more effective individual and organizational learning. Finally, in the new economy and free-agent nation, individuals' commitment and identification with their work organization is no longer a given. Organizations can no longer trade employment security for cooperation and commitment. High quality relationships in organizations build individual commitment and cooperation. Managers of the 21st century need to be effective at building high quality relationships for themselves, and enabling the creation of high quality relationships for others.</p>			
<b>Learning Outcomes</b>			
<p>The students should have knowledge of</p> <ul style="list-style-type: none"> <li>- Role and importance of professional relationships at work.</li> <li>- High-quality connections organizational culture</li> </ul> <p>The students should have skills in:</p> <ul style="list-style-type: none"> <li>- Developing awareness and specific skills for effectively building high quality professional relationships.</li> <li>- Developing awareness and skills for minimizing damage from low quality, corrosive professional relationships.</li> <li>- Building a logic for building and managing organizations with relational capability as an organizational strength.</li> </ul> <p>The students should acquire competences to:</p> <ul style="list-style-type: none"> <li>- Enhance their ability to create and manage high quality professional relationships with others – whether those others are colleagues and coworkers, bosses, subordinates or customers;</li> <li>- Enhance self-awareness about their own relationship-building skills and experiences;</li> </ul>			

<b>Content of Teaching (subjects and themes)</b>	
<ul style="list-style-type: none"> <li>- Relationship building at work</li> <li>- High-quality professional relationships</li> <li>- Corrosive professional relationships</li> <li>- Relational capability</li> <li>- Compassion at work</li> <li>- Constructive negotiating</li> </ul>	
<b>Learning Material</b>	
<ul style="list-style-type: none"> <li>- Dutton, J. E.; Ragsin, B. R. (Eds.). (2007). <i>Exploring positive relationships at work</i>. New York: Psychology Press.</li> <li>- Bakker, A. B.; Demerouti, E. (2014). <i>Job demands-resources theory</i>. P. Y. Chen &amp; C. L. Cooper (Eds.), <i>Work and wellbeing: A complete reference guide</i>, Volume III (p. 37–64). Chichester: John Wiley &amp; Sons, Ltd.</li> <li>- Berg, J. M.; Wrzesniewski, A.; Dutton, J. E. (2010). <i>Perceiving and responding to challenges in job crafting at different ranks: When proactivity requires adaptivity</i>. <i>Journal of Organizational Behavior</i>, 31, 158-186.</li> <li>- Carmeli, A; Dutton, J. E.; Hardin, A. E. (2015). <i>Respect as an engine for new ideas: Linking respectful engagement, relational information processing and creativity among employees and teams</i>. <i>Human Relations</i>, 68, 1021-1047.</li> <li>- Dutton, J. E.; Workman, K. M.; Hardin, A. E. (2016). <i>Compassion at Work</i>. <i>Annual Review of Organizational Psychology and Organizational Behavior</i>, 1, 277-304.</li> <li>- Gabarro, John J. and John P. Kotter, 1993. "Managing Your Boss." <i>Harvard Business Review</i>, May-June, pp. 150-157</li> <li>- Dutton, J. E., J. P. Frost, M. Worline, J. Lilius and J. Kanov, 2002. "Leading in traumatic times." <i>Harvard Business Review</i>, January</li> <li>- Heaphy, E. D., &amp; E.Dutton, J. (2008). Positive social interactions and the human body at work: Linking organizations and physiology. <i>Academy of Management Review</i>, 33(1), 137-162.</li> <li>- Kok, B. E., Coffey, K. A., Cohn, M. A., Catalino, L. I., Vacharkulksemsuk, T., Algoe, S. B., . . . Fredrickson, B. L. (2008). How positive emotions build physical health: Perceived positive social connections account for the upward spiral between positive emotions and vagal tone. <i>Psychological Science</i>, 24(7), 1123-1132.</li> </ul>	
<b>Examination and Assessment</b>	<p>Grades will be determined on the following basis:</p> <p><b>Class participation (20%)</b></p> <ul style="list-style-type: none"> <li>· Active contribution in class activities</li> <li>· 3 Things Learned Paper (3TLP)</li> </ul> <p><b>Group project (20%)</b></p> <p><b>Learning logs (20%)</b></p> <p><b>Written assignment (20%)</b></p> <p><b>Quizzes (20%)</b></p>

**Course name: Logistics and Supply Chain Management**

Semester	ECTS	Number of lessons	Student Workload
3 <sup>rd</sup> semester	5	16	150 Hours
<b>Master Programme</b>	MASc (Master of Applied Science) in International Management and Leadership	<b>Academic Year</b>	2019/2020
<b>Specialization</b>	Business Management	<b>Course type</b>	Elective

**Course Description**

This course examines logistics systems that support the physical supply of raw and semi finished materials to a business, the planning and control of operations, and the delivery of the products or services up to the final customers, with the objective of achieving a sustainable competitive advantage and optimizing the value and the long-term performance of the business and the supply chain as a whole. The focus of the course is placed on equipping students with knowledge and competencies on the design, planning, organization and control of the business associated activities in regard to warehousing and inventory stores management aimed at minimizing the costs and improving the overall efficiency of the operations.

**Learning Outcomes**

**The student shall have knowledge of:**

- Supply chain (SC) concept and its importance to the success of a business;
- Supply chain structure, objectives and evaluation drivers and metrics of SC performance.

**The student shall have skills in:**

- Identifying the main drivers of supply chain (SC) performance and evaluate the fit between the SC strategy and the competitive strategy of the business;
- Applying the concept of cycle inventory and use safety inventory to deal with demand uncertainty in the supply chain.

**The student shall acquire competencies to:**

- Assess the role of aggregate planning, pricing and revenue management in the supply chain;
- Assess the importance of distribution networks, develop a methodological framework for network design and facility location and use optimization models and techniques for facility location and capacity allocation;
- Discuss sourcing decisions in the supply chain and the increasing importance of auctions and negotiations.

**Content of Teaching (subjects and themes)**

- Supply chain structure, objectives and evaluation drivers and metrics
- Network design and facility location in a supply chain
- Demand and sales forecasting
- Planning and managing inventory in a supply chain
- Sourcing and procurement
- Pricing, and information technologies in supply chain management
- Logistics in Supply Chain Management
- Manufacturing & delivery operations
- Market distribution in the supply chain
- Transport management
- Warehousing & material handling

**Learning Material**

- Harisson, Alan; Van Hoek, Remko (2011). *Logistics Management and Strategy: Competing Through the Supply Chain*, FT Press.
- Christofer, Martin (2005). *Logistics & Supply Chain management*, Pearson.
- Myerson, Paul A. (2016). *Supply Chain and Logistics Management Made Easy: Methods and Applications for Planning, Operations, Integration, Control and Improvement, and Network Design*, 1st Edition.
- Jacobs, Robert; Chase, Richard (2014). *Operations and Supply Chain Management*, 15th Edition.
- Christopher, Martin (2016). *Logistics & Supply Chain Management*, 5th Edition.

<p><b>Examination and Assessment</b></p>	<p>Students are graded through a mix of examinations and class work.</p> <p>The assessment is divided in two parts:</p> <p>1)Midterm examination is an exam which is given during the middle of the semester and consists of the following components:</p> <ul style="list-style-type: none"><li>- Quiz (20%)</li><li>- Oral presentation (10%)</li><li>- Group project work (20%)</li></ul> <p>2) Final examination is a comprehensive written exam that intends to measure the examinee’s knowledge, skills and competencies on the concepts studied through the semester. The exam results are measured against the course learning outcomes. The final exam comprises 50% of overall course grade.</p>
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## Specialization: Environmental Management

### 3<sup>rd</sup> semester

<b>Course name: Applied Natural Resources Management</b>			
<b>Semester</b>	<b>ECTS</b>	<b>Number of lessons</b>	<b>Student Workload</b>
3 <sup>rd</sup> semester	5	16	150 Hours
<b>Master Programme</b>	Business Management	<b>Academic Year</b>	2019/2020
<b>Specialization</b>	Environmental Management	<b>Course type</b>	Compulsory
<b>Course Description</b>			
<p>This course covers key issues associated with managing natural resources in a sustainable way and balancing human demand with the need to maintain ecological integrity. The course will review basic ecological principles that underpin natural resource management 1) problems associated with the use/misuse of our natural resources and 2) current management practices associated with the conservation of natural resources. A study project approach will be employed to demonstrate theory in practice.</p>			
<b>Learning Outcomes</b>			
<p><i>On successful completion of the course students will have the knowledge to:</i></p> <ul style="list-style-type: none"> <li>- Effectively define the key ecological principles that underlie natural resource management;</li> <li>- Define realistic objectives to assess or solve a problem or issue.</li> <li>- Assess roles of various stakeholders as they relate to natural resource management;</li> <li>- Develop and explain a step-by-step process of implementing a plan on the use of natural resource management in the broader context of sustainability, climate change, and ecosystem health.</li> </ul> <p><i>The student shall have skills to:</i></p> <ul style="list-style-type: none"> <li>- Apply key concepts in the field of natural resource management for problem solving across a range of contexts;</li> <li>- Synthesize and critically analyze information from the primary literature and other sources and to communicate this information through written or oral modes.</li> </ul> <p><i>The students will have the following competencies:</i></p> <ul style="list-style-type: none"> <li>- Holistic understanding of the concepts of sustainability and resilience;</li> <li>- Ability to independently research the sustainability and resilience of the environment at different levels; to conduct analyzes, experiments, assessments and evaluations, as well as the ability to synthesize and interpret results, formulate conclusions, and present the research in written and oral form;</li> <li>- Ability to develop projects which sustain good quality and rationally uses natural resources (energy, raw materials, water and land);</li> <li>- Ability to initiate changes in professional environment and to develop new initiatives or establish enterprises, organizations, companies, associations, etc.</li> </ul>			

## Learning Materials

The following are the recommended readings for this course. The required reading for each class will be posted on Google classroom one week before lectures.

- Ashman, M.R; Puri, G. *Essential Soil Science*
- Alexander, Mike (2008). *Management Planning for Nature Conservation*, Springer.
- Ausden, Malcolm (2007). *Habitat Management for Conservation*, Oxford University Press.
- Wright, T. Richard T. *Environmental Science, Toward a Sustainable Future*

## Examination and Assessment

Overall evaluation is based on the following components: class participation/attendance, individual assignments (including one in-class presentation), Case studies, quizzes, and exams (midterm and final).

- Class and Team Participation 10%
- Case studies 15%
- Quiz 10%
- Project 15%
- Exams (Midterm & Final) 50%



## Course name: Environmental Science and Technology

Semester	ECTS	Number of lessons	Student Workload
3 <sup>rd</sup> semester	5	16	150 Hours
<b>Master Programme</b>	Business Management	<b>Academic Year</b>	2019/2020
<b>Specialization</b>	Environmental Management	<b>Course type</b>	Compulsory

### Course Description

The aim of the course is to prepare the professionals with an interest in the environmental sciences and maintain environmental integrity based on multidisciplinary and problem-based technology development. The course addresses the technology assessment, carbon management and policy making and analysis with governmental agencies, environmental consultancies and private companies. The course presents the theories of the environmental problems we face, and gives practical information how to analyse them and how to approach and solve impact on the environment using advanced technological tools.

### Learning Outcomes

#### Knowledge

*The student will:*

- Be able to utilize advances in environmental issues and technology to resolve problems and anticipate implications;
- Be able, on a scientific basis, to analyse and reflect over the knowledge in the above-mentioned areas and to identify scientific problems using the analysis from advance environmental technology;
- Be able to develop methods and models for environmental management issues, and evaluate and solve assignments concerning environmental and management issues in private and public enterprises;
  - Explain the wider policy context of waste and air legislation, waste prevention, and waste policy development, air pollution prevention
- Manages work and development situations that are complex, unpredictable and require new technological solutions.

#### Skills

*The student will:*

- Seeks answers or solutions to scientific or technological problems;
- Makes the most of his/her knowledge of science and technology ;
- Communicates in the languages used in science and technology solutions individually or in a group.

#### Competencies

*The student will:*

- Assess the environmental technologies and techniques with a strong focus on multidisciplinary and problem-based technologies;
- Plan and manage projects which might include the management, risk assessment, problem-solving, and analysis.

### Content of Teaching (subjects and themes)

- Environment, Economy and Performance: Three Pillars to Prosperity

- Strategic Technological Pathways for Sustainable Development
- Pollution and prevention
- Emerging Technologies in Environmental Sciences
- Basic Concepts of Cleaner Technologies
- Formal Methods for Designing Clean Processes
- Cleaner Production Case Studies
- Environmental Impact Statement
- Environmental Technology and Industrial Development in EU
- Biotechnology Applications in an Environmental Perspective
- Environmental Life-Cycle Assessment and Cost Analysis
- Waste Minimization / Elimination: A Key to Successful Business
- Reducing Risk by Controlling the Environment
- Education and Manpower Development for Cleaner Production
- Energy technology
- Experimental part: Introduction to Sustainability and team work

#### Learning Materials

- VanLoon, W. Gary; Duffy, J. Stephen (2000). *Environmental Chemistry*, Oxford University Press.
- Wringh, T. Richard; Boorse, F. Dorothy (2011). *Environmental Science*, Pearson.
- Lennart Nilsson, Per Olof Persson Lars Rydén, Siarhei Darozhka; Audrone Zaliauskiene (2007). *Cleaner Production Technologies and Tools for Resource Efficient Production*, The Baltic University Press.
- Misra K.B. (2000). *Clean Production-Environmental and Economic Perspectives*, Springer.

#### Examination and Assessment

Students will be graded through a mix of examinations and class work. Class participation will also be taken into account.

The assessment will be divided in two parts:

- 1) The final examination will count for 50% of students' grades.
- 2) The remaining 50% of the grade will be based on the term paper (seminar), oral presentations (term paper topic), class participation and, if judged necessary, group work.

## Course name: Waste and Air Management

Semester	ECTS	Number of lessons	Student Workload
3 <sup>rd</sup> semester	5	16	150 Hours
<b>Master Programme</b>	Business Management	<b>Academic Year</b>	2019/2020
<b>Specialization</b>	Environmental Management	<b>Course type</b>	Compulsory

### Course Description

The course gives a broad overview of resource use and minimization, as well as the management, treatment, technologies, and prevention methods related to waste and air pollution in Kosovo and the EU, with a particular emphasis on emerging technologies and management systems in a European waste and air policy context. The course addresses the waste management and air pollution problems, particularly in understanding of issues of biodegradable waste, air pollutants and ways of its treatment. The course combines taught modules with an independent major research project. The research project allows students to undertake an in-depth investigation of a particular aspect of waste and air pollution of interest to them, and further their level of understanding. Students will be informed and taught to use the common software tools used to model air pollution. Teaching is delivered through lectures, workshops and problem sessions, and off-campus visits to sites with specific air pollution problems (e.g. an incinerator, landfill site, local air quality monitoring station) and solid waste disposal sites.

### Learning Outcomes

#### Knowledge

*The student will:*

- Suggest and describe the importance of resource use minimization and waste minimization;
- From a given case, connected to a solid waste problem, suggest, motivate and describe a way to tackle the problem from a system perspective approach
- Explain and apply major concepts in relation to waste generation, waste sources, waste composition, and source separation and waste treatment;
- Use and discuss around a system analytical tool connected to indoor and odour pollution and its control;
- Apply different methods for controlling emissions from stationary and mobile sources;
- Explain the wider policy context of waste and air legislation, waste prevention, and waste policy development, air pollution prevention; and
- Evaluate alternative waste and air pollution strategies for Kosovo and Europe with the assistance of lifecycle assessment.

#### Skills

*The student will:*

- Apply innovative solutions in waste management and air pollution prevention, using new techniques and technologies;
- Independently manage the treatment of municipal waste (including its part of trade waste) and provide modeling for air pollution prevention;
- Ability to analyse and synthesize the legislation on waste management and air pollution prevention.

#### Competencies

*The student will:*

- Conceptually analysis and design the methods for waste and air pollution treatment;
- Implement practical findings and researches in the field of Waste and Air pollution management.

### **Content of Teaching (subjects and themes)**

- Waste and air pollution problematics
- Waste management development
- Waste disposal, landfill re-cultivation
- Waste collection, sorting, modification, removal
- Sources of Air Pollution: General, Combustion, Stationary Sources, Mobile Sources, Emission Inventory.
- Ambient Air Pollutants: Analysis and Measurement
- Air Quality Criteria and Standards
- Environmental Policies and Legislation
- Emission standards
- Sustainable techniques in municipal solid waste management
- Air Pollution Control and Economic Considerations
- Engineering Control Concepts and Pollution Prevention.
- Management of urban waste services
- Case studies of the: Control Technologies for gas emissions and waste management
- Project work
- Field studies (Field studies are visits or workshops lasting half a day. These field studies are an important, and mandatory, part of the course in order to experience a real life situation or to interact with external experts.)

### **Learning Materials**

The following are the recommended readings for this course. The required reading for each class will be posted on Google classroom one week before lectures.

- Pires, A.; Martinho, G.; Rodrigues, S.; Gomes, M.I. (2018). *Sustainable Solid Waste Collection and Management*, Springer.
- Lennart Nilsson, Per Olof Persson Lars Rydén, Siarhei Darozhka and Audrone Zaliauskiene, (2007). *Cleaner Production Technologies and Tools for Resource Efficient Production*, The Baltic University Press.
- Christian Kennes, María C. Veiga (2013). *Air Pollution Prevention and Control: Bioreactors and Bioenergy*, John Wiley & Sons.
- Ram Naresh Bharagava (2018). *Recent Advances in Environmental Management*, CRC Press.

### **Examination and Assessment**

Students will be assessed with using the following elements.

- Mid-term 20 %
- Final exam 20 %
- Final report & Presentation 30 %
- In class participation & attendance 10 %
- Case study I 10 %
- Case study II 10 %

<b>Course name: Landscape Management and Spatial planning</b>			
<b>Semester</b>	<b>ECTS</b>	<b>Number of lessons</b>	<b>Student Workload</b>
3 <sup>rd</sup> semester	5	16	150 Hours
<b>Master Programme</b>	Business Management	<b>Academic Year</b>	2019/2020
<b>Specialization</b>	Environmental Management	<b>Course type</b>	Compulsory
<b>Course Description</b>			
<p>This course is designed to give qualified professionals the skills to identify and understand methods, procedures and legislative framework for land use and spatial planning in the country and EU level. The course addresses the major trends in land-use planning in the European and world context using innovations in practice and inspiring practical examples. The systems of concern, cross-cutting planning tools, GIS and opportunities for regional development will be presented.</p>			
<b>Learning Outcomes</b>			
<p><u>Knowledge</u></p> <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>- Interpret the major environmental perspective(s) regard to environmental planning;</li> <li>- Describe and appropriately apply a variety of planning tools – analytical, procedural, and policy/programmatic – to any environmental problem;</li> <li>- Design or evaluate a planning initiative to meet an important environmental need;</li> <li>- Draw a real-world examples of environmental planning perspectives, approaches, and tools.</li> </ul> <p><u>Skills</u></p> <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>- Through class work, assignments, and software tool instruction, develop capability in landscape management and special planning and answers to issues of municipal development in economic, economic-political, environmental and social context.</li> </ul> <p><u>Competencies</u></p> <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>- Conceptually analysis and design the methods for landscape management and special planning;</li> <li>- Implement practical findings and researches in the field of landscape management and special planning.</li> </ul>			
<b>Content of Teaching (subjects and themes)</b>			
<ul style="list-style-type: none"> <li>- Environmental Planning Framework</li> <li>- Collaboration, GIS, and Landscape Conservation</li> <li>- Natural Hazards and Climate Change</li> <li>- Sustainable Settlements</li> <li>- Integrative Planning and Management</li> <li>- Landscape factors</li> <li>- The methods of landscape analysis, landscape assessment and landscape</li> </ul>			

- Types of landscape planning
- Landscape Planning and Regional Development
- The strategy of sustainable development
- Land-use planning
- Planning Tools
- Planning authorities
- EIA
- Landscape Projects and Programs
- Case study

**Learning Materials**

The following are the recommended readings for this course. The required reading for each class will be posted on Google classroom one week before lectures.

- John Randolph (2011). *Environmental Land Use Planning and Management*, Island Press.
- Ram Naresh Bharagava (2018). *Recent Advances in Environmental Management*, CRC Press.
- Chris Couche (2016). *Urban Planning*, Red Globe Press.

**Examination and Assessment**

Students will be graded through a participation in the lecture and consultancy blocks and and a seminar paper in the required range on selected topics.

- Class participation 10%.
- Seminar paper 40% (should demonstrate knowledge of the lectured topics and the ability to specify the problem and propose solutions in the field of landscape planning and sustainable development in the context of a particular region. Credit is obtained by submission and successful defense of seminar work (powerpoint presentations and discussion).
- Final exam 50% (The exam consists of a written (multiple choice questions) and oral, from the knowledge transmitted in the framework of lecture topics.)

<b>Course name: Environmental Law</b>			
<b>Semester</b>	<b>ECTS</b>	<b>Number of lessons</b>	<b>Student Workload</b>
3 <sup>rd</sup> semester	5	16	150 Hours
<b>Master Programme</b>	International Management and Leadership	<b>Academic Year</b>	2019/2020
<b>Specialization</b>	Environmental Management	<b>Course type</b>	Elective
<b>Course Description</b>			
<p>This course covers key issues associated with the environmental law and policy. The course will review the ways and regulations of the interaction of individuals, communities, businesses, and governments with environmental systems. The course addresses the use of regulations of pollution, waste, land (private and public), and biodiversity etc, as well as covers all the administrative directions of the national and international existing laws. Students discuss and evaluate the harmonization of EU directives with Kosovo Directives. In addition, through assignments and class projects, course will cover the legal research, writing, and argument that are critical for the practice of law. Most of the lectures will be available for online viewing, leaving more class time for discussions, and other activities.</p>			
<b>Learning Outcomes</b>			
<p><i>On successful completion of the course students will have the knowledge to:</i></p> <ul style="list-style-type: none"> <li>- Survey the major's environmental laws;</li> <li>- Explore the EU environmental legislation and Directives and assess the harmonization with the Kosovo national legislation;</li> <li>- Determine how well environmental law balances science, economics, and social justice;</li> <li>- Discuss and reflect on the improvement of environmental laws implementations dealing with climate change, human population growth, energy needs, and biodiversity loss in the future, etc.</li> </ul> <p><i>The student shall have skills to:</i></p> <ul style="list-style-type: none"> <li>- Apply key concepts in the field of environmental legislation for problem solving across a range of contexts;</li> <li>- Synthesize concepts and examples of various environmental laws;</li> </ul> <p><i>The students will have the following competencies:</i></p> <ul style="list-style-type: none"> <li>- Ability to interpret the environmental legislation and compare with the EU Directives;</li> </ul>			

- Ability to independently research the use of the environmental law, to conduct analyzes, assessments and evaluations, as well as the ability to synthesize and interpret laws and results, formulate conclusions, and present the research in written and oral form;

### Learning Materials

The following are the recommended readings for this course. The required reading for each class will be posted on Google classroom one week before lectures.

William H. Rodgers; Elizabeth Burleson (2016). [Environmental Law, Second edition](#), Eagan, Thomsen Reuters.

[James Salzman, Barton H. Thompson Jr](#) (2006). Environmental Law and Policy, Foundation Pr

Alexandra B. Klass, J. B. Ruhl, James Salzman, and John Copeland Nagle (2008). The Practice and Policy of Environmental Law, Foundation Press.

[https://europa.eu/european-union/law\\_en](https://europa.eu/european-union/law_en)

[http://www.assembly-kosova.org/common/docs/ligjet/2009\\_03-L-025\\_en.pdf](http://www.assembly-kosova.org/common/docs/ligjet/2009_03-L-025_en.pdf)

### Examination and Assessment

Students will be graded through a mix of examinations and class work. Class participation will also be taken into account.

Grades will be based on:

Take home Mid-term exam 25%

Take home Final exam (cumulative) 25%

Paper assignments (750 - 1,000 words) 20%

Legal Brief (2,000 - 2,500 words) 20%

Class participation & class discussions 10%



<b>Course name: Agricultural and Resource Policy</b>			
<b>Semester</b>	<b>ECTS</b>	<b>Number of lessons</b>	<b>Student Workload</b>
3 <sup>rd</sup> semester	5	16	150 Hours
<b>Master Programme</b>	International Management and Leadership	<b>Academic Year</b>	2019/2020
<b>Specialization</b>	Environmental Management	<b>Course type</b>	Elective
<b>Course Description</b>			
<p>The aim of the course is to develop an understanding of the theoretical foundations of the economics of agricultural and natural resource policy analysis. The course addresses also the role of government and other institutions in setting agricultural and natural resource policy and provide students with tools for analysis of effects of various programs on producers, consumers and taxpayers, especially contemporary issues and market failures.</p>			
<b>Learning Outcomes</b>			
<p><i>The student shall have knowledge of:</i></p> <ul style="list-style-type: none"> <li>- Analysing and assessing the agriculture and resource policy, environmental policy, international market, national policies and supporting programs and agricultural policy decision making tools.</li> <li>- Analytical tool application in Agricultural and Resources Economics</li> </ul> <p><i>The student shall have skills to:</i></p> <ul style="list-style-type: none"> <li>- Critically analyse the agricultural policy practices in the real-world using economics methods and tools.</li> <li>- Apply knowledge of agricultural economics, including analytical tools and methods, to identify policy solutions that can correct environmental problems.</li> </ul> <p><i>The student shall acquire competencies to be able to:</i></p> <ul style="list-style-type: none"> <li>- Analyze theoretical and empirical research in agriculture and resource policy.</li> <li>- Demonstrate good inter-personal and communication skills through writing a policy diary, giving a group presentation and contributing to critical discussion.</li> <li>- Prepare a policy report that develops knowledge and practical implementation of relevant economic theory in understanding and addressing an agriculture and resource policy issue</li> <li>- Engage in self-directed research and learning about agriculture policy.</li> </ul>			
<b>Content of Teaching (subjects and themes)</b>			
<ul style="list-style-type: none"> <li>- Overview of agricultural policy process</li> <li>- Natural resource &amp; environmental policy</li> <li>- National agricultural (food) policy</li> <li>- Price and income support programs</li> <li>- International Trade &amp; Development Policy</li> <li>- Food Security Issues: Food Aid</li> <li>- Import policies</li> <li>- Case studies</li> </ul>			
<b>Learning Materials</b>			

The following are the recommended readings for this course. The required reading for each class will be posted on Google classroom one week before lectures.

- Knutson, R.D., Penn, J.B., Flinchbaugh, B.L. and J.L. Outlaw (2007). *Agricultural and Food Policy*, 6th edition, Prentice Hall.
- Tweeten L, Thompson R. S., (2008). *Agricultural Policy for the 21st Century*, Iowa State Press.
- Greer, A. (2008). *Agriculture policy in Europe*, Manchester University Press.
- Bittman, J.B., (2007). *Trading and Hedging with Agriculture Futures and Options*, Markerplace books.
- Field B. C., Field M. K. (2009). *Environmental Economics, An Introduction*, Mc Graw-Hill.

<b>Examination and Assessment</b>	The assessment will be divided into the following parts: Assignments 15% (term paper topic), class participation and group work. Policy Briefs 30% (Students are required to prepare TWO options & Recommendations Briefs of up to 1,000 words (maximum)) Mid term exam 25% Final exam 30%
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<b>Course name: Global Climate Change</b>			
<b>Semester</b>	<b>ECTS</b>	<b>Number of lessons</b>	<b>Student Workload</b>
3 <sup>rd</sup> semester	5	16	150 Hours
<b>Master Programme</b>	International Management and Leadership	<b>Academic Year</b>	2019/2020
<b>Specialization</b>	Environmental Management	<b>Course type</b>	Elective
<b>Course Description</b>			
<p>Overwhelming scientific consensus indicates that planetary warming is unequivocal with responses unprecedented over decades to millennia. Temperature changes exceed those expected from the natural climate system. Consequences of global climate change already include: increased drought, heat waves, flood intensity, glacial retreat, and sea level rise. Solutions are needed to reduce human impact on our climate system and to respond to climate change impacts across sectors vital to humanity (food, water, health). This course examines climate change at global and local scales. Students explore climate challenges faced by local experts and create climate literacy modules for a public event. They reflect on implications for future problem solving.</p>			
<b>Learning Outcomes</b>			
<p><i>The student shall have knowledge of:</i></p> <ul style="list-style-type: none"> <li>- analysing important trends in our climate system through time and space</li> <li>- how natural (i.e. solar) and human-derived forcing agents drive our climate system</li> <li>- how climate change challenges intersect with decision-making</li> </ul> <p><i>The student shall have skills to:</i></p> <ul style="list-style-type: none"> <li>- analyze figures to understand natural and human-influenced drivers of our climate system and implications</li> <li>- assess and reflect on how climate change challenges intersect with decision-making in housing, energy, waste, and land management</li> </ul> <p><i>The student shall acquire competencies to be able to:</i></p> <ul style="list-style-type: none"> <li>- communicate locally-relevant climate change solutions to a non-science audience</li> <li>- make informed &amp; responsible decisions with regard to our climate system</li> </ul>			
<b>Content of Teaching (subjects and themes)</b>			
<ul style="list-style-type: none"> <li>- Climate Change Science</li> <li>- Synopsis of Global Climate Change</li> <li>- Rising Greenhouse Gases</li> <li>- Modeling Global Climate</li> <li>- Response to Climate Change</li> <li>- Mitigation</li> <li>- Adaptation</li> <li>- Geoengineering</li> </ul>			
<b>Learning Materials</b>			

The following are the recommended readings for this course. The required reading for each class will be posted on Google classroom one week before lectures.

- John Houghton, *Global Warming: The Complete Briefing*, 5<sup>th</sup> Edition, 2015, Cambridge Univ. Press.
- William F. Rudiman: *Earth's Climate: Past and Future*, 3<sup>rd</sup> Edition.
- Wright, Richard T.: *Environmental Science, Toward a Sustainable Future*
- Selected reading from the Journal Global Environmental Change  
<https://www.elsevier.com/journals/global-environmental-change>

**Examination and Assessment**

The assessment will be divided into the following parts:

- Class participation 10%
- In-class exams 20%
- Homework assignments 25%
- Group presentation 1 – impacts of climate change 9%
- Group presentation 2 – perspectives of the region 9%
- Individual research paper 27%

## Course name: Natural Disaster Risk Management

Semester	ECTS	Number of lessons	Student Workload
3 <sup>rd</sup> semester	5	16	150 Hours
<b>Master Programme</b>	International Management and Leadership	<b>Academic Year</b>	2019/2020
<b>Specialization</b>	Environmental Management	<b>Course type</b>	Elective

### Course Description

The course objective is understanding and accepting the impact of natural disasters on people and communities, as well as natural processes which cause these phenomena. The student will get knowledge in the field of prevention, assessment, recording of the natural disasters, identification of the hot spots of the area, timely and adequate information about the status of air, water, soil before, during and after the natural disasters. Enabling the holistic approach in actual informing, alarming and reporting to the public. Development a strategy and action plan for different stakeholders in Natural Disasters.

### Learning Outcomes

*On successful completion of the course students will have the knowledge to:*

- Describe the influence of complex and overlapping nature of disaster;
- Identify the nature, location, intensity and likelihood of major hazards prevailing in a community or society;
- Discuss and propose solutions to complex problems in disaster risk reduction.
- Analyse and assess the current situation, needs and gaps,, avoid duplication of efforts, and build on existing information and capacities.
- Compare and critically analyse recent disasters caused by natural events.

*The student shall have skills to:*

- collect and process data as foundation for choosing the best methods or tools for solving tasks and problems in relation to natural disaster risk management;
- analyze and assess theoretical and practical problems in relation to planning, strategy and human resource development and present proposal for future strategy and solutions;
- communicate knowledge and carry out consulting in natural disaster risk management in relation to partners and other stakeholders;
- handle complex and developing tasks and situations in relation to disaster prevention, assessment, and mitigation and also document and communicate tasks, projects and solutions.

*The students will have the following competencies:*

- devising strategies and developing methodology and methods of emergency as part of NDRM;
- optimizing and managing available resources in emergency as part of NDRM systems;
- integrated management in natural disaster situations .

### Content of Teaching (subjects and themes)

- History of risk and fire protection management and accidents with catastrophic consequences.
- Introduction to the risk function and its basic components.
- Introduction to the cycle of risk management in the events with catastrophic consequences.
- Introduction to institutional and legislative frameworks of risk and management and events with catastrophic consequences.
- Insurance and risk management and events with catastrophic consequences.
- The role of information and communication technologies in risk and fire protection management.
- Public institution in Natural Disaster risk management
- Public awareness, education and research
- Risk management and sustainable development
- Advanced techniques used in the integrated risk management of catastrophic events

### Learning Materials

The following are the recommended readings for this course. The required reading for each class will be posted on Google classroom one week before lectures.

- *Reducing Disaster Risk: A Challenge for Development*. 2004. United Nations Development Programme, Bureau for Crisis Prevention and Recovery. New York. [www.undp.org/bcpr](http://www.undp.org/bcpr)
- Patrick L. Abbott (2012). *Natural Disasters*, Mc Graw Hill, 8 edition, New York.
- Van Aalst, Maarten; Ian Burton (2002). *The Last Straw; Integrating Natural Disaster Mitigation with Environmental Management*. Disaster Risk Management Working Paper Series No. 5. The World Bank. [http://www.worldbank.org/hazards/files/last\\_straw\\_final.pdf](http://www.worldbank.org/hazards/files/last_straw_final.pdf)
- Keller, E. A., & Blodgett, R. H. (2007). *Natural Hazards: Earth's Processes as Hazards*. Disasters, and Catastrophes: Pearson Prentice Hall, Upper Saddle River, NJ, USA.
- Hyndman, D., & Hyndman, D. (2016). *Natural hazards and disasters*. Cengage Learning.1.
- Laurence Crane, Gene Gantz, Steve Isaacs, Doug Jose, Rod Sharp (2013). *Introduction to Risk Management, Extension Risk Management Education and Risk Management Agency*

### Examination and Assessment

Students will be graded through a mix of examinations and class work. Class participation will also be taken into account.

The assessment will be divided into the following parts:

- Class participation 10%
- Quizzes 20%
- Projects 40%
- Final exam 30%

## 4<sup>th</sup> semester

<b>Internship</b>			
<b>Semester</b>	<b>ECTS</b>	<b>Number of lessons</b>	<b>Student Workload</b>
4 <sup>th</sup> semester	15		450 hours
<b>Programme</b>	<b>Master</b>	<b>Academic Year</b>	2019/2020
<b>Course Description:</b>	<p>The aim of this subject is to prove the knowledge by finishing the Professional Master Practice. Internships are an opportunity for students to link theory with practice. They are temporary, on-the-job experiences intended to help students identify how their studies in the classroom apply to the workplace. Internships are individually arranged by the student in collaboration with a faculty mentor in the chosen discipline and a supervisor at the workplace.</p> <p>This course is repeatable for up to 15 credits.</p>		
<b>Examination and Assessment</b>	<p>The finishing of the Professional Master Internship is possible after presenting following documents:</p> <ul style="list-style-type: none"> <li>- report about putting professional knowledge into practice</li> <li>- schedule of the Practice, contract signed with the hosting internship company/institution</li> <li>- evaluation of the workplace and Submission of a Final Internship Report to Faculty Internship Supervisor</li> <li>- the final internship report is graded pass or failed.</li> </ul>		
<b>Learning Outcomes (according to programme handbook)</b>			

The learning outcomes of the internship are as follows:

*Knowledge*

*The student will:*

- Gain practical experience within the business or environmental management field;
- Acquire knowledge of the industry/organization in which the internship is done;
- Explore career options through an engaged setting;
- Apply academic materials and skill to practical work situations;
- Provide valuable professional experience and develop interpersonal skills.;

*The student will:*

- be able to apply theory for executing work tasks in the current company/institution
- be able to assess theoretical and practical problems and give proposals for solutions
- be able to use and communicate relevant theories in solving problems
- be able to independently (active) take part in planning and organization of assignments in the current company/institution
- be able to independently develop own theoretical and practical knowledge work in teams

*Competencies*

*The Professional master student will:*

- be able to see own role in solving relevant problems in the current company/institution
- be able to take part in specialized and interdisciplinary solving of assignments
- be able to reflect on practise in relation to theory
- the ability to prepare and evaluate investment projects and business



<b>Master thesis</b>			
<b>Semester</b>	<b>ECTS</b>	<b>Number of lessons</b>	<b>Student Workload</b>
4 <sup>th</sup> semester	15		450 hours
<b>Programme</b>	<b>Master</b>	<b>Academic Year</b>	2019/2020
<b>Course Outline:</b>	<p>Within the framework of the thesis, students will explore different ways of finding information, defining the scope of a project and doing research, as well as different ways of communicating the results. The thesis work includes defining a problem, discussing method and theoretical approach, collecting information, presenting student thesis and writing. Students will work in pairs to write the thesis.</p> <p>The aim of the course “Master Thesis with a focus on International Management and Leadership with specialization on Business Management or Environmental Management” is to develop students' abilities to conduct an independent study revealing significant contribution to the field and practice of management and leadership in the context of business or environment.</p> <p>In general, the thesis demonstrates evidences that students’ study and writing contribute to the knowledge that corporates current theory and practice relating to managing business and environmental organizations. The final exact work will be arrived in consultation with the faculty supervisor and will represents the candidate’s culminating written work that is more substantive than any previous paper and demonstrates “mastery” of the particular field of study with their work. The thesis its self as a follow up of all the courses and internship finished, including its final work submitted and defense, is a required component of the Professional Master program.</p> <p>Advancement in relation to the degree requirements</p> <p>This course is included in the main area of International Management and Leadership with specialization on Business Management or Environmental Management at advanced level of 120 credits.</p> <p>Entry requirements</p> <p>To be accepted to the course and to submit a research thesis proposal <i>the student must have passed the courses and it has to obtained 15 ECTS credits on internship.</i></p> <p>The course literature accumulated via the courses included in the Master programme "International Management and Leadership with specialization on Business or Environmental Management" is highly recommended but must be complemented as follow:</p> <ul style="list-style-type: none"> <li>• Students must select and evaluate relevant and high-quality literature in regards to their thesis research problem.</li> <li>• Students must select and evaluate up-to-date literature in regards to their thesis research problem</li> </ul>		

	<p>The thesis should make an original contribution to knowledge in the field of International Management and Leadership with specialization in Business Management or Environmental Management. There is no predetermined length, but most theses range between 75 and 150 pages (typed, double-spaced).</p>
<p><b>Examination and Assessment</b></p>	<p>Thesis grading will be informed by the learning objectives outlined in this syllabus. The thesis grade will consist of the written thesis grade (2/3) or 70% and the thesis defense grade (1/3) or 30%. Grades will be given in accordance with the IBC-M grading system.</p> <p><b>CHOOSING A TOPIC:</b></p> <p>Students should begin thinking of possible thesis topics, or at least specific areas of interest, preferably in the third semester. Ideally, the topic should be related to the student’s area of specialization and should also fit with the student’s intellectual interests and career aspirations.</p> <p><b>THESIS EVALUATION COMMITTEE AND THE CHAIR</b></p> <p>Students should consult with appropriate professor or professors whose expertise relates most closely to the proposed topic concerning the feasibility of the topic and the willingness of the professor or professors to direct the thesis.</p> <p>The Coordinator of Masters Programs can assist in identifying potential thesis mentor. The thesis evaluation of the committee and the chair should be appointed before the beginning of the of the student’s fourth semester. The thesis chair should be a member of the College of IBC-M and specialised in the field of the student study specialization.</p> <p><b>THESIS PROPOSAL</b> Students submit a formal thesis proposal no later than the end of their third semester. The proposal should explain the problem/issue to be addressed in the thesis, identify preliminary research materials, specify the contribution the thesis is intended to make, and provide a preliminary research plan and other activities.</p> <p>The committee members should approve the proposal and make suggestions for further research and writing as well as the activity plans.</p> <p>Thesis research may involve combination of field and internship-based study and library-based study.</p> <p><b>COMPLETION AND DEFENSE OF THE THESIS</b> Students should consult with the thesis mentor about their research and writing schedule. Adequate time should be given for the completion and revisions before the defence. The oral defence should take place at least three weeks prior to the graduation. Students should follow the IBC-M format or style guidelines appropriate to the thesis field of specialization.</p>
<p><b>Learning Outcomes (according to programme handbook)</b></p>	
<p>Knowledge</p> <p>Upon successful completion of the thesis and its defence, the students will:</p> <ul style="list-style-type: none"> <li>• demonstrate the ability to conduct a large-scale academic research project with real-world application in the field of business or environmental management</li> </ul>	

- demonstrate the ability to apply the knowledge and understanding gained throughout the master program to a new and broader context
- demonstrate the ability to perform in-depth academic research
- demonstrate the ability to formulate reflective judgments on the researched topic
- demonstrate that he or she has acquired the learning skills to continue to study from here on largely self-directed or autonomous way.

### ***Skills***

The student will:

- be able to independently seek, evaluate and integrate information to analyses and propose solutions to and participate in problem solving on complex issues in the areas of business management and environment;
- Critically, independently and creatively identify and formulate issues relevant to the area the programme concerns within a set timeframe;
- develop original and creative responses and solutions to problems and issues practicing in a wide and often unpredictable organizational leadership and environmental situations;
- Initiate, measure and lead new change management practices in various organizational levels, as well as in critically changing socio-economic and environmental contexts.

### ***Competencies***

The student will:

- be able to handle complex and development-oriented situations in relation to work and study
- be able to independently enter into academic and interdisciplinary cooperative work and take on responsibility within the settings of professional ethics
- be able to identify their own learning needs and, in relation to the profession, develop their own knowledge and skill.