



Student Handbook

International Sales & Marketing Programme

Academic year 2020-2021



Donors:



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Introduction

International Sales and Marketing (ISM) is a 3,5 years (7 semesters) full-time international program of professional education that specializes students in the field of business studies with a strong focus on International Sales, Marketing, Economics, Communications, Organization, Management and Entrepreneurship.

All courses in this programme live up to the learning goals and aims of the international education in the study field, but have been adapted to fit the local and regional educational and labour market needs. All subjects are taught with focus on student centred learning and with the aim of creating a proactive and problem solving entrepreneurial mind set in each student.

The aim of ISM programme is to equip each student with the comprehensive understanding of business mechanisms that are in place in contemporaneous business world and build knowledge, skills and competences needed for a successful career in local or international business, or to continue with relevant post graduate studies.

Programme Profile

International Sales and Marketing is an educational programme with practical relevance, preparing students to become the new entrepreneurs with knowledge and understanding of the market. The programme enhances the students' analytical thinking and develops their capacity to find and apply solutions to real world marketing and management problems. The aim of ISM bachelor programme is to educate students to independently and professionally perform duties related to international business in the marketplace – not only in small and medium-sized businesses, but in particular within international business-to-business sales.

The bachelor ISM programme is in its scope focused on strategic analysis of companies and their surrounding business environment. It incorporates identifying the forces of the macro and micro environment that influence businesses as well as the core competences of the companies providing the basis for their competitive advantage. Special emphasize is given to the market, the principles of its functioning and main factors that affect it. Companies' communication, organisation and management modes and practices are studied as important factors for their success in the market. Having a focus on international sales and marketing, special attention is placed on the the analysis of current and potential customers, their strategic situation, their needs and wants as a basis for an assessment of a company's total activities. That includes analysis of effectiveness in a company's supply chain with a view to determining the company's core competencies and ability to cover the customers' needs. In line with that, the organisation and management of the sales department – strategically, tactically and operationally, as well as of the rules concerning international contracts and international sales of goods and services is studied. The economic and financial foundation of the sales is also studied as an important aspect of business performance. Since meeting customers' requirements is not enough in the existence of strong competition, complex forms of competition are studied, with the view on the competition's supply chain. In addition, sales and negotiation processes

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and techniques are part of the study programme as crucial in building long-term relations with customers as a way to achieve sustainable competitiveness. Entrepreneurship is studied with its focus on the small business development. An important part of the programme is the internationalization of the companies which is of vital importance in times of open markets and globalization. Having in mind the necessity of companies to face the challenges of Euro-integration processes, European Union institutions and regulations are an integral part of this programme. Special importance is given to innovations as an important factor influencing a company's growth, its organization and supply chain. All of the above feeds into the development, implementation and follow-up of sales and marketing strategies.

Programme elements are intended to give the student professional and methodical competencies so that he/she can tackle complex problems in practice within the profession from a well-founded theoretical background.


In addition, throughout the course the student will learn to identify and cover their own learning needs along with putting themselves in a position to enter into personal and complex cross-cultural relations while being flexible, commercially strong and goal-oriented – both in relation to customers and commercial partners, colleagues and managers.

From theory to practice – teaching model

Education within the ISM study programme is unique due to both, its curricula and its problem-based learning (PBL) methodology: *From Theory to Practice*, which is comprised of four steps learning process – conceptualization (in-class learning), experimentation (in-lab learning), experience (in-field learning) and reflection (competence gaining).

The pedagogical concept of problem-based learning model:

	Explicit knowledge	Tacit knowledge
Theory	Conceptualization	Experimentation
Practice	Reflection	Experience



Applying “*From Theory to Practice*” learning methodology, International Sales and Marketing bachelor programme is focused on applying theoretical concepts to practical business problems in the real world. Throughout this programme, the students are trained to develop strategies towards making relevant business decisions and reaching the set of business objectives.

The programme methodology is implemented through the application of interactive teaching practices (real life examples discussion, practical exercises, experiments, simulations, business cases examination and research projects) along with a six months internship period accomplished by all the students in local, regional or international companies.

During the student interdisciplinary project work, which is organized each semester, students work in groups on solving real-world business issues which they are likely to cope with in their professional career after the graduation. Working in a team, students have the possibility to apply the knowledge they have gained in the course of their studies to concrete examples from the business world. Some examples of past projects tasks include:

- Developing or evaluating a marketing strategy;
- Developing or evaluating a client negotiation strategy;
- Forming the optimal price of products;
- Reporting on the key macroeconomic indicators for a country of operation;
- Analysing financial statements;
- Preparing a budget or a business plan;
- Measuring the profitability of a company, bank or organisation.

During each semester the students have the opportunity to visit local and regional companies and meet entrepreneurs, who present their strategies and practices and particular businesses issues they cope with. Students are then given the task to propose solutions for particular business issues, based on their own research and problem analysis.

A very important part of International Sales and Marketing programme is an obligatory internship in the seventh semester of the studies. The internship takes place within local, regional or international companies, which students choose according to their professional orientation. Doing an internship provides valuable experience for students and allows them to apply the knowledge they acquired in college.

Through this teaching method, a holistic and interdisciplinary approach is applied to complex problems in practice which characterise the profession, which gives the students possibility for combining the theory and practice.

Courses and ECTS overview

A complete overview of all courses and their allocated ECTS points across the 7 semesters is presented below. The total number of the ECTS for the programme is 210 ECTS.

	COURSE	ECTS
Semester 1	Principles of Management	5
	Principles of Economics	4
	Principles of Accounting	4
	Mathematics and Introductory Statistics	5
	Professional Communication	4
	Introduction to EU Studies	4
	Academic English and Study Skills 1	4
	Total ECTS	30
Semester 2	Principles of Marketing	5
	Financial Statement Analysis	5
	Principles of Research Methodology & Market Research	5
	Principles of Entrepreneurship	5
	Academic English and Study Skills 2	5
	Interdisciplinary semester project	5
	Total ECTS	30
Semester 3	Strategic Marketing	5
	Macroeconomics	4
	Intercultural Communication and Organizational Behavior	4
	Supply Chain Management and Logistics	4
	Budgeting and Financial Forecasting	4
	Managing Sales and Customer Relationship	5

Semester 4	Academic English and Study Skills 3	4
	Total ECTS	30
	Digital Marketing	5
	Personal Selling	5
	Investment Theory and Finance	5
	Business Law	5
	Interdisciplinary Semester Project	5
	Academic English and Study Skills 4	5
	Total ECTS	30
Semester 5	International Trade Law	5
	Managerial Accounting	5
	Business Planning	5
	B2B Sales and Marketing	5
	Quality Management	5
	Elective course (1 out of 3):	5
	1. E-Business	
	2. Business Ethics and Social Responsibility	
	3. Leadership	
	Total ECTS	30
Semester 6	Managing International Business Operations	4
	Staff Development and Human Resource Management	4
	Creativity and Innovation	4
	Applied Research Methods for Decision Making	4
	Project Management and Organizational Development	5
	Elective course (1 out of 3):	4
	1. Strategic Thinking and Management	
	2. Agribusiness	
	3. Circular Economy and Sustainable	

Semester 7	Development	
	Interdisciplinary Semester Project	5
	Total ECTS	30
	Professional practice report	15
	Final thesis project	15
	Total ECTS	30

Programme Learning Outcomes

The objective of bachelor degree programme in International Sales and Marketing is to qualify the student to independently perform work functions of analysing, planning and implementing solutions widely related to marketing and management in national and international commercial, production and service companies. The ISM graduate will be able to combine financial, legal, organisational, cultural, social and technological knowledge in connection with marketing and management in a global market. Furthermore, the graduate will be able to participate in cooperation with people having various educational, language and cultural backgrounds.

The learning outcomes of the bachelor degree programme in International Sales and Marketing are as follows:

Knowledge

The graduate will have knowledge of:

- Organizational, strategic and financial structure of the business;
- Fundamental socio-economic business conditions;
- Applied theory and methods in sales and marketing management in an international context;
- Central theories and models necessary for business-to-business sales and marketing management;
- Methods for concluding the sale and solving complex and practice-based problems within the area of Marketing and Management;
- Business legal matters, including legislation on marketing and competition.

Skills

The graduate will be able to:

- Conduct an international market assessment;
- Assess and implement problem-oriented projects within marketing-related subjects;
- Communicate practice-based problems and solution proposals in English;
- Draw up relevant solution proposals within marketing-related problems on an analytical basis;

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- Assess business and socio-economic conditions;
- Assess business legal problems in relation to national and international trade;
- Assess organizational, logistic and management problems.
- Develop, assess and implement international sales strategies for different business types (industry, sizes, resources etc.) and apply relevant models to the implementation of product and concept development in business;
- Analyse, assess and apply legal methods and tools to support the sales performance in an internationally focused company;
- Assess the competitive position of a business as a basis for the preparation of the company's marketing mix with a focus on the sales effort;
- Substantiate and communicate the chosen strategies into a sales plan for the relevant parties;
- Create a motivating environment in the sales department and develop and implement sales meetings with a focus on the economic results and human contribution.

Competencies

The graduate will be able to:

- Participate in professional and interdisciplinary cooperation in the development of the marketing strategy and internationalization of the business;
- Handle development-oriented situations on a national and international level within sales and marketing;
- Handle the planning of marketing and sales for the business as well as participate in the implementation in this connection;
- Acquire skills and new knowledge, with regard to what was achieved in the programme;
- Handle the opportunity for action for the economic development of a business in consideration of the socio-economic conditions;
- Participate in professional and interdisciplinary cooperation with a professional approach in English, and possibly another foreign language, in writing and orally;
- Identify the need for relevant economic and legal information surrounding international sales assignments;
- Form multidisciplinary teams related to the company's work and be able to independently plan and implement assignments related to international sales;
- Develop, manage and implement sales strategies starting from different complex situations and with the involvement of relevant parties;
- Enter into work towards the sales performance in a business with independent responsibility at management level;
- Develop independence, the ability to co-operate and the ability to create something new;
- Develop an interest in and ability to actively co-operate in a democratic society;
- Attain competencies for further education.

Carrer prospects

After graduating with bachelor degree in International Sales and Marketing, graduates should have the knowledge, skills and competencies to professionally and successfully perform the duties related to marketing and management positions requirements in local or international companies, public or nongovernmental institutions or to continue further with relevant higher education.

Study abroad

During the programme it is possible for the student to complete a semester at an educational institution abroad. Similarly it is possible to complete a company internship and final thesis project in businesses or organisations abroad. The both institutions must sign the learning agreement and approve/give credits to be collected before the period abroad takes place.

Examination

Students of the International Sales study programme are assessed through different kind of examinations. The examination within the programme includes the following assessment forms:

Course assignment

Course assignment (CA) is issued for each course and has to be in line with the course learning outcomes. Course assignment can consist of different assignment components, written or/and oral and may also include an in class active participation. Course assignment components are decided by responsible course lecturer and communicated to the students at the beginning of the course. Course assignment comprises 40% of the final course grade. The exception are courses for which there is no final examination, for which the assessment consists of only one CA (worth 100%) or more than one CA with different % weights, comprising 100%.

Final examination

Final examination is conducted at the end of the semester. The final examination with the duration of 1.5h has to cover the course learning outcomes and comprises 60% of the course final grade. The form and the content of the final exam is decided by responsible course lecturer and communicated to the students at the beginning of the course.

Interdisciplinary Project

Every student of the International Sales and Marketing study programme has to conduct interdisciplinary projects in the forseen semesters of their studies. The project has to assess learning outcomes of selected/all courses studied in the semester. Projects are graded and are mandatory for the completion of the semester. The overall project grade is composed of the grade for the written

part (group project work and individual project retrospective report) and grade for the oral presentation, each worth 50% of the final project grade.

Professional Practice Report

The student has to hand in his/her professional practice report within one week of completion of the professional practice. professional practice report is assessed with pass/fail. The specifics of the professional practice report are defined in IBC-M Rules and Regulations and Professional Practice Report Guidelines.

Final Thesis

The final thesis project is graded using a grading scale presented below. The grade for the written part stands for 70%, whereas the grade for the oral presentation stands for 30% of the final thesis grade. The specifics of the final thesis project are defined in IBC-M Rules and Regulations and Academic Assignment Guidelines.

Grading scale

IBC-M applies a 7-point grading scale ranging from -3 to 12. The IBC-M grading scale is as follows:

Performance	For an excellent performance	For a very good performance	For a good performance	For a fair performance	For an adequate performance	For an inadequate performance	
Achieved learning outcomes	> 95%	85% - 95%	75% - 84%	65% - 74%	55% - 64%	< 55%	No exam/ Plagiarism
Grade according to the ECTS grading system	A	B	C	D	E	Fx	F
IBCM grades	12	10	7	4	2	0	-3

Fraud in examinations and plagiarism

Attempts to influence examination results by using non-permitted aids or by fraud automatically lead to a failing of the respective examination. Permitted aids are specified on the exam paper of every individual exam. Fraud is indicated with the assessment fail in pass/fail exams. Cases of fraud in examinations and plagiarism are generally referred to the Academic Council. A warning, issued by the Academic Council is documented in the relevant student file.

Appeal to examination result

A student can appeal his/her examination result based on the Study Regulations, which are reviewed and published annually by the Academic Council and published on the IBC-M website.

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1st Semester

Summary

First semester is a common semester for the three study programmes: 1) International Sales and Marketing, 2) Public Administration and Welfare and 3) Environmental and Agricultural Management. A student has to make his/her final choice about whether to join the International Sales and Marketing, Environmental and Agricultural Management, or Public Administration and Welfare study programmes at the beginning of a first semester. The above programmes are offered according to demand. If demand for a particular programme is low at the start of a first semester, it may not be offered as a full programme.

The overall theme for the semester is “*The Organisation’s Strategic Situation*”. The learning outcome of the semester is documented through:

- i. Compulsory written exams at the end of the semester covering the following subject areas:
 - Principles of Management;
 - Mathematics and Introductory Statistics;
 - Principles of Economics;
 - Principles of Accounting;
 - Introduction to EU Studies;
 - Professional Communication;
 - Academic English and Study Skills 1.
- ii. Compulsory, written or oral assignments during the semester: the course assignments may be written or / and oral. Usually, the lecturers who set the assignment define whether the assignment is both written and oral. The lecturers also decide the weight of the different parts. Most projects are both written and oral and have an overall balance between the two parts. I.e. you cannot pass unless both parts of the project are satisfactory.

All courses must include casework based on examples from the Business sector, the Public Sector and the Agriculture/Environment sector, thus giving the students the ability to use their knowledge, skills and competencies from all subject areas in different scenarios. This is also to emphasize that this is a common first semester for three spurs.

Syllabi

Course name: Principles of Management			
Semester	ECTS	Number of lessons	Student Workload
1 st semester	5	20	150 Hours
Course Description			
Management is the art and science of helping individuals achieve their goals together. This course is a comprehensive introductory course on the management process from a manager's perspective, with particular emphasis on the skills, competences, techniques and knowledge needed to successfully manage an organization. This course provides a framework for understanding the opportunities and challenges involved in formulating and implementing strategies by taking a "system" view of organizations, which means that we will examine multiple aspects of how managers address their environments, strategy, structure, culture, tasks, people, and outputs, and how managerial decisions made in these various domains interrelate. The course will help you to understand and analyze how managers can formulate and implement strategies effectively. You will be able to develop short and long-range plans to effectively accomplish organizational goals, and skills related to the manager's functions as required in today's competitive environment.			
Examination and Assessment	Course Assignment (40%) Final Exam (60%)		
Learning Outcomes			
<p>The student shall have knowledge of:</p> <ul style="list-style-type: none">- Concepts, theories and models concerning organisation structure, management processes, cooperation, the individual and motivation.- Central concepts and theories related to the organisation.- Managing organizations in the dynamic global environment.- Examples of best practice within public sector, business life and the agriculture and environmental area.- Evolution of management. <p>The students shall have skills in:</p> <ul style="list-style-type: none">- Analysing an organisation's set-up, structure and managerial levels.- Analysing structures, processes, organizational culture and the significance in this connection on the company's strategy.- Comparing and contrasting the levels, roles, and functions of management.- Illustrating the types of planning and its function in management.- Modelling different types of organizations, including centralized and decentralized organizations.- Examining leadership and its role in organizations and the difference between a manager and a leader. <p>The students shall acquire competencies to:</p> <ul style="list-style-type: none">- Analyse and assess the significance of the organisation's structure and processes.- Analyse staff policy on the company's aims, strategy and positioning.- Relate, discuss, understand, and present management principles, processes and procedures in consideration of their effort on individual actions.- Participate, summarize and/or lead class discussions, case problems and situations from both the text and student experience that relate to the text material.- Gain valuable insight into the workings of business and other organizations.- Outline the importance of business ethics in contemporary business.			

Course name: Mathematics and Introductory Statistics			
Semester	ECTS	Number of lessons	Student Workload
1 st semester	5	20	150 Hours
Course Description			
<p>This is an introductory course in statistics designed to provide students with the basic concepts of data analysis and statistical computing. Topics covered include basic descriptive measures, measures of association, probability theory, confidence intervals, and hypothesis testing. The main objective is to provide students with pragmatic tools for assessing statistical claims and conducting their statistical analyses enabling them for farther studying and applying a multidisciplinary approach. Statistics is using data to make numerical conjectures about problems. Descriptive statistics is focused on summarizing data, with topics, such as histograms, the average, the standard deviation, the normal curve, correlation. Much statistical reasoning depends on the theory of probability. Statistical inference focuses on making valid generalizations from samples. Topics include estimation, measurement error, tests of statistical significance. Mathematics focuses on self-efficacy and academic skills related to success in basic level mathematics. To build self-efficacy, professional, and academic skills, students progress through the course material based on individual needs in preparation for enrollment in the next level of courses in math and statistics required by the student's major. Upon completion of this course, students should see improvement in basic math skills, an increase in confidence in mathematical abilities, and advancement in the ability to relate math to other courses and real-life applications.</p>			
Examination and Assessment	Course Assignment (40%)		
	Final Exam (60%)		
Learning Outcomes			
<p>The student shall have knowledge of:</p> <ul style="list-style-type: none">- Fundamental terms and concepts in algebra;- Basic principles of descriptive statistics - numerical, tabular, and graphical methods;- Basic principles of inferential statistics - confidence interval and hypothesis testing;- Basic statistical models and concepts;- The theory behind hypothesis tests. <p>The student shall have skills in:</p> <ul style="list-style-type: none">- Applying a specific market analysis by the application of statistical tools;- Applying statistical methods to describe and present problem issues in society;- Applying pragmatic statistical tools to search systematically for secondary statistics data;- Applying IT tools in connection with the study;- Analyzing hypothesis tests and confidence intervals;- Analyzing tests for goodness of fit;- Applying contingency tables. <p>The students shall acquire competencies in:</p> <ul style="list-style-type: none">- Understanding statistically treated market analysis and results extracted by market analysis;- Independently assessing a statistically treated market analysis;- Analyzing relevant and informative tables and charts based on collected information (e.g. statistics of absence or numbers for wage development);- Analyzing errors/mistakes made during hypothesis testing;- Seeking, finding, and applying relevant secondary data related to the description of society/descriptive economics.			

Course name: Principles of Economics			
Semester	ECTS	Number of lessons	Student Workload
1 st semester	4	16	120 Hours
Course Description			
<p>This course provides an introduction to a broad range of economic concepts, theories and analytical techniques and examines the behavior of individual decision makers, primarily consumers and firms. The use of a market, supply and demand, will be the fundamental model in which trade-offs and choices will be considered through comparison of costs and benefits of actions. Production and market structure will be analysed at the firm level. Topics include choices of how much to consume and to produce, the functioning of perfectly and imperfectly competitive markets, the conditions under which markets may fail, and arguments for and against government intervention. Students will gain an understanding of the strengths and weaknesses of various approaches to economic problems, and an appreciation of the relationship of economics to other disciplines. The course will help the students to deepen their understanding of the foundations of economic theory and also motivate them to study further in areas of applied economics.</p>			
Examination and Assessment	Course Assignment (40%)		
	Final Exam (60%)		
Learning Outcomes			
<p>The student shall have knowledge of:</p> <ul style="list-style-type: none">- The main economic models and principles;- Graphs in common economic applications;- Market equilibrium, demand and supply;- The concept of elasticity and significance of price;- Different market structures and their influence on efficiency. <p>The student shall have skills in:</p> <ul style="list-style-type: none">- Using graphs in the main economic models;- Analysing the cost concepts (supply), marginal utility and demand;- Analysing the price mechanism in different market structures;- Applying consumer and producer surplus to analyze the efficiency in society;- Applying economic reasoning to policy issues in a critical manner. <p>The students shall acquire competencies to:</p> <ul style="list-style-type: none">- Develop analytic skills central to economic thinking;- Apply supply and demand analysis to price determination;- Examine consumer choice models;- Differentiate among market structures;- Integrate economic models with real world applications.			

Course name: Principles of Accounting			
Semester	ECTS	Number of lessons	Student Workload
1 st semester	4	16	120 Hours
Course description			
<p>This course is designed to provide the students an understanding of the accounting process and the way in which it facilitates the decision making by developing and communicating the relevant information to the organization internal and external stakeholders. Accordingly, the course equips the students with needed skills and knowledge related to the: (1) fundamental concepts and principles that underlie financial accounting process, (2) procedures</p>			

used to accumulate, analyze, measure and record financial transactions that affect the organizational financial structure, (3) preparation of the four key financial statements (balance sheet, income statement, statement of shareholders' equity, and statement of cash flows) used to communicate the financial information and (4) interpreting the information on the organization financial position and success for the purposes of an effective decision making. Upon the completion of the course students should be able to compile the relevant financial reports and critically evaluate the organization financial activities and the efficiency with which it has managed its financial resources.

Examination and Assessment	Course Assignment (40%)
	Final Exam (60%)

Learning Outcomes

The student shall have knowledge of:

- The nature and purpose of accounting information in relationship to decision making;
- The fundamental concepts underlying accounting information system and accounting cycle;
- The financial effects of an organization economic activities and the manner by which they affect the components of accounting equation and financial reports;
- The tools and techniques used to analyse, record and report business transactions using the accounting equation and the general journal/general ledger system;
- The purpose, structure, linkages and preparation path of the four main financial statements (income statement, balance sheet, statement of owner's equity and cash flow statement);
- The significance of the measurement results in relation to the financial performance and position of the organization;
- The importance of internal control and audit for ensuring the required quality of accounting information.

The student shall have skills in:

- Analytically assessing the company/organization economic activities for appraisal of their financial effects and evaluating their impact on accounting equation and financial reports;
- Applying the accounting concepts for asset, liability, revenue and expense recognition and valuation under accrual basis and generally accepted accounting principles (GAAP);
- Applying the rules of debits and credits to prepare general ledger and general journal entries for a set of common company/organization transactions;
- Creating an income statement, balance sheet, statement of owner's equity and cash flow statement and explaining their purpose in an accounting system.
- Analysing and assessing company/organization financial reports in relation to profitability, financial position, liquidity and cash generating ability.

The student shall acquire competencies to:

- Define and explain the relationship among the fundamental accounting concepts of assets, liabilities, stockholder's equity, income and expenses;
- Examine and explain how transactions relating to the recognition, valuation, and disposal of assets, liabilities, and stockholders' equity affect the financial structure of an entity and various financial statements;
- Analyse, record, and report financial transactions of an entity using the accounting equation and the general journal/general ledger double entry system;
- Critically assess the financial reports information in relation to the financial performance and position of the organization.

Course name: Introduction to European Studies			
Semester	ECTS	Number of lessons	Student Workload
1 st semester	4	16	120 Hours
Course Description			
<p>The course Introduction to European Studies gives students knowledge of central concepts and rules concerning the functioning and decision making process of Institutions and Policies of the EU. It aims to enable students to identify, describe and analyse policy and legal processes within the EU Institutions and Policies. The course Introduction to European Studies has the following key-elements: An overview of the main EU Institutions; History of the EU; Enlargement of the EU; What after BREXIT; Decision</p>			

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making process of the EU Institutions; Policies of the EU; Analysis of the main case-law of the Court of Justice of the EU.

Examination and Assessment	Course Assignment (40%)
	Final Exam (60%)

Learning Outcomes

The students shall have knowledge of:

- Relating basic concepts of law, state and international organizations;
- Recognizing European Union's (EU) history;
- Listing the institutions including their tasks and interdependences;
- Recognizing the economic environment as well as the economic policies of the EU system;
- Identifying the Foreign Policy of the EU.

The students shall have skills in:

- Describing and presenting central elements of the EU institutions;
- Analyzing the interaction between the decision –making process and policy formulation within EU institutions;
- Discussing enlargement policy of the EU;
- Distinguishing IO's, i.e. EU from Council of Europe.
- Explaining the benefits of EU acquis.

The students shall acquire competences in:

- Illustrating critically future developments, including political and economic challenges;
- Interpreting the process of the EU enlargement;
- Searching and identifying the EU legislation;
- Interpreting the decision-making and law-making process of the EU Institutions;
- Illustrating the relevant case-law of the Court of Justice of the EU, in various policy areas.

Course name: Professional Communication			
Semester	ECTS	Number of lessons	Student Workload
1 st semester	4	16	120 Hours
Course Description			
For successful participation in professional and social life, students must develop effective communication skills. This course is designed to help graduate students improve their ability to communicate professionally. Rapidly expanding technologies and changing social and corporate systems demand that students send clear verbal messages, choose effective nonverbal behaviors, listen for desired results, and apply valid critical-thinking and problem-solving processes. Students will learn the tools they need to adapt their writing in varied professional, cross-cultural contexts and to translate it into effective verbal presentations in these settings. In particular, students will develop an awareness of professional language, written conventions, and multimodal communication, including verbal, written, and digital/visual modes. Students will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.			
Examination and Assessment	Course Assignments		
Learning Outcomes			
The student shall have knowledge of: <ul style="list-style-type: none">- Communication models and theories;- Internal and external communication problems;- Communication models and strategies, including verbal and non-verbal means;			

- Different organisational relevant written communication products and structures;
- Strategies for meetings;
- The principle rules within problem-oriented project work;
- Different oral and written forms of communication;
- The significance of communication, both internally in organisations and externally in relation to citizens and customers.

The students shall have skills in:

- Applying the English language in a subject specific context, both in writing and orally;
- Applying relevant IT tools for communication, including working creatively with personal communication;
- Developing messages targeted at the target group, including aesthetic expressions;
- Studying academic material;
- Applying relevant communication competencies on the basis of description, analysis and evaluation of the concrete need for communication;
- Communicating the principles for both oral and written effective communication;
- Actively being part of knowledge sharing through relevant communication channels.

The student shall acquire competencies in:

- Participating in professional and interdisciplinary cooperation in English;
- Introducing messages in an effective and independent manner in English;
- Acquiring and applying communicative skills and new knowledge as regards to public administration, business life and the Agriculture and Environmental area;
- Effective and professional oral and written communication;
- Making suggestions for improvements of the internal and external communication of an organisation on the basis of self-developed communication analysis.

Course name: Academic English and Study Skills 1			
Semester	ECTS	Number of lessons	Student Workload
1 st semester	4	16	120 Hours
Course Description			
The Academic English & Study Skills 1 course is designed to support and encourage you in your academic journey at IBCM, and address the challenges of studying in the English language. The syllabus places particular emphasis on writing for academic purposes and making sure that you have the academic tools to succeed as a student. Writing is not an easy task, especially not in the academic world. This is why this Academic English and Study Skills 1 class focuses on creating a strong foundation in writing which will enable you to write academic arguments, research papers, etc. The course will also cover useful study skills and tips to help you not just in your English course, but in your other courses as well. Since this course will be taken during your first year at IBC-M, we also focus on building successful habits for your student routine and academic life. Finally, the course will offer plenty of speaking and discussion opportunities in English, and one-on-one assistance can be requested via email.			
Examination and Assessment	Course Assignment (40%) Final Exam (60%)		
Learning Outcomes			
The student shall have knowledge of: <ul style="list-style-type: none">- Identify and define academic vocabulary and phrases, and how to use them;- Recognize, define, and understand the different types of academic writing;- Label & explain what plagiarism is and how to avoid it;- Discover and explain the role of different sources in essay and report writing.			

The student shall have skills in:

- Organizing and taking responsibility for their learning;
- Recording and organizing learning from lectures and other settings;
- Reading and taking notes effectively;
- Develop strong independent research skills, using both online and traditional resources;
- Planning structuring and formatting an academic paper according to IBCM standards;
- Citing and referencing their sources;
- Drafting, editing and re-drafting their own written work.

The student shall acquire competencies to:

- Confidently participate in classroom discussions, pair and group work;
- Write according to academic conventions in a descriptive and critical way;
- Develop ideas and topics, and to structure an argument by putting forward different points of view.

2nd Semester

Summary

The 2nd semester is an interdisciplinary semester composed of the following modules:

- Principles of Marketing (5 ECTS);
- Financial Statement Analysis (5 ECTS);
- Principles of Research Methodology and Market Research (5 ECTS);
- Principles of Entrepreneurship (5 ECTS);
- Academic English and Study Skills 2 (5 ECTS);
- Interdisciplinary Semester Project (5 ECTS).

The learning outcomes of the semester are documented through:

- i. Compulsory written exams at the end of the semester covering 60% of the overall course grade;
- ii. Course assignment(s) during the semester which may be written or/and oral. The structure and the form of the course assignment(s) is defined by the respective course lecturer. The course assignment(s) with all its components covers 40% of the overall course grade;
- iii. A multidisciplinary project (Project week) covering all/selected subject areas;

IBC-M Course Description

Course name: Principles of Marketing			
Semester	ECTS	Number of lessons	Student Workload
2 nd semester	5	20	150 Hours
Bachelor Programme	International Sales and Marketing (ISM)	Academic Year	2020/2021
Course Description			
<p>This course helps students understand Marketing, the process through which organizations analyze, plan, implement, and control programs to develop and maintain beneficial exchanges with target buyers. Effective marketing is critical for the long-term success of any business organization because this function ensures that the firm attracts, retains, and grows customers by creating, delivering, and communicating superior customer value. Principles of Marketing helps students to understand today’s key marketing challenge: to create vibrant, interactive communities of consumers who make products and brands an integral part of their daily lives. To help students understand how to create value and build customer relationships, principles of marketing present the fundamental marketing information within an innovative customer-value framework. Thoroughly revised to reflect the major trends impacting contemporary marketing, this course helps students to remember and understand how companies use 4 P’s, 7 P’s, and new digital technologies to maximize customer engagement and shape brand conversations, experiences, and communities.</p>			
Examination and Assessment	<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">1) Midterm examination (40% of the final grade) is the assessment which is done during the semester. It comprises of the course assignment (CA) in the form of written exam.2) Final examination (60% of the final grade) is a comprehensive written exam in the duration of 1.5h 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.		
Learning Outcomes			
<p>The student shall have knowledge of:</p> <ul style="list-style-type: none">- The role of marketing and its concepts in various types of organizations;- The relevant marketing theories and models and how they are implemented in the company’s internal and external environment;- The marketing mix concept and its components (to classify, confirm, defend, differentiate, etc.).- How to correctly apply fundamental marketing notions and terminology;- How to analyze and develop creative solutions to marketing problems in the fast-changing environment. <p>The student shall have skills in:</p>			

- Applying the company's strategic platform, including mission, aim and strategies;
- Assessing the company's product/market portfolios, competencies and resources;
- Identifying the company's stakeholders and assessing the company's customer relations and the purchasing behavior of the customers;
- Identifying and analysing the company's or institution's micro and macro surrounding world and the interaction between the private and public sector;
- Communicating the company's strengths and weaknesses and opportunities and threats and possibilities to partners and users;

The student shall acquire competencies to:

- Analyse and evaluate an real study cases related to marketing mix concept;
- Participate in interdisciplinary cooperation with a view to analyse and assess the strategic situation of a specific company contribute to an assessment of the basis of the company in order to start international activities.
- Choose, apply, change, develop and draw, demonstrate, perform, present and utilize different forms of real study cases;
- Develop the interest and skills base to continue with an academic study of the Master level.

Content of Teaching (subjects and themes)

- Role of marketing in an organization;
- Marketing Planning;
- Internal and external analysis;
- Marketing mix concept and its components;
- Market segmentation, targeting and product portfolio design;
- Understanding consumers;
- Analysing competitors,
- SWOT analysis;
- Principles of competitive marketing strategies.

Learning Materials

- Jobber, D. (2010). *Principles and Practice of Marketing*, 6th edition, McGraw-Hill Education. ISBN-978-0-07-712330-7
- Hollensen, S. (2014). *Global Marketing*, 6th edition, Pearson Education Limited. ISBN 978-0-273-79440-0
- Kotler, Ph., Kartajaya, H. (2016). *Marketing 4. 0: Moving from Traditional to Digital*, John Wiley & Sons, Incorporated;
- Kotler, Ph., Armstrong, G. (2016). *Principles of Marketing*, 16th edition, Pearson.

IBC-M Course Description

Course name: Financial Statement Analysis			
Semester	ECTS	Number of lessons	Student Workload
2 nd semester	5	20	150 Hours
Bachelor Programme	International Sales and Marketing (ISM)	Academic Year	2020/2021
Course Description			

The course aims to provide students with an understanding of the use of financial statement information from a user perspective, such as investor, debtholder, financial analyst, manager, etc. This course provides students with a framework for analyzing a firm's past performance, estimating its future performance, and valuing its equity. The course integrates key concepts from accounting, finance, economics, and business strategy and applies them to financial decision-making. The course focuses on teaching students to interpret numbers in the financial statements and examines the impact of different accounting choices on reporting earnings, shareholders' equity, cash flow and various measures of corporate performance. Students in this course will develop skills in analyzing financial statement for investment, credit and other financial decisions.

Examination and Assessment

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

The assessment is divided in two parts:

- 3) Midterm examination (40% of the final grade) is the assessment which is done during the semester. It comprises of the course assignment (CA) in the form of class test
- 4) Final examination (60% of the final grade) is a comprehensive written exam in the duration of 1.5h 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.

Learning Outcomes

The student shall have knowledge of:

- Companies'/organizations' costs including fixed and variable costs as well as the cost driver concept;
- Companies'/organizations' financial information systems and on this basis interpret information;
- Assets and liabilities reported on the balance sheet;
- Break-even concept;
- Financial statements and their structure.

The student shall have skills in:

- Assessing different types of cost and their characteristics;
- Analysing the contribution margin with a view to break-even analyses and financial management;
- Analysing the business performance and risk of a company based on its financial statements;
- Communicating financial information and stating reasons for development, including sustainable tendencies to stakeholders.

The student shall acquire competencies to:

- Be proficient at calculating and interpreting financial ratios;
- Be proficient in using ratios to compare a firm to its competitors, to evaluate changes in ratios over time, and to use ratios to help forecast the future;
- Be able to read and critically evaluate financial analyst reports on publicly listed companies.

Content of Teaching (subjects and themes)

- Company and its environment
- Financial management
- Break-even analysis
- Profitability ratios
- Earning capacity ratios
- Financial risk

Learning Materials

- Thomas Ittelson (2020). *Financial Statements*, 3rd edition
- Marcia Millon Cornett, Troy A. Adair & John Nofsinger (2012). *Finance*
- Lauritzen & Krogager: *Management accounting, financial measurement and planning - within a financial and marketing perspective*, Volume 1, 2nd edition, Chapter 1, 2, 3.
- Jerold L. Zimmerman (2011). *Accounting for Decision Making and Control*, 7th edition
- George T. Friedlob & Lydia L.F. Schleifer (2003). *Essentials of Financial Analysis*
- James M. Wahlen, Stephen P. Baginski & Mark T. Bradshaw (2008). *Financial Reporting, Financial Statement Analysis and Valuation*, 7th edition
- K.R. Subramanyam & John J. Wild (2009). *Financial Statement Analysis*, 10th edition

IBC-M Course Description

Course name: Principles of Research Methodology and Market Research			
Semester	ECTS	Number of lessons	Student Workload
2 nd semester	5	20	150 Hours
Bachelor Programme	International Sales and Marketing (ISM)	Academic Year	2020/2021
Course Description			
<p>The main goal of this course is to impart knowledge and skills necessary for conducting and evaluating business research. The course begins with the introduction to the fundamental research terminology and principles that underlie the elements of the research process within a quantitative, qualitative, and mixed methods approaches. This part of the course aims to equip students with knowledge and skills necessary in identifying, discussing and formulating a research problem, in selecting and applying appropriate research approaches and methods of inquiry (both quantitative or qualitative), and in effective presenting and critical assessment of their results.</p> <p>Building on principles of research methods this course aims to extend and deepen the understanding of different research approaches and methodologies in order to prepare students for their own research projects in their business discipline. The second part of this course aims to provide a comprehensive introduction to marketing research, enabling students to gain an understanding of its significance for making business decision aimed at successful business operations in dynamic international business environment. The main objective of this part of the course is to equip students with the key concepts and methods of marketing research, and allow student to understand how to apply those tools to solve real-life business problems. The course focuses on helping future managers to recognize the role of systematic information gathering and analysis in making marketing decisions, and develop an appreciation for the potential contributions and limitations of marketing research data.</p>			
Examination and Assessment	<p>Students are graded through a mix of examinations and class work.</p> <p>The assessment is divided in two parts:</p> <ul style="list-style-type: none"> 5) Midterm examination (10%) which is given during the semester – small homework assignments and in class participation 6) Final examination (90%) – course assignment (CA) in form of individual market research project that intends to measure the examinee's knowledge, skills and competencies on the concepts studied through the 		

	<p>semester. The CA results are measured against the course learning outcomes. It comprises of:</p> <ul style="list-style-type: none"> - Written research report (70%) - Oral presentation (20%)
Learning Outcomes	
<p>The student shall have knowledge of:</p> <ul style="list-style-type: none"> - The role and fundamental research concepts and methods and their applications in business; - Stages of social research process including problem formulation, research design selection, data collection, analysis and reporting; - Basic research methods including research design, data collection, analysis and reporting - Significance of market research and various market analysis methods; - Qualitative and quantitative data collection and analysis techniques; - Effective research results interpretation and reporting. <p>The student shall have skills in:</p> <ul style="list-style-type: none"> - Formulating an identified business dilemma in terms of a research problem and developing a set of relevant research questions; - Developing an actionable research proposal for implementation; - Carrying out a range of quantitative and/or qualitative research data collection and processing methods; - Applying different market analysis methods with a view to gather the information for decision making; - Applying statistical knowledge to assess the validity and reliability of the market analysis; - Writing up and effectively presenting a research report. <p>The student shall acquire competencies to:</p> <ul style="list-style-type: none"> - Develop and independently implement small scale research projects aimed at collecting the information for resolving different business dilemmas; - Formulate the research problem and researchable questions; - Independently develop a research proposal as applied to “real life” settings to address the research problem and make respective business decisions; - Select and implement a proper research design to address the research questions; - Design and conduct a quantitative and/or qualitative research studies in field settings; - Handle the completion of market analyses for the company, present and critically evaluate the research findings; 	
Content of Teaching (subjects and themes)	
<ul style="list-style-type: none"> - Concept of scientific research and scientific method - Problem formulation and defining research questions - Research proposal development - Qualitative and quantitative research methods - Secondary and primary data collection, preparation and analysis methods - The nature and importance of research in business - Market orientation and the need for market research - Understanding the market place and consumers - Analyzing the market environment and assessing own market potential, position, performance, brand image.. - Effective reporting of results 	

Learning Materials

- Gill, John; Johnson, Phil (2010). Research Methods for Managers, 4th Edition, London: Sage.
- Cooper & Schindler (2011). Business Research Methods, McGraw – Hill.
- Glicken, Glicken, Marley D (2003). A simple Guide to Social Research, Pearson Education.
- Burns and Bush (2013). Marketing research, 9th edition, Pearson Education.
- Saunders, M.; Lewis, P.; Thornhill, A. (2011). Research methods for business students. New Delhi: Pearson.
- Creswell, J. W. (2018). Research design: Qualitative, quantitative and mixed methods approaches. 5th Ed. Thousand Oaks, CA: Sage.
- TRU Library (2011). APA Citation Style - Quick Guide. 6th edition.
- Feinberg F., T. Kinnear, and J. Taylor, Modern Marketing Research: Concepts, Methods and Cases, Thomson Corporation.
- Yvonne McGivern (2013). The Practice of Market Research – An Introduction, fourth edition, Pearson Education.
- 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.
- Sekaran, Uma; Roger, Bougie (2009). Research Methods for Business: A Skill-Building Approach. 5th Edition, Wiley.

IBC-M Course Description

Course name: Principles of Entrepreneurship			
Semester	ECTS	Number of lessons	Student Workload
2 nd semester	5	20	150 Hours
Bachelor Programme	International Sales and Marketing (ISM)	Academic Year	2020/2021
Course Description			
<p>Entrepreneurship is an interdisciplinary course designed to teach students how to think and act as entrepreneurs, either as founders of new businesses or within already established companies. This course introduces students to the theory of entrepreneurship and its practical implementation. It focuses on different stages related to the entrepreneurial process, including emergence and evaluation of opportunities as well as organising them. Centered around a mixture of theoretical exploration as well as case studies of real-world examples, the course aims to give participants practical insights into those business aspects that are particularly important during a firm's early development phases, and to make them more effective in managing and growing the start-up firm. It also provides the cornerstones for successfully launching and implementing entrepreneurial projects within already established organizations. This course describes entrepreneurship as a process of economic or social value creation, rather than the single event of opening a business. Reflecting recent research, the course focuses on opportunity recognition, assembly of the financial and human resources needed to develop the idea, and launching the new venture. Upon the completion of the course students will develop an understanding of successes, opportunities and risks of entrepreneurship. The syllabus also provides a good foundation of understanding the entrepreneur development process in small business contexts and addressing the solving of common problems and challenges in managing the start-up and growing firms. It addresses both categories of students: those who wish to start their own company</p>			

and those who wish to develop an entrepreneurial way of thinking and relevant entrepreneurial competences for use in their future career.

Examination and Assessment

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

The assessment is divided in two parts:

- 7) Midterm examination (40% of the final grade) is the assessment which is done during the semester. It comprises of the course assignment (CA) in the form of an essay.
- 8) Final examination (60% of the final grade) is a comprehensive written exam in the duration of 1.5h 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.

Learning Outcomes

The student shall have knowledge of:

- The factors that promote entrepreneurship and what determines success or failure at launch of new businesses /concepts
- What tools, methods and processes that can be used to promote an innovative environment
- How different companies have worked on developing a more entrepreneurial environment in their current organizations
- The external factors that might seem conducive to new initiatives, including the possibilities that can be derived there from a window of opportunity
- The purpose and issues related to entrepreneurial development

The student shall have skills in:

- Generating creative business ideas and assessing which methods are available to use to analyze and test the durability of an idea
- Reviewing and assessing the competencies and tools necessary to implement an idea
- Preparing market analyses and demand documentation as well as a practical action plan for implementing a specific idea
- Preparing financing proposals in the form of estimates
- Participating in any negotiation regarding financing or the like in connection with the implementation of a business plan

The student shall acquire competencies to:

- Independently conduct the initial assessments at start-up of a new concept, project, product or a new company
- Identify, develop and assess the entrepreneurial opportunities and recognize the potential in relation to starting a new business or acting as an entrepreneur within the existing company
- Prepare and effectively present a plan for for establishing a company or new project/product/concept implementation
- Handle business development-oriented situations on a national and international level
- Analyze and synthesize possible solutions in the area of entrepreneurship business in consideration of the socio-economic conditions

Content of Teaching (subjects and themes)

- Fundamental concept of entrepreneurship
- Entrepreneurship, entrepreneurial spirit, entrepreneurship examples
- Theories of entrepreneurship
- Evaluation and organization of business opportunities
- Networking and managing resources intrapreneurship
- Social entrepreneurship and development

Learning Materials

- Nielsen, S. L., Klyver, K., Evald, M. R., & Bager, T. (2012). Entrepreneurship in theory and practice: paradoxes in play. Edward Elgar Publishing.
- Hisrich, R.; Peters, M.; Shepherd, D. (2010): Entrepreneurship. 8. Aufl., McGraw-Hill Publ.Comp
- Bygrave, W., & Zacharakis, A. (2017) Entrepreneurship, 4th Edition (3rd Edition is ok too) Wiley.

IBC-M Course Description

Course name: Academic English and Study Skills 2			
Semester	ECTS	Number of lessons	Student Workload
2 nd semester	5	20	150 Hours
Bachelor Programme	International Sales and Marketing (ISM)	Academic Year	2020/2021
Course Description			
<p>The Academic English & Study Skills 2 course is designed to support and encourage you in your academic journey and address the challenges of studying in the English language. The syllabus places particular emphasis on writing for academic purposes and making sure that you have the academic tools to succeed as a student. Writing is not an easy task, especially not in the academic world. This is why this Academic English and Study Skills 2 class ensures every student has a strong foundation in writing which will enable you to successfully write academic arguments, research papers, etc. The course will also cover useful study skills and tips to help you not just in your English course, but in your other courses as well. Since this course will be taken during your first year at IBC-M, we also focus on building helpful habits for your student routine and academic life. Finally, the course will offer plenty of speaking and discussion opportunities in English, and one-on-one assistance can be requested via email.</p>			
Examination and Assessment		<p>Students are graded through a mix of examinations and class work. The assessments intend to measure the examinee's knowledge, skills and competencies on the concepts studied through the semester and against the course learning outcomes.</p> <p>The assessment is comprised of:</p> <ul style="list-style-type: none"> - Daily class participation and attendance 20% - Presentations 20% - Rough drafts and Re-submissions of writing assignments 20% - Homework total participation 20% - Course assignments 20% 	

Learning Outcomes

The student shall have knowledge of:

- Academic vocabulary and phrases specific to their spur, and how to use them correctly
- The different types of academic writing relevant to the student's spur and future careers
- What plagiarism is and how to avoid it, examples of unintentional plagiarism and how to fix them
- The role of different sources in essay and report writing, and research papers
- The difference between formal and informal English and when the variation of register could be useful

The student shall have skills in:

- Organizing and taking responsibility for their learning, especially voicing confusion about assignments
- Recording and organizing learning from lectures and other settings, building on previous lessons
- Reading and taking notes effectively, building on previous lessons
- Develop strong independent research skills, using both online and traditional resources
- Planning structuring and formatting an academic paper according to IBCM standards
- Citing and referencing their sources
- Drafting, editing and re-drafting their own written work and peer work

The student shall acquire competencies to:

- Confidently participate in classroom discussions, pair and group work.
- Write according to academic conventions in a descriptive and critical way.
- Develop ideas and topics, and to structure an argument by putting forward different points of view.
- Defend their point of view and argument with relevant sources and logical reasoning
- Relate the content from other classes, with the writings practiced and discussions in English class

Content of Teaching (subjects and themes)

- Study Skills (Context clues, note taking, skimming, scanning, notecards, review strategies, etc.)
- Comprehension Skills: Writing Patterns applied to reading & writing
- Academic Integrity & Avoiding Plagiarism
- Productivity & Motivation
- Writing: Process Overview
- Course Assignment Assistance
- Writing: Organizing and Connecting Evidence
- Writing: Revising & Editing
- Critically Assessing Sources
- Quoting, paraphrasing, summarizing
- Writing: Argumentation
- Writing: Commonly confused words
- Writing: Effective word choice
- Writing: Research papers

Learning Materials

- English for Academics: A communication skills course for tutors, lecturers and PhD students (Book 1) (2014)
- English for Academics: A communication skills course for tutors, lecturers and PhD students (Book 2) (2014)
- Cambridge Academic English: An Integrated Skills Course for EAP (Intermediate) (2014)
- Academic Phrasebank: A compendium of commonly used phrasal elements in academic English in PDF format (2015)
- Expand Your English: A Guide To Improving Your Academic Vocabulary (2017)
- English for Professional And Academic Purposes (2010)

- Five Minute Activities for Business English (2010)
- English for Academic Correspondence and Socializing (2011)
- College Entryways
- College Writing
- Business English

3rd Semester

Summary

The 3rd semester is an interdisciplinary semester composed of the following modules:

- Strategic Marketing (5 ECTS);
- Macroeconomics (4 ECTS);
- Intercultural Communication and Organizational Behaviour (4 ECTS);
- Supply Chain Management and Logistics (4 ECTS);
- Budgeting and Financial Forecasting (4 ECTS);
- Managing Sales and Customer Relationship (5 ECTS);
- Academic English and Study Skills 3 (4 ECTS).

The learning outcomes of the semester are documented through:

- Compulsory written exams at the end of the semester covering 60% of the overall course grade;
- Course assignment(s) during the semester which may be written or/and oral. The structure and the form of the course assignment is defined by the respective course lecturer. The course assignment with all its components covers 40% of the overall course grade;

Syllabi

IBC-M Course Description

Course name: Strategic Marketing			
Semester	ECTS	Number of lessons	Student Workload
3 rd semester	5	20	150 Hours
Bachelor Programme	International Sales and Marketing (ISM)	Academic Year	2020/2021
Course Description			
<p>Strategic Marketing is a course that brings together what has been learned in earlier marketing course (Principles of Marketing) and introduces marketing decision making and planning frameworks in the global environment. The course examines the marketing management concepts underlying both consumer and industrial marketing strategy and tactics. Strategic marketing focuses on the concepts and processes involved in developing market-driven strategies, with a particular focus on the challenges in this process such as: (1) acquiring a shared understanding throughout the organization about the current market and how it may change in the future, (2) identifying opportunities for delivering superior value to customers, (3) positioning the organization and its offerings to best meet the needs of its target markets, and (4) developing a coordinated marketing program to deliver superior customer value. This course has a deep and broad international reference. Based on international focus, this course is designed to reflect various dimensions where international business takes place. Since the world becomes a global market, it is imperative to pursue strategies which have international characters. These challenges and opportunities require organizations to develop the skills essential to anticipate and respond to the constantly changing needs of customers and markets.</p> <p>The aim of the course is to equip students with skills and knowledge on how to think strategically when making and implementing marketing decisions (“strategic decision making”), apply specific analytical approaches and tools for understanding customers, competition, and markets (“applications of marketing data and information”) and integrate their learning in marketing (“pull it all together”) to identify, develop, implement and evaluate strategic options and programs within an organization.</p>			
Examination and Assessment	<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">1) Midterm examination (40% of the final grade) is the assessment which is done during the semester. It comprises of the course assignment (CA) in the form of written exam2) Final examination (60% of the final grade) is a comprehensive written exam in the duration of 1.5h 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.		
Learning Outcomes			

The student shall have knowledge of:

- What is involved in making marketing decisions, including product, price, promotion, and place decisions to create a marketing mix;
- How differences in economic, cultural, social, political, and legal environments can affect marketing decisions;
- The contemporary issues in marketing and the unique challenges faced by marketing managers in the dynamic business environment;
- Strategic thinking concepts and approaches in the context of resolving complex problems and challenges faced by the contemporary executives and managers;
- The segmentation criteria/variables, differentiation possibilities, various positioning and growth strategies and related course of actions in both, domestic and international markets.

The student shall have skills in:

- Identifying and elaborating practice-based solution possibilities for the company's choice of target groups and positioning strategy;
- Applying a design brief for cooperation with designers on the company's product development;
- Identifying and elaborating practice-based solution possibilities for the company's development of the action parameters on a strategic, tactical and operational level both on the domestic market and on international markets;
- Analytical thinking, discovering and using the sources of information necessary for developing and evaluating relevant marketing programs;
- Integrating the important societal dimensions of diversity, environmental concerns, ethics, and technological change into their strategic thinking.

The student shall acquire competencies to:

- Participate in professional and interdisciplinary cooperation in the development of the company's marketing strategy;
- Handle the planning of marketing and sales for the company;
- Analyse and evaluate an real study cases related to extended marketing mix concept, designing and evaluation of relevant marketing strategies;
- Participate in the organization, implementation and follow up on marketing and sales steps.
- Identify and utilize sources of information for addressing the market issues, developing and evaluating relevant marketing strategies and tactics;
- Analize and effectively communicate relevant marketing issues in group discussions, oral presentations and written reports.

Content of Teaching (subjects and themes)

- Extended marketing mix concept
- Segmentation and target market selection
- Branding
- Service Marketing
- New product development
- Forecasting and contextual possibilities
- Relationships with customers and channels of distribution
- Competitive analysis
- Financial and portfolio models for marketing strategists
- Strategic assessment of offerings
- Opportunity analysis and exploring strategy options
- Marketing strategy setting and implementation systems

Learning Materials

- Jobber, D. (2010). *Principles and Practice of Marketing*, 6th edition, McGraw-Hill Education. ISBN-978-0-07-712330-7
- Hollensen, S. (2014). *Global Marketing*, 6th edition, Pearson Education Limited. ISBN 978-0-273-79440-0
- Kotler, Ph., Kartajaya, H. (2016). *Marketing 4. 0: Moving from Traditional to Digital*, John Wiley & Sons, Incorporated;
- Kotler, Ph., Armstrong, G. (2016). *Principles of Marketing*, 16th edition, Pearson.

IBC-M Course Description

Course name: Macroeconomics			
Semester	ECTS	Number of lessons	Student Workload
3 rd semester	4	16	120 Hours
Bachelor Programme	International Sales and Marketing (ISM)	Academic Year	2020/2021
Course description			
<p>This course is an introduction to macroeconomics. This subdivision of economics deals with the economy as a whole: aggregate national income and output, government spending and taxation, money, monetary and fiscal policy, unemployment and inflation. While microeconomics focuses on individual economic entities, macroeconomics deals with the overall level of output, its rate of growth and the level of prices in general. Macroeconomic issues regarding the interaction of goods and services markets, labour and money at an aggregate level will be modelled in this course and the role of government policy to address macroeconomic objectives will be examined. A range of trends that are shaping modern society will be covered, such as: population growth and economic growth; technological change; economics and the environment; unemployment and inflation, international trade, etc. Students will gain an understanding of the strengths and weaknesses of various approaches to economic problems, and an appreciation of the relationship of economics to other disciplines.</p>			
Examination and Assessment	<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">1) Midterm examination (40% of the final grade) is the assessment which is done during the semester. It comprises of the course assignment (CA) in a form of class test2) Final examination (60% of the final grade) is a comprehensive written exam in the duration of 1.5h 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.		
Learning Outcomes			
<p>The student shall have knowledge of:</p> <ul style="list-style-type: none">- The labour market including the demand and supply of labour:			

- The circular flow of income and the socio-economic relations;
- Various types of monetary and fiscal policy;
- Different causes for unemployment and inflation;
- Interest and exchange rate formation;
- The monetary cooperation within the EU;
- Classical and contemporary trade theories;
- The development in the international trade and knowledge of the most important international organisations.

The student shall have skills in:

- Analysing wage formation on the labour market;
- Applying the income formation models for analysis of the socio-economic contexts and cyclical fluctuations;
- Analysing and assessing the connection between unemployment and inflation;
- Analysing and assessing the reasons for interest rate and exchange rate;
- Describing and analysing the most important economic key figures with a view to market assessment;
- Assessing the advantage and disadvantages of globalisation;
- Analysing the effects from various politico-economical interventions.

The student shall acquire competencies to:

- Include the socio-economic conditions in relation to the market analysis and assessment;
- Use the socio-economic analyses and prognoses in the professional work;
- Be able to implicate circumstances from the economy for analysis and estimate a market;
- Assess socio-economic contexts and include relevant possible solutions.

Content of Teaching (subjects and themes)

- Labour market
- National income and economic growth
- Aggregate demand and aggregate supply
- Inflation and unemployment
- Money and interest
- Monetary and fiscal policy
- Balance of payment
- Globalization and international trade

Learning Materials

- Gregory Mankiw (2018). *Macroeconomics*, 8th edition
- John Sloman & Dean Garratt (2013). *Essentials of Economics*, 6th edition
- Robert H. Frank & Ben S. Bernanke (2013). *Principles of Macroeconomics*, 5th edition
- Bradley R. Schiller (2011). *Essentials of Economics*, 8th edition
- Alan Griffiths & Stuart Wall (2011). *Economics for Business and Management*, 3rd edition
- Michael Mandel (2009). *Economics: The Basics*, McGraw-Hill
- Campbell R. McConnell & Stanley L. Brue (2008). *Macroeconomics: Principles, Problems, and Policies*, 17th edition

IBC-M Course Description

Intercultural Communication and Organisational Behaviour			
Semester	ECTS	Number of lessons	Student Workload
2 nd semester	4	16	120 Hours
Bachelor Programme	International Sales and Marketing (ISM)	Academic Year	2020/2021
Course Description			
<p>This is a course on how to create, foster and manage organizations in which people thrive and perform at their best. It assumes that employee and group thriving is the key to organizational excellence. The challenge in managing from this perspective is how do you architect contexts (jobs, organizational cultures, structures, processes) that enable employees and groups to thrive? The challenge at a more personal level, is how do you find and/or create a context in which you can thrive and manage at your best? The course maintains this dual focus: 1) On your personal quest to find and create contexts where you perform at your best, 2) On your role as manager, designing and enabling contexts where others can thrive.</p> <p>The course draws from a new and exciting paradigm for managerial practice called Positive Organizational Scholarship. The core premise of this paradigm is that managerial excellence (and personal flourishing) is fundamentally tied to creating/enabling organizational contexts that build human strengths and unlock the positive and generative dynamics of vibrant human communities.</p> <p>To achieve these specific learning objectives, this course uses an experiential, action learning approach that focuses directly on you—the student—as the “live case” by which learning takes place. The role of the instructor in this course is not to provide the answer, but rather to create an environment where you can systematically and collectively explore, examine, and experiment with your own ideas.</p>			
Examination and Assessment	<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">1) Midterm examination (40% of the final grade) is the assessment which is done during the semester. It comprises of the course assignment (CA) in the form of class test2) Final examination (60% of the final grade) is a comprehensive written exam in the duration of 1.5h 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.		
Learning Outcomes			
<p>The student shall have knowledge of:</p> <ul style="list-style-type: none">- Cultural theories and models, analysis of national cultures;- Cultural differences, nationally and internationally as well as the opportunities and restrictions of own culture in international cooperation;- Concepts as cultural values, cultural identity and cultural behaviour, culture as competitive parameter;- The ability to create constructive relationships with others;- Concept and theories concerning company culture;			

- Current organisational and cultural problems and players.

The student shall have skills in:

- Identifying and assessing cultural symbols and their consequences in practice;
- Understanding the consequences of culture in a business/communicative context;
- Using English in writing and orally with consideration for the various cultural contexts;
- Cooperating across cultures;
- Analysis and assessment of organisational problems related to company culture.

The student shall acquire competencies to:

- Defining, analysing and assessing company culture and the significance on the company's strategy and competitiveness;
- Produce receiver-oriented messages in English, both in writing and orally;
- Propose solutions for beneficial changes in firm culture;
- Work efficiently in teams in order to design desired corporate culture;
- Examination of an existing company culture and to judge how successfully they could adapt to it;

Content of Teaching (subjects and themes)

Organizational behavior and interculturality

- o What is Organizational Behavior?
- o Focus on international and intercultural OB

People and organizations

- o Personality
- o Values
- o Attitudes
- o Perception

International leadership

- o An international OB perspective
- o Principles
- o Challenges
- o Opportunities

Diversity and inclusion

- o Some fundamentals
- o Challenges
- o Diversity management

Steering culture

- o What we think about cultures
- o Understanding (organizational) cultures
- o Cultural intelligence

Effective communication

- o Key functions and barriers of communicating
- o Enabling decisionmaking
- o Intercultural information sharing and information processing
- o Identity and relationships
- o Self disclosure in intercultural settings
- o How to be a more effective communicator?

Creating and developing professional networks

- Social networks
- Social capital
- Embeddedness
- Conflict management
 - Distributive justice
 - Procedural justice
 - Healthy conflict
 - Ethical implications
 - Responsible leadership

Learning Materials

- Mcshane, S. L., & Von Glinow, M. A. (2012). Organizational Behavior. McGraw-Hill/Irwin.
- Robbins, S. R. & Judge, T. A. (2013). Organizational Behavior, 15th Edition. Pearson Education Inc. Boston, USA.
- Haslam, N. (2014). Before you judge personality tests, consider what they don't judge. The Conversation. <https://theconversation.com/before-you-judge-personality-tests-consider-what-they-dont-judge-30856>
- Dweck, C. (2014). The power of believing that you can improve. https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve/transcript?language=en&utm_campaign=tedsdspread&utm_medium=referral&utm_source=tedcomshare
- CIPD (2018). Episode 129. Ethics: a leadership imperative. <https://soundcloud.com/cipd/cipd-129-ethics-personal-choice-or-business-imperative>
- Amy Cuddy: Your body language may shape who you are. https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are/transcript
- Wharton: The Input Bias: How Managers Misuse Information When Making Decisions. <https://knowledge.wharton.upenn.edu/article/the-input-bias-how-managers-misuse-information-when-making-decisions/>
- Dan Ariely: Are We in Control of Our Decisions? https://www.ted.com/talks/dan_ariely_are_we_in_control_of_our_own_decisions
- Daniel Goleman: Why aren't we more Compassionate? https://www.ted.com/talks/daniel_goleman_why_aren_t_we_more_compassionate
- Simon Sinek: How Great Leaders Inspire Action https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action
- Peter Drucker: Your Leadership is Unique <http://boston.goarch.org/assets/files/your%20leadership%20is%20unique.pdf>
- Joi Ito & Jeff Howe: Why we shouldn't underestimate the power of diversity. <https://ideas.ted.com/why-we-shouldnt-underestimate-the-power-of-diversity/>
- Gap Jumpers: Episode 1: Interview with Aubrey Blanche, Head of Diversity and Inclusion. <https://soundcloud.com/gapjumpers/aubrey-blanche-on-the-slightly-evil-podcast-1>
- Charles Findley: Johari window in Interpersonal Communication. <https://ed.ted.com/on/GssRViiC#watch>
- Beatrice Alba: To achieve gender equality, we must first tackle our unconscious biases. <https://theconversation.com/to-achieve-gender-equality-we-must-first-tackle-our-unconscious-biases-92848>
- Rocio Lorenzo: How diversity makes teams more innovative. https://www.ted.com/talks/rocio_lorenzo_how_diversity_makes_teams_more_innovative
- Dr. Fons Trompenaars: 7 Cultural Dimensions <https://www.youtube.com/watch?v=JqNI8le1bF4>
- Daniel Goleman: Introduction to Emotional Intelligence <https://www.youtube.com/watch?v=Y7m9eNoB3NU>
- Pellegrino Riccardi: Cross cultural communication <https://www.youtube.com/watch?v=YMyofREc5Jk>

- Barry Schwartz: The paradox of choice
https://www.ted.com/talks/barry_schwartz_the_paradox_of_choice
- Matthew Lieberman: The social brain and its superpowers
<https://www.youtube.com/watch?v=NNhk3owF7RQ>
- Simon Sinek: Relationship Building - Why good leaders make you feel safe
<https://www.youtube.com/watch?v=ImyZMtPVodo>
- Laurence Prusak & Don Cohen: Social Capital - How to invest in Social Capital
<https://hbr.org/2001/06/how-to-invest-in-social-capital>
- Charles Galunic & Immanuel Hermreck: Embeddedness-How to Help Employees Get Strategy
<https://hbr.org/2012/12/how-to-help-employees-get-strategy>
- Al Coneluci: Social Capital and the Power of Relationships <https://hbr.org/2012/12/how-to-help-employees-get-strategy>
- Nicholas Christakis: The Hidden Influence of Social Networks
https://www.ted.com/talks/nicholas_christakis_the_hidden_influence_of_social_networks
- Alex Pentland: How social networks make us smarter <https://www.youtube.com/watch?v=XAGBBt9RNbc>
- David Venter: Negotiation and Conflict Management <https://www.youtube.com/watch?v=ufjV1fdCTbQ>
- Ken Blanchard: Collaboration - Affect/Possibility <https://www.youtube.com/watch?v=HKGkBRk1kSo>

IBC-M Course Description

Course name: Supply Chain Management and Logistics			
Semester	ECTS	Number of lessons	Student Workload
3 rd semester	4	16	120 Hours
Bachelor Programme	International Sales and Marketing (ISM)	Academic Year	2020/2021
Course Description			
<p>This course is designed to help students understand Logistics and Supply Chain Management, the processes through which organizations analyze, plan, implement, and control logistics to develop and maintain the most effective supply systems. An effective logistics and supply chain management is critical for the long-term success of any business organization because this function ensures that the firm makes enormous cost savings by creating, delivering, and communicating superior customer value. Better development and management of its supply chain network will not only cut costs but enhance the customer value and competitive advantage of business.</p> <p>The course aims to provide an understanding of the logistics concepts and activities and the relationship between logistics systems and other functional areas of management in achieving efficient flow of materials in the supply chain. In separate themes, the main logistics sub-systems are reviewed in depth – transport management and warehouse management in the context of procurement management, operations and distribution. The focus of the course is further set on the fundamentals of the supply chain management (SCM) as an evolution of logistics and the benefits of using that concept for the involved organizations. An important part of the course is connected with two main concepts used in logistics – Just in time (JIT) and Materials Requirement Planning (MRP). They are introduced as leading solutions for operations management, and the advantages of implementing them in practice are considered. Another consideration is inventory management and main techniques for optimising inventory level as an instrument for cost optimisation. Information systems and technologies used in logistics complete the course, with topics connected with barcodes, radio frequency identification (RFID) and electronic data interchange (EDI).</p>			

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Examination and Assessment	<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"> 1) Midterm examination (40% of the final grade) is the assessment which is done during the semester. It comprises of the written course assignment (CA) in the form of case study analysis 2) Final examination (60% of the final grade) is a comprehensive written exam in the duration of 1.5h 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
Learning Outcomes	
The student shall have knowledge of:	
<ul style="list-style-type: none"> - The nature of logistics in the firm and its interaction with other functional areas - The elements of logistics systems and the participants in logistics processes - The importance of logistics for the competitiveness of the organization - The essentials of logistics outsourcing and the structure of the logistics sector - Fundamental benchmarking theory and models including supply chain management - Practical implications of innovative products on a company supply chain 	
The student shall have skills in:	
<ul style="list-style-type: none"> - Describing the meaning of the integrated material flow and the fundamentals an effective supply chain management - Describing the customer service in logistics and the role of standards - Analysing the transport and warehouse systems - Recognising the differences between the logistics concepts JIT and MRP - Applying relevant methods and models to the development of solutions for companys supply chain 	
The student shall acquire competencies to:	
<ul style="list-style-type: none"> - Assess and identify areas of improvement in a company supply chain with basis in a benchmarking exercise - Identify and propose solutions for a variety of problems connected with inventory costs in logistics systems. - Use modern technologies for automatic identification and data capture (barcodes and radio frequency identification) and electronic data interchange. - Analyze an internationally focused company and their choice of supply chain with involvement of relevant theory from the discipline. 	
Content of Teaching (subjects and themes)	
<ul style="list-style-type: none"> - Overview of logistics management 	

- Logistics and supply chain management
- Organization of logistics functions
- Logistics strategy
- Logistics outsourcing
- Logistics sector
- Customer service in logistics
- Warehousing management.
- Inventory management
- Operations in logistics
- Just in time concept in logistics
- Procurement organisation and management
- Distribution organisation and management
- CRM and highly responsive supply chain
- Logistics information system
- Information technologies used in logistics
- Enterprise resource planning systems
- Global trends in the logistics

Learning Materials

- Christopher: Logistics and Supply Chain Management, 5th edition
- Christopher, M. Logistics and Supply Chain Management, FT Press, 2011.
- Coyle, J., C. J. Langley, R. Novack, B. Gibson, Supply Chain Management: a Logistics Perspective, South-Western College Pub, 2013.
- Lambert, D., Supply Chain Management: Processes, Partnerships, Performance, Supply Chain Management Institute, 2008.
- Bowersox, D., D. Gloss, M. Cooper, Supply Chain Logistics Management, McGraw-Hill/Irwin, 2012.
- Heizer, J., B. Render, Operations management, Prentice Hall, 2013.
- Jonsson P., Logistics and Supply Chain Management, McGraw-Hill, 2008.
- Laudon, K. C., & Laudon, J. P. (2012). Management information systems: Managing the digital firm (12th ed.).
- Monczka, R.M., R.B. Handfield, L. Guinpero, J. Patterson, Purchasing and Supply Chain Management, South-Western College/West, 2011
- CHRISTOPHER, M. I. (2017). Logistics & supply chain management.
- Chen, C. J. (2019). Developing a model for supply chain agility and innovativeness to enhance firms' competitive advantage. Management Decision.
- D'Eusanio, M., Zamagni, A., & Petti, L. (2019). Social sustainability and supply chain management: Methods and tools. Journal of Cleaner Production, 235, 178-189.
- Chen, C. J. (2019). Developing a model for supply chain agility and innovativeness to enhance firms' competitive advantage. Management Decision.
- Arnold J.R.T. (2016) Introduction to Materials Management Prentice Hall, Englewood Cliffs, NJ.
- Simchi-Levi D., Kaminsky P. and Simchi-Levi E. (1999) Designing and Managing the Supply Chain, Irwin/McGraw Hill, New York.
- Waters D. (1999) Global Logistics and Distribution Planning, Kogan Page, London.

IBC-M Course Description

Course name: Budgeting and Financial Forecasting			
Semester	ECTS	Number of lessons	Student Workload
3 rd semester	4	16	120 Hours
Bachelor Programme	International Sales and Marketing (ISM)	Academic Year	2020/2021
Course description			
<p>This course is designed to enhance the students’ competences in financial disciplines and build their capacity to prepare, interpret and use financial information in managerial decision-making. The overall course goal is to equip students with competences in financial planning, budgeting and control that would enhance their ability to make corporate financial decisions in an increasingly volatile international marketplace. This course builds the knowledge and skills that are relevant for the development, management and control of financial plans and budgets aimed at increasing profitability, maintaining liquidity and reducing financial risk at both, the corporate and department level and ensuring that actual outcomes conform to plans and lead companies to accomplish their goals.</p>			
Examination and Assessment	<p>Students are graded through a mix of examinations and class work.</p> <p>The assessment is divided in two parts:</p> <ul style="list-style-type: none">1) Midterm examination (40% of the final grade) is the assessment which is done during the semester. It comprises:<ul style="list-style-type: none">- Course assignment (CA) – in the form of test2) Final examination (60% of the final grade) is a comprehensive written exam <u>in the duration of 1.5h</u> 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.		
Learning Outcomes			
<p>The student shall have knowledge of:</p> <ul style="list-style-type: none">- Role and importance of budgeting and financial forecasting in achieving organizational goals and their impact on performance management;- Strategic planning process and how it links to financial planning and budgeting in an organization;- Various techniques, approaches and methodologies used for effective budgeting and financial forecasting, applicable to different industries and scenarios;- Factors impacting on a budget – market conditions, internal forces, cyclical and seasonal trends;- Significance and techniques of the budget control and budget implementation financial evaluation. <p>The student shall have skills in:</p> <ul style="list-style-type: none">- Developing, managing and controlling effective budgets aimed at maximizing the company’s return and cash flow whilst minimizing costs and risk;- Identifying relevant components within historical and current data for making financial forecasts;			

- Applying the principles and methodological technics of financial planning needed for an effective budget preparation, control and variance analysis;
- Monitoring and measuring a budget effectiveness by calculating, interpreting and correcting budget variances.
- Communicating effectively financial information through use of appropriate forecasting and budgeting terminology and concepts;

The student shall acquire competencies to:

- Generate forecasts using a range of techniques, and prepare a project-based or organisational-wide budget;
- Demonstrate alternative ways of setting an organisational budget once forecasts have been generated;
- Measure, evaluate and manage financial risk and performance effectively;
- Analyse practical problems in the domain of budgeting, financial forecasting and control, and propose various courses of action and make sound recommendations for action to overcome them;
- Analyse and evaluate the impact of operating decisions on financial performance and use financial forecasting information in managerial decision-making;

Content of Teaching (subjects and themes)

- Fundamental concepts and ideas of planning, budgeting and financial forecasting
- The purpose of planning and budgeting in business
- Strategic planning process and how its links to budgeting and financial planning
- Identifying relevant components within historical and current data for making forecasts
- Approaches to budget development and financial forecasting
- Types of Budgets
- Operational vs financial budgeting
- Budgeting a profit & loss statement, balance sheet and cash flow statement
- Calculation and variance analysis with a view towards taking corrective action
- Identifying the cause for unfavourable variances

Learning Materials

- Steven, M. Bragg (2014). Budgeting: Third Edition: A Comprehensive Guide, 3rd Edition.
- Dunbar, E; Kemp, S. (2003). Budgeting for Managers, 1st Edition, Kemp Paperback.
- Block, B. Stanley; Hirt, A. Geoffrey; Danielsen, Bartley (2017). Foundations of Financial Management, 16th Edition.
- Lee, Cheng-Few; Lee, John C. (2016). Financial Analysis, Planning and Forecasting: Theory and Application, 3rd Edition.
- Samonas, Michael (2015). Financial Forecasting, Analysis and Modelling: A Framework for Long-Term Forecasting, 1st Edition.
- Laritzen & Krogager (2008). Management Accounting, Financial Measurement and Planning – Within a Financial and Marketing Perspective, Academica, 2008; Volume 1, Volume 2, Exercises

IBC-M Course Description

Course name: Managing Sales and Customer Relationships			
Semester	ECTS	Number of lessons	Student Workload
3 rd semester	5	20	150 Hours
Bachelor Programme	International Sales and Marketing (ISM)	Academic Year	2020/2021
Course Description			
<p>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.</p>			
Examination and Assessment	<p>Students are graded through a mix of examinations and class work. The assessments intend to measure the examinee’s knowledge, skills and competencies on the concepts studied through the semester and against the course learning outcomes.</p> <p>The assessment is comprised of:</p> <ol style="list-style-type: none">1) CA1 Assignment - investigating the importance of customer relationship and its potential benefits 40%: class discussion and written report2) CA2 Project - investigating the customer and sales management practices of a chosen organization applying the value chain model (60%): oral presentation and written report		
Learning Outcomes			
<p>The student shall have knowledge of:</p> <ul style="list-style-type: none">- Fundamental tools and concepts in sales and customer relationship management- Importance of human factors in the sales and marketing aspects of the firm- The conceptual foundations of relationship marketing and its implications for further knowledge development in the field of business- Value chain thinking in relation to CRM and sales management- Various benefits that customers seek in consumer as well as B2B markets <p>The student shall have skills in:</p> <ul style="list-style-type: none">- Analyzing 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 process			

- Using different tools and techniques to assess the profitability of different customers and customer relationships
- Planning and organizing the sales process in an effective and profitable way

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.
- Provide effective value adding functions as key components of profitable business operations
- Critically assess different approaches to sales and customer relationship management and evaluate the best alternative to a given situation

Content of Teaching (subjects and themes)

- Understanding customer relationships and customer relationship management (CRM)
- Importance of customer centricity
- CRM value chain
- Customer portfolio analysis
- Customer intimacy
- Value creation and customer value creation
- Managing customer lifecycle and customer lifetime value
- 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
- Motivating and training the sales force
- Sales force recruitment and selection
- Evaluating selling performance

Learning Materials

- Johnston, M.; Marshall, G. (2013). *Sales Force Management, Leadership, Innovation, Technology*, 11th Edition, Routledge.
- Jobber, David (2019): *Selling and Sales Management*, 11th Edition, Pearson
- Buttle, Francis & Maklan Stan (2019): *Concepts and Technologies*, 4th Edition, 4th Edition, Routledge
- Buttle, Francis (2009). *Customer Relationship Management*, 2nd Edition, Elsevier Ltd.
- Calvin, Robert (2004). *Sales Management*, McGraw-Hill.
- Madden, Bartley (2016): *Value Creation Thinking*, LearningWhatWorks

IBC-M Course Description

Course name: Academic English and Study Skills 3			
Semester	ECTS	Number of lessons	Student Workload

3 rd semester	4	16	120 Hours
Bachelor Programme	International Sales and Marketing (ISM)	Academic Year	2020/2021
Course Description			
<p>The Academic English & Study Skills 3 course is designed to support and encourage you in your academic journey at IBCM, and address the challenges of studying in the English language. The syllabus places particular emphasis on writing for academic purposes and making sure that you have the academic tools to succeed as a student. Writing is not an easy task, especially not in the academic world. This is why this Academic English and Study Skills 3 class builds on the student’s existing foundation in writing which will enable you to write academic arguments, research papers, etc in a more precise and accurate manner. The course will also cover useful study skills and tips to help you not just in your English course, but in your other courses as well. Since this course will be taken during your second year at IBC-M, we also focus on building and reviewing successful habits for your student routine and academic life. Finally, the course will offer plenty of speaking and discussion opportunities in English, and one-on-one assistance can be requested via email.</p>			
Examination and Assessment	<p>Students are graded through a mix of examinations and class work. The assessments intend to measure the examinee’s knowledge, skills and competencies on the concepts studied through the semester and against the course learning outcomes.</p> <p>The assessment is comprised of:</p> <ul style="list-style-type: none">- Daily class participation and attendance 20%- Presentations 20%- Rough drafts and Re-submissions of writing assignments 20%- Homework total participation 20%- Course assignments 20%		
Learning Outcomes			
<p>The student shall have knowledge of:</p> <ul style="list-style-type: none">- Business English vocabulary specific to their spur, and how to use them correctly in a business setting- Formal and informal business writing: emails, memos, letters of cancellation, etc.- Plagiarism and copyright infringement how to avoid it- The role of argumentation in essay writing- The influence tone can have in written documents in the English language <p>The student shall have skills in:</p> <ul style="list-style-type: none">- Identifying, reviewing, and applying grammar to questions they have regarding the English language in their other classes at IBCM- Discussing and distinguishing details learned from lectures and other settings, building on previous lessons- Reading and taking notes effectively, building on previous lessons- Prepare, extend and practice strong independent research skills and strategies, using both online and traditional resources- Planning, structuring, formatting, and extending an academic paper according to IBCM standards- Citing and referencing their sources			

- Drafting, editing and re-drafting their own written work and peer work

The student shall acquire competencies to:

- Confidently participate in classroom discussions, pair and group work
- Write according to academic conventions in a descriptive and critical way
- Develop ideas and topics, and to structure an argument by putting forward different points of view
- Defend their point of view and argument with relevant sources and logical reasoning
- Relate the content from other classes, with the writings practiced and discussions in English class
- Formulate original ideas expressed in the English language at an academic level.

Content of Teaching (subjects and themes)

- Business English vocabulary in use
- Formal and informal business writing
- Plagiarism
- Argumentation in essay writing
- Tone in academic writing
- Applied grammar
- What does independent research look like?
- Citing, footnotes, referencing
- The writing process
- Confidence in communication
- Debate in academia
- Synthesis of topics
- Skimming & scanning
- Note taking strategies
- Self-study and group study
- Asking the right questions
- Presentations & interviews

Learning Materials

- English for Academics: A communication skills course for tutors, lecturers and PhD students (Book 1) (2014)
- English for Academics: A communication skills course for tutors, lecturers and PhD students (Book 2) (2014)
- Cambridge Academic English: An Integrated Skills Course for EAP (Upper - Intermediate) (2014)
- Academic Phrasebank: A compendium of commonly used phrasal elements in academic English in PDF format (2015)
- Expand Your English: A Guide To Improving Your Academic Vocabulary (2017)
- English for Professional And Academic Purposes (2010)
- Five Minute Activities for Business English (2010)
- English for Academic Correspondence and Socializing (2011)
- College Writing

4th Semester

Summary

The 4th semester is an interdisciplinary semester composed of the following modules:

- Digital Marketing (5 ECTS);
- Personal Selling (5 ECTS);
- Investment Theory and Finance (5 ECTS);
- Business Law (5 ECTS);
- Academic English and Study Skills 4 (5 ECTS);
- Interdisciplinary Semester Project (5 ECTS).

The learning outcomes of the semester are documented through:

- Compulsory written exams at the end of the semester covering 60% of the overall course grade;
- Course assignments during the semester which may be written or/and oral. The structure and the form of the course assignment is defined by the respective course lecturer. The course assignment with all its components covers 40% of the overall course grade;
- A multidisciplinary project (Project week) covering all/selected subject areas;

Syllabi

IBC-M Course Description

Course name: Digital Marketing			
Semester	ECTS	Number of lessons	Student Workload
4 th semester	5	20	150 Hours
Bachelor Programme	International Sales and Marketing (ISM)	Academic Year	2020/2021
Course description			
<p>When planning to do marketing in the globally, several environmental factors have to be considered, but generally, one is looking for unifying or differentiating influences that will dictate a standard or adapted approach. This is where Digital Marketing comes into play. In the Digital Marketing course, the students will get acquainted with the marketing strategies that many companies use today to present themselves to their consumers online. Among other things, this course will deal with the way of creating image and identity, as well as a number of techniques used to bring companies closer to their target groups and achieve more efficient</p>			

business. In the second part of the course, the students will learn about marketing strategies and all other advanced techniques used during online promotion. Also, one of the most important parts of this course will deal with marketing activities on social networks, which today have become indispensable and very important for every company.

The students will be explained the concepts of direct marketing, contextual marketing, paid advertising, online shopping, as well as the principles on which they should create a site that sells. At the end of the course, the lecturers will point out all the future trends that will mark the field of digital marketing.

Examination and Assessment	<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"> 1) Midterm examination (40% of the final grade) is the assessment which is done during the semester. It comprises of the course assignment (CA) in the form of class test 2) Final examination (60% of the final grade) is a comprehensive written exam in the duration of 1.5h 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.
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Learning Outcomes

The student shall have knowledge of:

- Understanding of fundamental theory of digital marketing;
- Understanding the importance of the companies entrances on the global market through the Internet;
- Understanding of effective communication and Customer Relationship Management response;
- Applying and analyzing of direct marketing and sales on the internet.

The student shall have skills in:

- Applying communication between the companies and consumers;
- Applying of the relevant information on the content of the site (on-page);
- Understanding different customer influences;
- Applying and analyzing of the relevant information with links to the company site (off-page).

The student shall acquire competencies to:

- To understand and to demonstrate the use of the internet as a mean for promotion, sales and distribution;
- To apply work in the vivid and fast environment of digital marketing;
- To engage the teams in providing the best results in the field of digital marketing and understand it;
- To constantly involve new techniques in the field of digital marketing and evaluate them.

Content of Teaching (subjects and themes)

1. Internet marketing:

- Introduction to the concept of the Internet and its role in the modern environment;
- Elements of an online marketing plan;
- Principles of offline and online marketing;
- Building an image and identity on the Internet;
- The role and importance of social networks in marketing;

- The role and importance of websites.

2. Marketing performance strategies

- What does direct internet marketing involve?
- Marketing activities on the most popular social networks
- What is contextual marketing and what is its role in online advertising?
- How can paid advertising be realized?
- Submitting a website to search engines and positioning them with SEO techniques digital marketing strategies and techniques;
- Introduction to the standards of modern online commerce;
- Introduction to the principles of building a website that sells;
- Trends, shape and forms in digital marketing.

Learning Materials

- Social Marketing Digital Book Set, Korhan, Jeff; Goodman, Gail F.; and more John Wiley & Sons, Incorporated 2014;
- Beyond Sizzle : The Next Evolution of Branding, Amodeo, Mona Maven House 2018;
- Building a Successful Social Venture : A Guide for Social Entrepreneurs, Carlson, Eric; Koch, James Berrett-Koehler Publishers, Incorporated 2018;
- Jobber, D. (2010). Principles and Practice of Marketing, 6th edition, McGraw-Hill Education. ISBN-978-0-07-712330-7;
- Marketing 4.0 : Moving from Traditional to Digital, Kotler, Philip; Kartajaya, Hermawan; and more John Wiley & Sons, Incorporated 2016;
- Viral Marketing and Social Networks, Petrescu, Maria Business Expert Press 2014;
- Connected CRM : Implementing a Data-Driven, Customer-Centric Business Strategy, Williams, David S. John Wiley & Sons, Incorporated 2014.

IBC-M Course Description

Course name: Personal Selling			
Semester	ECTS	Number of lessons	Student Workload
4 th semester	5	20	150 Hours
Bachelor Programme	International Sales and Marketing (ISM)	Academic Year	2020/2021
Course Description			
<p>This course helps students understand the Personal Selling, the process through which organizations are establishing the sales process, identify needs, analyze the products, plan, implement, and control programs to develop and maintain beneficial exchanges with target buyers. Personal Selling skills are critical for the long-term success of any business organization. This course aims at providing the students with an in-depth insight into the sales function in a variety of organizations. It is designed to help them to develop the ability to sell and to ultimately manage the sales function.</p>			
Examination and Assessment	Students are graded through a mix of examinations and class work.		

	<p>The assessment is divided in two parts:</p> <ol style="list-style-type: none"> 1) Midterm examination (40% of the final grade) is the assessment which is done during the semester. It comprises of the course assignment (CA requesting students to sell an idea and to defend their position. This assignment has both written and oral component. 2) Final examination (60% of the final grade) is a comprehensive written exam in the duration of 1.5h 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.
Learning Outcomes	
<p>The student shall have knowledge of:</p> <ul style="list-style-type: none"> - central theories and models for the development of a company's sales based on both relational and transactional approaches - theories and models which support and develop the sales performance - tools and models for customer follow-up - persuasive speaking and impacting arguments <p>The student shall have skills in:</p> <ul style="list-style-type: none"> - making arguments and influencing people - developing and adjusting the company's action parameters to individual customers - selecting and applying theories and models to the planning of the sales performance based on the chosen sales strategy - assessing the marketing mix activities directed towards a company's customers generally and the individual customer specifically and be able to make suggestions for possible changes in strategy and efforts <p>The students shall acquire competences to:</p> <ul style="list-style-type: none"> - handle and manage the development of the sales strategy based on different complex situations and with involvement of relevant stakeholders - identify his/her own learning needs, including necessary knowledge and constant skills development - participate in sales in a company with responsibility at middle-management level - enter into work assessing a company's combined activities along with individual efforts in relation to sales work towards its customers. - participate in multidisciplinary teams in marketing intelligence, focusing on the customer - identify his/her own learning needs to be able to develop and maintain relevant competencies for this work 	
Content of Teaching (subjects and themes)	
<ul style="list-style-type: none"> - Sales process and its milestones - Customer needs - Product analysis - Discussion techniques and dealing with objections - Building persuasive arguments and presenting them in a convincing manner 	

- Sales presentation, closing and follow-up.

Learning Materials

- Jobber: Principles and Practise of Marketing
- Robbins, Stephen; Hunsaker, Phillip: Training in Interpersonal Skills, Pearson International, 5th edition, chapter 2, 3, 10.
- Rollinson, Derek: Organisational Behaviour and Analysis – An integrated approach, 3rd edition, Prentice Hall, Chapter 10.

IBC-M Course Description

Course name: Investment Theory and Finance			
Semester	ECTS	Number of lessons	Student Workload
4 th semester	4	16	120 Hours
Bachelor Programme	International Sales and Marketing (ISM)	Academic Year	2020/2021
Course Description			
The course covers the theoretical and practical applications of investments. The focus of this course is on financial theory and empirical evidence for making investment decisions. This course offers an introduction to investments including investment analysis, portfolio management, and capital markets. Designed to provide the basic concepts and principles of investing, the course examines investment policies, factors that influence pricing changes, timing purchases/sales, preparing investment programs to meet objectives, investment risk and return. The topics covered include portfolio diversification theory, short-term investments, long-term investments, investment banking, security trading, measuring portfolio performance, international investing, and mutual funds.			
Examination and Assessment	Students are graded through a mix of examinations and class work. The assessment is divided in two parts: 1) Midterm examination (40% of the final grade) is the assessment which is done during the semester. It comprises of the CA in a form of class test 2) Final examination (60% of the final grade) is a comprehensive written exam in the duration of 1.5h 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.		
Learning Outcomes			
The student shall have knowledge of: - Methods for stating capital requirements and payment flows as a basis for stating investment estimates; - Methods for assessing different investment suggestions and profitability by the use of capital value, annuity method as well as repayment period and internal interest; - Risk in capital projects;			

- Sources for providing borrowed and own capital;
- Criteria for selecting means of financing.

The student shall have skills in:

- Assessing prerequisites for and making calculations as the basis of decisions on investment;
- Comparing different means of financing;
- Describing and analysing the requirement for financing of current and fixed assets;
- Assessing the conditions on choice of financing via own or borrowed capital.

The student shall acquire competencies to:

- Elaborate a calculation of the profitability of an investment and be able to account for choice of means of financing.

Content of Teaching (subjects and themes)

- Introduction to investment and finance
- Types of finance
- Characteristics of investments
- Types of investors
- Capital budgeting
- Evaluating investment proposal
- Present and future value
- Amortization table

Learning Materials

- Lauritzen & Krogager: *Management accounting, financial measurement and planning*, Volume 2, 2nd edition
- Bodie, Kane & Markus (2020). *Essentials of Investment*, 11th edition
- Graham (2006). *The Intelligent Investor: The Definitive Book on Value*

IBC-M Course Description

Course name: Business Law			
Semester	ECTS	Number of lessons	Student Workload
4 th semester	5	20	150 Hours
Bachelor Programme	International Sales and Marketing (ISM)	Academic Year	2020/2021
Course Description			
<p>The purpose of this course is to provide the student with a basic understanding of the legal system and its effect on business Policies. The primary emphasis will be on understanding the legal concepts in the area of business and business-related transactions necessary to perform the duties of a business professional working in and with the modern business organization that effectively perform in global environment. The courses discusses business law principles in a wide variety of areas. Particular emphasis is placed on Contracts Law, followed by. Upon the completion of the course, the students are expected to be able to understand and successfully deal with legal concepts in the context of modern business.</p> <p>The course Business Law gives students knowledge of concepts and rules concerning the functioning of Business</p>			

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Policies of the EU. It aims to enable students to identify, describe and analyse policy and legal processes within the EU Institutions and Policies.

Examination and Assessment

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

The assessment is divided in two parts:

- 1) Midterm examination (40% of the final grade) is the assessment which is done during the semester. It comprises of the course assignment (CA) which contains a written and oral defense components. The written part will be communicated in advance whereas the oral defence will take place as per semester assessment plan
- 2) Final examination (60% of the final grade) is a comprehensive written exam in the duration of 1.5h 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.

Learning Outcomes

The student shall have knowledge of:

- Recognizing the key concepts of UN CISG;
- Describing EU rules regulating jurisdiction in the EU and EFTA;
- Describing EU Service Directive;
- Defining International competition law;
- Listing ICC advertising and Marketing Code;

The student shall have skills in:

- Identifying International Sales Contract;
- Classifying Letter of credit;
- Identifying Joint Venture/strategic alliances;
- Discussing the main issues of the e-commerce;
- Identifying sales agent;
- Critically evaluating the regulations and other acts;

The student shall acquire competencies to:

- Apply the rules concerning the different forms of distribution to an analysis with a view to choosing the form of distribution in connection with export transactions including particular: Direct sales; Sales agents; Sales through branches; Franchising; E-commerce.
- Analyzing and assessing the questions in relation to international trade with goods and services including: Choice of law; International contract rules with the main focus on the Global Sales Law (CISG); Need for and consequences of international sales and delivery conditions
- Illustrate rules of UNCINTRAL;
- Describe the formation of contracts according to CISG;
- Interpret the Directive on Services;

Content of Teaching (subjects and themes)

The course Business Law has the following key-elements:

- Dispute Resolution & the Choice of Law Question
- Formation of contracts according to CISG

- CISG – Purchase Questions
- The Directive on Services
- Different Kinds of Distribution
- Securing the Purchase Price
- General conditions
- EU Competition Law

Learning Materials

- Carole Murray, David Holloway, Daren Timson-Hunt, Brian Kennelly, Giles Dixon, *“Schmitthoff’s Export Trade: The Law and Practice of International Trade”*, 11th edition, (2007).
- Indira Carr, Peter Stone, *“International Trade Law”*, Routledge, 6th edition, (2018).
- Kenneth W. Clarkson, Frank B. Cross, Herbert D. Kelleher, *“Business Law, Text and Cases”*, Cengage Learning, (2014);
- Paul Craig and Gráinne de Búrca, *“EU Law Text, Cases, and Materials”*, Sixth Edition;
- Peter Schlechtriem, Petra Butler, *‘UN Law on International Sales, The UN Convention on the International Sale of Goods’*, (2009);
- UN Convention on Contracts for the International Sale of Goods, part 2 and 3
- International Chamber of commerce, Incoterms rules 2010, ICC rules for the use of domestic and international trade terms;
- Ulrich Stelkens, Wolfgang Weiß, Michael Mirschberger, *“The Implementation of the EU Services Directive, Transposition, Problems and Strategies”*, T.M.C Asser Press, (2012);
- Summaries of EU Legislation – SCADPLUS;

IBC-M Course Description

Course name: Academic English and Study Skills 4

Semester	ECTS	Number of lessons	Student Workload
4 th semester	5	20	150 Hours
Bachelor Programme	International Sales and Marketing (ISM)	Academic Year	2020/2021

Course Description

The Academic English & Study Skills 4 course is designed to support and encourage you in your academic journey at IBCM, and address the challenges of studying in the English language even as you continue into your fourth semester. The syllabus places particular emphasis on writing for academic purposes and making sure that you have the academic tools to succeed as a student. Writing is not an easy task, especially not in the academic world. As you continue your studies, you may have started to grasp the major challenges of writing academically, but there is always more to learn or more to improve upon. This is why this Academic English and Study Skills 4 class builds on the student’s existing foundation in writing. We will examine academic arguments, research papers, etc and critically analyze them for how they can be improved. The course will also cover useful study skills and tips to help you not just in your English course, but in your other courses as well. Since this course will be taken during your second year at IBC-M, we also focus on building and reviewing successful habits for your student routine and academic life. Finally, the course will offer plenty of speaking and discussion opportunities in English, and one-on-one assistance can be requested via email.

Learning Outcomes

The student shall have knowledge of:

- Business, Academic, as well as colloquial English vocabulary specific to their spur, and how to use them correctly in a business setting, an academic setting, as well as a friendly, less formal environment
- Formal and informal business writing: emails, memos, letters of cancellation, letters of complaint, letters of resignation, letters of recommendation, proposals, reports, etc.
- Plagiarism and copyright infringement how to avoid it; how to recognize it
- The role of argumentation in essay writing; the role of debate in academia
- The influence tone can have in written documents in the English language when trying to negotiate contracts, etc.

The student shall have skills in:

- Explaining, identifying, reviewing, and applying grammar to questions they have regarding the English language in their other classes at IBCM
- Appraising the English writing presented by their peers and colleagues
- Discussing and distinguishing details learned from lectures and other settings, building on previous lessons
- Synthesizing, reading and taking notes effectively, building on previous lessons
- Prepare, extend and practice strong independent research skills and strategies, using both online and traditional resources
- Evaluating, planning, structuring, formatting, and extending an academic paper according to IBCM standards
- Citing and referencing their sources
- Drafting, editing and re-drafting their own written work and peer work

The student shall acquire competencies to:

- Confidently and respectfully participate in classroom discussions, pair and group work.
- Write according to academic conventions in a descriptive and critical way.
- Develop ideas and topics, and to structure an argument by putting forward different points of view.
- Defend their point of view and argument with relevant sources and logical reasoning
- Relate the content from other classes, with the writings practiced and discussions in English class
- Formulate original ideas expressed in the English language at an academic level
- Predict counter-arguments in an academic debate
- Support classmates' if working as part of a team to complete a project
- Summarize numerous sources in written and spoken form

Content of Teaching (subjects and themes)

- Advanced Business English vocabulary in use
- Advanced English for Correspondence formal and informal
- Plagiarism & Integrity in Business
- Argumentation in essay writing
- Inferring meaning from academic texts
- Applied Advanced Grammar and Syntax
- What does Independent Research Look Like in modern academia ?
- Citing, Footnotes, Referencing
- Confidence in Communication: written and verbal
- Debating views that are not held by the speaker
- Synthesis of topics
- Skimming & Scanning for research
- Note Taking Strategies for research
- Self-study and Group Study
- Asking the Right Questions for research

- Presentations & Interviews for research

Learning Materials

- English for Academics: A communication skills course for tutors, lecturers and PhD students (Book 1) (2014)
- English for Academics: A communication skills course for tutors, lecturers and PhD students (Book 2)(2014)
- Cambridge Academic English: An Integrated Skills Course for EAP (Advanced) (2014)
- Academic Phrasebank: A compendium of commonly used phrasal elements in academic English in PDF format (2015)
- Expand Your English: A Guide To Improving Your Academic Vocabulary (2017)
- English for Professional And Academic Purposes (2010)
- Five Minute Activities for Business English (2010)
- English for Academic Correspondence and Socializing (2011)

Interdisciplinary Semester Project – Example

Company: LACTOSAN A/S, Ringe (Lactosan.com)



Lactosan A/S develops and sells spray dried cheese powder for use in several products in the food industry. The company has extensive international experience with production facilities in Denmark and Uruguay. The company has sales offices in the following countries: UK, Russia, Japan and China.

The company's products are mainly used by industrial food manufacturers to be used as an ingredient within the following product categories:

- Biscuits and other baked goods;
- Ready-made meals;
- Snack products;
- Sauces, dressings, dips.

Working continuously to increase sales LACTOSAN is on an on-going basis focusing on identifying, investigating and cultivating potential customers who use spray dried cheese powder as an ingredient in their production of food items.

In this connection, the company has focused on the German market where they are aware of several food manufacturers that might use spray dried cheese powder in their existing products, and might include this in future products. One of these is Intersnack (intersnack.com) which is continuously working on developing new items. This company at present is considering the development of a new range of “savoury” snack products.

For more detailed information about LACTOSAN please see LACTOSAN **Corporate Presentation**.

Written Report

You are expected to prepare a detailed report which describes relevant considerations, analyses and actions that you could recommend to the company to implement in connection with its future sales effort involving the customer in question (max 15 pages). Your analysis and suggestions may include the whole marketing mix, especially the promotional mix, in connection with the sales effort.

Each group is expected also to prepare an outline for a negotiation simulation (to be performed later) (approx 2 pages).

Each group is responsible for including relevant assumptions regarding LACTOSAN and the potential customer. Any assumptions that you include must be clearly stated in the report.

The written report project requirements details are described in the IBCM Academic Assignment Guidelines.

Oral Presentation

Each group will be tested orally as follows:

- | | |
|--|---------------|
| ▪ Brief presentation of the main conclusions of the report | max 10 min. |
| ▪ Negotiation simulation | max 10 min. |
| ▪ Questions and comments from lecturers | max 5-10 min. |

All group members must participate either as part of the presentation or the simulation. All group members are subject to questions from the lecturers.

All parts of the project must be approved before the project can pass.

5th semester

Summary

The 5th semester is an interdisciplinary semester composed of the following modules:

International Trade Law (5 ECTS);

- Managerial Accounting (5 ECTS);
- Business Planning (5 ECTS);
- B2B Sales and Marketing (5 ECTS);
- Quality Management (5 ECTS);
- Elective course (1 out of 3) (5 ECTS);
 - E-Business
 - Business Ethics and Social Responsibility
 - Leadership

The learning outcomes of the semester are documented through:

- Course assignments during the semester which may be written or/and oral. The structure and the form of the course assignments and their weight is defined by the respective course lecturer. The course assignments with all their components cover 100% of the overall course grade;

Syllabi

IBC-M Course Description

Course name: International Trade Law			
Semester	ECTS	Number of lessons	Student Workload
5 th semester	5	20	150 Hours
Bachelor Programme	International Sales and Marketing (ISM)	Academic Year	2020/2021
Course Description			

The course International Trade Law provides students with knowledge of central concepts and rules concerning the International sales. It aims to enable students to identify, describe and analyse legal processes related to (i) Liability for defective products; (ii) Misleading and comparative advertisement; (iii) Unfair Commercial Practices; (iv) International Chamber of Commerce (ICC Code on Advertising and Communication Practice); (v) United Nations Convention on Contracts for the International Sale of Goods (CISG); (vi) Competition Policy; (vii) Intellectual Property; (ix) Alternative Dispute Resolution Mechanism- Arbitration; (vii) Company Law.

Examination and Assessment

Students are assessed with different methods through a mix of examinations and class work. The student assessment is comprised of:

- Course Assignment 1 (40% of the final grade) - contains a written and oral defence component. The written part is communicated in advance, whereas the oral defence takes place in accordance with the semester assessment plan;
- Course Assignment 2 (60% of the final grade) - a comprehensive written exam in the duration of 1.5h 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.

Learning Outcomes

The student shall have knowledge of:

- The legal system, i.e. EU and international sources of law, the court system and the role of the EU institutions
- Relevant regulations from ICC and approaches to solving conflicts through arbitration
- Venues and choices of rules in international private law
- Approaches to prohibition of anti-competitive contracts and abuse of dominant position
- Intellectual property rights - design, copyright, patent and trademarks

The student shall have skills in:

- Discussing compensation in tort, including product liability according to EU rules
- Distinguishing e-commerce and the protection of consumers
- Identifying and assessing the aspects of entering into an international contract
- Explaining rights and obligations according to CIGG e.g. obligations of the seller, obligations of the buyer, delivery, transfer of risk, compensation in case of breach of contract;
- Identifying and assessing the use of INCOTERMS 2010

The student shall acquire competencies to:

- Propose solutions in relation to marketing law according to EU rules
- Demonstrate competence regarding guidelines from ICC, international sales (CISG) and product liability
- Produce analysis on the choice of rules in private international law
- Illustrate competence on Alternative Dispute Resolution Mechanism, i.e. with the focus on Arbitration
- Demonstrate competence on competition and company law

Content of Teaching (subjects and themes)

- Liability for defective products;
- Misleading and comparative advertisement;
- Unfair Commercial Practices;
- Obligations of the seller and obligations of the buyer deriving from UN CISG;
- International Chamber of Commerce (ICC Code on Advertising and Communication Practice);
- Competition Policy;
- Intellectual Property;
- Arbitration as an Alternative Form of Dispute Resolution;
- Company Law.

Learning Materials

- Alix Adams, Stephanie Caplan, Graeme Lockwood, *Law for Business Students*, Pearson Education Limited, 11th edition, (2020);
- John Felemegas, *'An International Approach to the Interpretation of the United Nations Convention on Contracts for the International Sale of Goods (1980) as Uniform Sales Law'*, (2007);
- Peter Van den Bossche, Werner Z. Zdouc, *The Law and Policy of the World Trade Organization: Text, Cases and Materials*, (2013);
- Paul Craig and Gráinne De Búrca, *'EU Law Text, cases and materials'*, 5th edition, (2011);
- Ingeborg Schwenzer, Yesim M Atamer, Petra Butler, *'Current Issues in the CISG and Arbitration'*, (2014);
- Peter Schlechtriem, Petra Butler, *'UN Law on International Sales, The UN Convention on the International Sale of Goods'*, (2009).
- Schaffer, Earle, Agusti, *International business law and its environment*, (2009);
- Giorgio Rizzo (2019) Product liability and protection of EU consumers: is it time for a serious reassessment?, *Journal of Private International Law*, 15:1, 210-233;
- Felix M. Wilke (2020) Dimensions of coherence in EU conflict-of-law rules, *Journal of Private International Law*, 16:1, 163-188;

IBC-M Course Description

Course name: Managerial Accounting			
Semester	ECTS	Number of lessons	Student Workload
5 th semester	5	20	150 Hours
Bachelor Programme	International Sales and Marketing (ISM)	Academic Year	2020/2021
Course Description			
<p>This course addresses the topics in accounting from the perspective of a business manager. Through this course the students learn how business managers can estimate and manage the cost and profitability of their products and customers. Moreover, the course provides an insight into how managers are supplied with and use the financial and nonfinancial information to allocate resources, monitor, evaluate and improve processes, design and develop new products, and motivate employee performance. The course aims to develop combined accounting, finance and management skills needed to add value to any organization. Thus, the focus of this</p>			

course is on management accounting application, rather than theory or fundamental calculations. This course provides the students with an understanding of the role that management accounting plays in helping an organization follow the strategy articulated by top management for meeting strategic goals, and conforming to the organization's stated vision and mission, while maintaining high ethical standards. Upon the completion of this course, they are expected to be qualified to work across the business, not just in finance, advising managers on the financial implications of big decisions, formulating business strategy and monitoring risk – much more than just crunching numbers.

Examination and Assessment

Students are graded through a mix of examinations and class work. The assessments intend to measure the examinee's knowledge, skills and competencies on the concepts studied through the semester and against the course learning outcomes.

The assessment is comprised of:

- 1) CA1 – Test (40% of the final grade)
- 2) CA2 – Test (40% of the final grade)
- 3) Class activity and participation, homework delivery, semester project (20% of the final grade)

Learning Outcomes

The student shall have knowledge of:

- Major differences between financial and management accounting
- How management accounting information is used for strategic and operational decision making
- Why both financial and non financial measures are required to evaluate and manage the company's strategy
- Important cost related concepts in management accounting
- Tools for assessment of the customer portfolio surrounding profitability, commitment and credit
- Economic and financial benchmarking theory for comparisons within a industry, project management and assessment

The student shall have skills in:

- Explaining the nature, source and purpose of management accounting information
- Applying economic and financial benchmarking theory for comparisons within an industry
- Analysing the economic consequences of a particular policy of innovation for company
- Implementing an economic analysis, assessment and prioritization of a customer portfolio
- Applying cost accounting techniques for business performance measurements and monitoring

The student shall acquire competencies to:

- Make a basis for decision which supports an economic assessment of the customer base
- Handle an economic assessment of the external influences on a company from both the industry and international relations
- Define key performance indicators for a company's innovative work in relation to the sales effort
- Compare actual costs with standard costs and analyse any variances
- Describe the the cost flows that take place in manufacturing , service and retail organizations
- Assign marketing, selling, distribution, and administrative costs to customers and measure customer profitability

Content of Teaching (subjects and themes)

- How managers use financial and nonfinancial information to improve processes, design and develop new products, and motivate employee performance
- The economic and financial foundation of the sale
- How managers use information on costs related issue and apply in decision making
- Activity-based costing
- The profitability of customers, including credit assessment
- An analysis and assessment of international economic worldwide relations
- Financial and economic benchmarking

Learning Materials

- Management Accounting: Information for Decision Making and Strategy Execution, Anthony A. Atkinson – Robert S. Kaplan, Ella Mae Matsumura – S. Mark Young (2012) Sixth Edition, Pearson Education, Inc – Neu Jersey
- 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

IBC-M Course Description

Course name: Business Planning			
Semester	ECTS	Number of lessons	Student Workload
5 th semester	5	20	150 Hours
Bachelor Programme	International Sales and Marketing (ISM)	Academic Year	2020/2021
Course Description			
<p>This course provides the knowledge and skills necessary to develop the feasibility plan into a business plan for a new venture, which culminates in a business plan competition. This course focuses on business plans as a necessary element of starting a business and also prepares the students to participate in business planning in large institutions. The course will go through the process of preparing successful business plans including determining the contents of a plan and reviewing an actual plan. The course is designed to help the students to incorporate the contents of the core management and business courses. Upon the completion of the course the students will learn the key components for creating an effective business plan: knowing your customers, targeting customers, customer value formulation, income statement and balance sheet forecasting, revenue forecasting methodologies, competitor assessment and emerging company/product/service competitors, and understanding the pitfalls of small business development.</p>			
Examination and Assessment	<p>The assessment of this subject is conducted through a Course Assignment, which is the Business Plan plan that students have to submit:</p> <ol style="list-style-type: none"> 1. Business Plan (Written document) (60% of the total grade) 2. Oral Presentation (40% of the total grade) 		

Learning Outcomes

The student shall have knowledge of:

- How to outline common startup frameworks and discuss their importance
- Needed skills in marketing, budgeting, organization, etc., in a start-up company
- Tools necessary to raise capital and further develop an idea
- How to identify external sparring partners in the local area an entrepreneur can make use of
- How to prepare a usable business plan
- How to present an idea to potential stakeholders

The student shall have skills in:

- Preparing market analyses and demand documentation as well as a practical action plan for implementing a specific idea
- Demonstrating an understanding of the market and competition
- Preparing financing proposals in the form of estimates
- Demonstrating the ability to design and produce a detailed written business plan
- Demonstrating the ability to create and deliver an effective oral presentation of the new venture business plan

The student shall acquire competencies to:

- Prepare a business plan and thereby create the foundation for establishing a company
- Sell the idea by presenting the business plan
- Demonstrate the ability to present an idea to potential stakeholders
- Participate in any negation regarding financing or the like in connection with implementation of a business plan

Content of Teaching (subjects and themes):

- Planning
- Organisation
- Entrepreneurship
- Marketing
- Product and service
- Price
- Finances
- Budgeting

Learning Materials:

- Barringer, B. R. (2015). Preparing Effective Business Plans – An entrepreneurial Approach. Pearson Education Limited
- Bangs: The Business Planning Guide, 9th edition.
- Bangs: The Market Planning Guide, 6th edition
- Brown (2015): Writing A Business Plan that Works: Create a Winning Business Plan and Strategy For Your Start-up Business, CreateSpace
- Dr. Jay A. Dewhurst (2014) An introduction to Business and Business Planning
- Paul Power (2009). Start and Run a Business from Home. Spring Hill House.
- Gerald Schwetje · Sam Vaseghi (2007) The Business Plan. Springer-Verlag Berlin Heidelberg
- Mike McKeever (2005) How to write a Business Plan, 7th edition, Delta Printing Solutions, INC.
- Stephen Lawrence and Frank Moyes (2014) .Writing a Successful Business Plan. The Regents of the University of Colorado.

IBC-M Course Description

Course name: B2B Sales and Marketing			
Semester	ECTS	Number of lessons	Student Workload
5 th semester	5	20	150 Hours
Bachelor Programme	International Sales and Marketing (ISM)	Academic Year	2020/2021
Course Description			
<p>This course offers a unique perspective into the differentiating aspects of business to business (B2B) sales and marketing comparing to traditional business to consumer (B2C) sales and marketing that is the subject of most other marketing and sales curricula. The course puts an emphasis on how companies can expand relationships applying various marketing and sales techniques and bring multiple business benefits. Effective marketing is crucial to develop and maintain beneficial exchanges with company’s target clients. Applying proper B2B marketing activities and sales strategies ensures sustainable success of any business organization and ensures that the firm attracts, retains, and grows customers by creating, delivering, and communicating superior international customer value. Additionally, the aim of the course is learning the process of analyzing, planning, implementing, and control growth strategies. The teaching comprises lectures and seminars (both theoretical and more practical) to support the learning process. Both individual as well as group-based assignments are part of the course.</p>			
Examination and Assessment	<p>Students are assessed with different methods through a mix of examinations and class work. Assessment aims to measure the student's knowledge, skills and competencies on concepts and studies during the semester and course achievement results. The final assessment is comprised the organizing of two CAs:</p> <ul style="list-style-type: none">1) CA1 – Test (40% of the final grade)2) CA2 – Test (40% of the final grade)3) Class activity and participation, homework delivery, semester project – (20% of the final grade)		
Learning Outcomes			
<p>The student shall have knowledge of:</p> <ul style="list-style-type: none">- Relevant theories and models for analysis of company competencies, customer base, development of customers portfolio including profitability assessment- Applicable models and theories relating to business and sales models- Differences between B2C and B2B marketing and sales approaches and benchmarking models- Relevant models for assessment of growth and development possibilities- Different models for strategic handling of product <p>The student shall have skills in:</p> <ul style="list-style-type: none">- Approaching marketing problems from an inter-organizational perspective, in particular, learn about decision making at buying centers- Analyzing the relations between a customer and a company in relation B2B			

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- Evaluating a customers profitability and project future earning potential
- Assessing the relevance of either a resource based or market oriented approach
- Examining competitive position of a company as a basis for the preparation of Marketing Mix

The student shall acquire competencies to:

- Extract and assess relevant data for the assessment of company's competitors and customer care
- Implement relevant theories and models about the competitive position on marketplace
- Critically analyse firm specific issues in B2B markets
- Plan and implement product and concept development
- Make conscious choices of models of analysis and other theoretical tools designed for the challenges that companies in B2B markets face
- Innovate B2B marketing via a Cross Country and Cross Industry Innovation approach

Content of Teaching (subjects and themes)

- The Environment of Business Marketing
- Managing relationships in Business Marketing
- Assessing Market Opportunities
- Business Marketing Strategy and Performance
- Evaluating Business Marketing Strategji and Performance

Learning Materials

- Hutt, M. D., & Speh, T. W. (2013). *Business marketing management: B2B* (11 ed.). South-Western, Cengage Learning.
- Gummesson, E., & Gummesson, E. (2017). From relationship marketing to total relationship marketing and beyond. *Journal of services marketing*, 31(1).
- Lilien, G. L. (2016). The B2B knowledge gap. *International Journal of Research in Marketing*, 33(3), 543-556.
- Mehmet, M. I., & Clarke, R. J. (2016). B2B social media semantics: Analysing multimodal online meanings in marketing conversations. *Industrial Marketing Management*, 54, 92-106.
- Järvinen, J., & Taiminen, H. (2016). Harnessing marketing automation for B2B content marketing. *Industrial Marketing Management*, 54, 164-175.
- Hadjikhani, A., & LaPlaca, P. (2013). Development of B2B marketing theory. *Industrial Marketing Management*, 42(3), 294-305.
- Vargo, S. L., & Lusch, R. F. (2011). It's all B2B... and beyond: Toward a systems perspective of the market. *Industrial marketing management*, 40(2), 181-187.
- Vargo, S. L., & Lusch, R. F. (2011). It's all B2B... and beyond: Toward a systems perspective of the market. *Industrial marketing management*, 40(2), 181-187.

IBC-M Course Description

Course name: Quality Management			
Semester	ECTS	Number of lessons	Student Workload
5 th semester	5	20	150 Hours
Bachelor Programme	International Sales and Marketing (ISM)	Academic Year	2020/2021

Course Description

One of the most important issues that businesses have focused on in the last decades has been quality. As markets have become much more competitive – quality of goods and services and its management has become widely regarded as a key ingredient for success in business. This course introduces the main concepts, principles and tools of quality management and study their implementation in industry. The course provides a set of tools that can be used in any business to define, monitor, and improve quality. This includes the determination of a quality policy, creating and implementing quality planning and assurance, and quality control and quality improvement. The course emphasizes the issues relating to quality control techniques, quality assurance issues and quality management methods. The main idea of this course is to introduce the main principles of business and social excellence, to generate knowledge and skills of students to use models and quality management methodology for the implementation of total quality management.

Examination and Assessment

Students are assessed with different methods through a mix of examinations and class work. Assessment aims to measure the student's knowledge, skills and competencies on concepts and studies during the semester and course achievement results. The assessment is comprised:

- 1) Chapter comprehension checks (eight): (30%)
- 2) Class activity and participation: (10%)
- 3) Written assignment (CA1): case study analysis: (30%)
- 4) Written assignment (CA2): research study: (30%)

Learning Outcomes

The student shall have knowledge of:

- The evolution of quality management and its significance for the management of modern organizations
- The concepts of quality management and improvement
- The role of technology, managers, employees, and customers in developing a quality-based workplace
- The principles of standardizations and conformity assessment; of implementation, certification and audit of quality management systems; of the usage of quality control methods for the analysis and solution of organization's problems.
- Concepts and approaches of the other management systems analogous to the quality management like environmental systems, security systems or integrated systems and the main reference standards.

The student shall have skills in:

- Identifying the quality management models referring to the ISO 9000 series and the excellence management models (Total Quality Management; National and International Awards)
- Applying tools and techniques of Quality Improvement including Statistical Process Control techniques and Business Process Modelling (BPM)
- Exploring statistical process control techniques and business process modelling (bpm)
- Diagnosing problems in the quality improvement process
- Applying the development and nature of quality control charts

The student shall acquire competencies to:

- Understand and implement the requirements of ISO standards 9000 series
- Establish a performance management system and ensure the measuring, reporting, and continuous improvement of organizational performance
- Integrate data and conduct analysis based on cost effectiveness, cost benefit and cost utility to improve organizational processes and performance
- Analyse the quality features of products and services and deal with issues related to their certification
- Apply of the concepts of quality management, quality assurance and quality control techniques in practice

Content of Teaching (subjects and themes)

- Introduction to Quality Management (QM)
- Evolution of quality concepts
- Quality Gurus, Quality Concepts
- Deming's 14 Points of Quality
- International Organization for Standardization (ISO)
- ISO 9000. Quality management systems - Fundamentals and vocabulary
- ISO 9001. Quality management systems - Requirements
- Statistical Process Control (SPC)
- Business process modeling (BPM) in Quality Management

Learning Materials

- ISO 9000:2015 Quality management systems - Fundamentals and vocabulary
- ISO 9001:2015 Quality management systems - Requirements
- Berger C., Guillard S. Qualigramme method. Business Mapping Methodology.
- Crosby, P.B. Quality is Free, The New American Library Inc., New York, USA.
- Deming, W. Edwards. Out of the Crisis. MIT Press.
- Deming, W. Edwards. The New Economics for Industry, Government, Education. MIT Press.
- Feigenbaum, A.V. Total Quality Control, McGraw-Hill, New York, USA.
- Imai, M. Kaizen—The Key to Japan's Competitive Success, The Kaizen Institute Ltd, London.
- Ishikawa, K. Guide to Quality Control, Asian Productivity Organization, Tokyo, Japan.
- Juran, J.M. and Gryna, F.M. Quality Planning and Analysis—From Product Development through Use, McGraw-Hill, New York, USA.
- Kondo, Y. Human Motivation: A Key Factor for Management, 3A Corporation, Tokyo, Japan.
- Marca, D.A., and C.L. McGowan. SADT: Structured analysis and design technique. McGraw-Hill Book Co., Inc.: New York, NY.
- Neave, Henry R. The Deming Dimension. SPC Press, Inc.
- Scherkenback, W.W. The Deming Route to Quality and Productivity, CEE Press
- Books Washington, DC, USA.
- Shewhart, W.A. Economic Control of Quality and Manufactured Products, D. van Nostrand & Co., Inc., New York, USA.
- Taguchi, G. Introduction to Quality Engineering, American Supplier Institute, Dearborn, Michigan, USA.

IBC-M Course Description

Course name: E-Business			
Semester	ECTS	Number of lessons	Student Workload

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5 th semester	5	20	150 Hours
Bachelor Programme	International Sales and Marketing (ISM)	Academic Year	2020/2021
Course Description			
<p>The aim of the course is to provide students with the fundamental knowledge in the field of application of modern technologies in business. In particular, this course examines how business organizations are affected by rapidly-changing uses of Information and Communications Technology (ICT) in support of achieving business objectives. The course focuses on the opportunities that ICT can provide when organisations interact with their customers, clients or other stakeholders. During the course, the concept and importance of e-commerce, e-government, electronic payments in the context of interbank, retail and online payments, e-Health, e-Learning and similar are studied. Upon the completion of this course, the students will be able to understand, develop, implement and commercialize services, apps and other E-based solutions that match the needs of the users and support the strategy and desired goal for both companies and society at large.</p>			
Examination and Assessment	<p>Students are assessed with different methods through a mix of examinations and class work. Assessment aims to measure the student's knowledge, skills and competencies on concepts and studies during the semester and course achievement results. The final assessment is comprised the organizing of two CAs:</p> <ol style="list-style-type: none">1) CA1 – Test (40% of the final grade)2) CA2 – Test (40% of the final grade)Class activity and participation, homework delivery, semester project – (20% of the final grade)		
Learning Outcomes			
<p>The student shall have knowledge of:</p> <ul style="list-style-type: none">- The concept of e-business and historical perspective of the development of e-business technologies- The fundamental theories and models in relation to E-business and of the importance that adoption, acceptance and diffusion of ICT for the contemporaneous business success- The factors influencing the choice of distribution channels in online business- The business models of successful Internet companies and main requirements for starting an Internet business- The strategies and techniques that can be used in Internet advertising and possibilities for using cloud computing applications in realization of business goals <p>The student shall have skills in:</p> <ul style="list-style-type: none">- Using a digital technology for creating IT-based business platform to succeed in the market place and solve business challenges- Analysing the strategic and organisational implications of e-business and applying critical thinking, technology and analytical and communication skills to business situations- Implementing multifunctional payment systems for charging goods or services sold through the website, the operations of PayPal and QVoucher- Realization of the card transactions on Internet, at ATM and POS terminal			

- Exercising the use of GoogleDrive services and cloud computing applications in business operations

The student shall acquire competencies to:

- Assess the ICT affects on business operations and utilize business driven IC technologies to their advantage
- Demonstrate a commitment to actively conceptualize, apply and evaluate the implementation of ICT to various aspects of business challenges
- Formulate the effective E-business strategies while effectively managing expected outcomes
- Assess the role of processor concept, giro clearing, RTGS and ERP system in business transactions' processing
- Assess the risks and security threats to the development of electronic business and undertake technical and legal measures to combat risk and abuse tendencies in e-business

Content of Teaching (subjects and themes)

- Areas of E-business
- Internet and Internet services
- E-Business infrastructure and enabling technologies
- E-Business design, capacity planning, performance modelling
- E- business models
- E-business strategies
- Virtual organizations
- E-business applications
- Internet revenue models
- Electronic data interchange
- E-commerce models
- E-Marketing, E-CRM, E-Procurement
- Electronic money
- Electronic banking
- Internet payment systems
- Trends in Internet Marketing
- E-Government models
- Electronic identification documents
- Risks and security threats to the development of electronic business
- Technical and legal measures to combat risk and abuse tendencies in e-business

Learning Materials

- Baltzan, Paige (2017). Business Driven Technology, 4th Edition.
- Njeru, Dolly Cinta Wanjiru (2016). Information Technology for Businesses: Next Technology, Book Maps Publishers.
- Dyche, Jill (2015). The New IT: How Technology Leaders are Enabling Business Strategy in the Digital Age, McGraw-Hill.
- Reynolds, George (2015). Information Technology for Managers, 2nd Edition.
- Magal, R. Simha; Word, Jeffrey (2009). Essentials of Business Processes and Information Systems, Joh Wiley&Sons.
- Larsson, T. (2016). Ecommerce Evolved: The Essential Playbook To Build, Grow & Scale A Successful Ecommerce Business. (1/e) Build-Grow-Scale. ISBN: 1534619348
- Lee, I. (2013). Trends in E-Business, E-Services, and E-Commerce: Impact of Technology on Goods, Services, and Business Transactions. IGI Global. ISBN: 1466645105
- Laudon, C. K. & Traver, G. C. (2003). E-Commerce Essentials. Pearson Publishing. ISBN: 0133544982.

IBC-M Course Description

Course name: Business Ethics and Social Responsibility			
Semester	ECTS	Number of lessons	Student Workload
5 th semester	5	20	150 Hours
Bachelor Programme	International Sales and Marketing (ISM)	Academic Year	2020/2021
Course Description			
<p>While ethics is the study of moral standards, business ethics is a specialized study of right and wrong applied to business policies, institutions and behaviors. In this course, the students have the opportunity to learn about the complex responsibilities facing business leaders today. Through cases about difficult managerial decisions, the course examines the legal, ethical, and economic responsibilities of corporate leaders. The course also provides the insights into management and governance systems that leaders can use to promote responsible conduct by companies and their employees, and shows how personal values can play a critical role in effective leadership. The course introduces a broad range of ethical frameworks. Applying these models of moral reasoning necessarily takes account of the complexities and constraints imposed by the environment in which the firm operates. Class sessions will consist of collaborative case discussions, exercises, and discussions of theoretical frameworks for interpreting business ethics. Another important part of the course will be devoted to practicing the skills needed to engage and influence colleagues (and bosses) in discussions involving value trade-offs. Throughout this course the students will have the opportunity to test themselves on value preferences and carry out several negotiation exercises in order to better understand your own particular behaviors in decision-making.</p>			
Examination and Assessment	<p>Students are graded through a mix of examinations and class work. The assessments intend to measure the examinee’s knowledge, skills and competencies on the concepts studied through the semester and against the course learning outcomes.</p> <p>The assessment is comprised of:</p> <ol style="list-style-type: none">1) Class contribution (15%)2) Peer assessment (5%)3) Course assignment (30%): consisting of two parts: written (70%) and oral presentation (30%). More details about the requirements for this assignment will be provided during the course.4) Final Exam (50%): test composed of 20 multiple choice questions.		
Learning Outcomes			
<p>The student shall have knowledge of:</p> <ul style="list-style-type: none">- Nature of ethical decision making and principles that guide moral reasoning- Concepts such as corporate governance, employees’ rights, marketing and advertising ethics, ethical business in a global economy, rationalization of behaviour in ethical dilemmas and corruption- Techniques of moral reasoning and argumentation that are needed to analyze moral issues in business- Morally praiseworthy and exemplary actions of either individuals in business or particular firms			

- Morally reprehensible actions of either individuals in business or particular firms
- Current and pressing moral issues in business from workers' rights to legitimate computer usage on the job

The student shall have skills in:

- Looking the profit and shareholder maximizing goal from ethical lens
- Demonstrating comprehension or seeing relationships, concepts, principles, and abstractions beyond simply remembering material (read: translating, interpreting and estimating future trends) through essay answers, discussions with classmates and instructor, and the final exam
- Understanding the application (or the ability to use learned material in new and concrete situations, including the application of rules, methods, concepts, principles, laws and theories) to specific issues and challenges in business ethics
- Analyzing the presuppositions of business—both moral presuppositions and the presuppositions from a moral point of view
- Analyzing the ethical issues inherent in the rapid changes in business, including information technology and environmental degradation

The student shall acquire competencies to:

- Accelerate moral growth and development and the moral growth of business organizations.
- Develop a culture of integrity and corporate social responsibility.
- Evaluate the individual actions in economic and business transactions within a variety of moral frameworks.
- Critically evaluate the comparative morality of various different types of economic systems.
- Apply general ethical principles to particular cases or practices in business.
- Develop ethical leadership skills.
- Design ethical programs designed to accomplish specific objectives in organizations.

Content of Teaching (subjects and themes)

- The essential elements of the firm
- Developing ethical understanding
- Leading an ethics program
- Acting out ethics
- Cultural variation: the role of ethical culture and relationships
- Elements of business ethics
- Administering an ethics program
- International issues in ethics
- Sustainability: ethical and social responsibility dimensions

Learning Materials

- Ferrell, O. C., & Fraedrich, J. (2015). *Business ethics: Ethical decision making & cases*. Nelson Education.
- Videos and cases provided in the class
- Twelve-question quiz <http://selectsmart.com/PHILOSOPHY/>
- Chamorro-Premuzic, T. (2019). *Why Do So Many Incompetent Men Become Leaders?: (And How to Fix It)*. Harvard Business Press.
- Epley & Kumar (2019). *How to Design an Ethical Organization*. Harvard Business Press.
- Healy, Serafeim, Soltes, Osmundsen & White (2019). *White-Collar Crime*. Harvard Business Press.
- Christensen, C. M. (2010). How will you measure your life. *Harvard business review*, 88(7-8), 46-51.
- Banaji, M. R., Bazerman, M. H., & Chugh, D. (2003). *How (un) ethical are you?*. Harvard Business Press.

- Badaracco, L. (1997). Defining moments: When managers must choose between right and right. Harvard Business Press.

IBC-M Course Description

Course name: Leadership			
Semester	ECTS	Number of lessons	Student Workload
5 th semester	5	20	150 Hours
Bachelor Programme	International Sales and Marketing (ISM)	Academic Year	2020/2021
Course Description			
This course takes the students on a journey of personal exploration, understanding and development - with the explicit goal of making demonstrable progress towards becoming a more effective leader. To achieve this goal, the course offers an extensive examination of leadership in organizations and provides you with a set of experiences that are designed to enhance your self-awareness and capacity for effective leadership. Throughout this course the students will have the opportunity to increase their personal awareness of who they are as a leader by examining their personal history, traits, values, beliefs, and core assumptions about leadership. To achieve these specific learning objectives, this course uses an experiential, action learning approach that focuses directly on the student as the “live case” by which learning takes place. The role of the instructor in this course is not to provide the answer, but rather to create an environment where one can systematically and collectively explore, examine, and experiment with one’s own ideas.			
Examination and Assessment	Students are graded through a mix of examinations and class work. The assessments intend to measure the examinee’s knowledge, skills and competencies on the concepts studied through the semester and against the course learning outcomes. The assessment is comprised of: 1) Class contribution (25% of the final grade) 2) Peer assessment (5% of the final grade) 3) Learning circle assignment (30% of the final grade) 4) Lessons learned and leadership development plan (40% of the final grade)		
Learning Outcomes			
The student shall have knowledge of: - What makes a person a leader, whether the leaders are born or made and what is the difference between leaders and managers - Importance and the role of leadership for the positive developments and goals achievement within an organization - Different leadership styles and the ways of their successful implementation in appropriate organisational structures, business and working environments (when, where and how to successfully apply each of them) - Behaviour of individuals and groups in organizations - Leadership roles/responsibilities related to three levels of analysis: individuals, groups, and			

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organizations

The student shall have skills in:

- Speaking, persuasion, and listening – all three of which are important leadership skills
- Cultivating ability to extract key lessons and apply course concepts to a variety of organizational issues and contexts
- Conceptual understanding of leadership in organizations
- Problem identification and analysis; developing alternatives and implementing solutions
- Acknowledging situations when it is crucial to develop a vision and inspire others

The student shall acquire competencies to:

- Discover important insights into herself as a leader
- Discover important insights into yourself as an employee and develop a self-awareness regarding your own strengths and opportunities for personal growth
- Develop a self-awareness regarding her strengths and opportunities for personal growth
- Enhance in enabling her to become an effective leader in today's highly dynamic, diverse, and adaptive organizations
- Realize that leading is about bettering yourself and others

Content of Teaching (subjects and themes)

- What do we think we know about leadership?
- How do we see a leader?
- A model of leadership.
- Leading from within: The importance of knowing who you are
- Inspiring others: The role of vision
- Leading in adversity
- Leadership is a team effort
- Developing and coaching others
- Are all leaders the same
- Leading to greatness
- Leader's limitations
- Ethical leadership

Learning Materials

- Argyris, C. (1991). Teaching smart people how to learn. *Harvard business review*, 69(3)
- Van Velsor, E., & Leslie, J. B. (1995). Why executives derail: Perspectives across time and cultures. *Academy of Management Perspectives*, 9(4), 62-72.
- Harvard Business Review. (2011). *HBR's 10 must reads on leadership*. Harvard Business Press.
- Goleman – *What Makes a Leader?*
- Kouzes, J. M., & Posner, B. Z. (2007). The leadership challenge: How to make extraordinary things happen in organizations. Gildan Media Corp
- Sull, D. N., & Houlder, D. (2005). Do your commitments match your convictions. *Harvard business review*, 83(1), 82-91.
- Conger, J. A. (1991). Inspiring others: The language of leadership. *Academy of Management Perspectives*, 5(1), 31-45.
- Porras, J., & Collins, J. (1996). Building your company's vision. *Harvard Business Review*, 74(5), 65-77
- Spreier, S. W., Fontaine, M. H., & Malloy, R. L. (2006). Leadership run amok. *Harvard business review*, 84(6), 72-82.

- Drucker, P. F. (2020). Peter F. Drucker on Practical Leadership. Harvard Business School Publishing.
- Goleman, D., Boyatzis, R., & McKee, A. (2008). Emotionally intelligent leadership (HBR article collection). *Harvard Business Review*.
- Primal leadership: The hidden driver of great performance.
- Leadership that gets results
- Social intelligence and the biology of leadership
- Martin Reeves, Nancy F. Koehn, Tsedal Neeley, Scott Berinato (2020). Coronavirus: Leadership and Recovery: The Insights You Need from Harvard Business Review Harvard Business Review.

6th semester

Summary

The 6th semester is an interdisciplinary semester composed of the following modules:

- Managing International Business Operations (4 ECTS);
- Staff Development and Human Resource Management (4 ECTS);
- Creativity and Innovation (4 ECTS);
- Applied Research Methods for Decision Making (4 ECTS);
- Project Management and Organizational Development (5 ECTS);
- Elective course (1 out of 3) (5 ECTS);
 - Strategic Thinking and Management
 - Agribusiness
 - Circular Economy and Sustainable Development
- Interdisciplinary Semester Project (5 ECTS)

The learning outcomes of the semester are documented through:

- Course assignments during the semester which may be written or/and oral. The structure and the form of the course assignments and their weight is defined by the respective course lecturer. The course assignments with all their components cover 100% of the overall course grade;
- A multidisciplinary project (Project week) covering all/selected subject areas;

Syllabi

IBC-M Course Description

Course name: Project Management and Organization Development			
Semester	ECTS	Number of lessons	Student Workload
6th semester	5	20	150 Hours
Bachelor Programme	International Sales and Marketing (ISM)	Academic Year	2020/2021
Course Description			
<p>Through this course the students and future managers will get equipped with understanding of the fundamental project management and organizational development theory concepts and widely used tools such as: problem and stakeholders analysis, planning and scheduling, monitoring and control of the project in terms of achieving determined schedule, budget and performance objectives. The course introduces visual and written case studies and lectures’ experience, which helps students to understand how real projects are planned, implemented and evaluated in the context of an organizational development.</p> <p>This course develops the competencies and skills for planning and controlling projects and understanding organizational 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 further 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>			
Examination and Assessment	<p>Students are graded through a mix of examinations and class work. The assessments intend to measure the examinee’s knowledge, skills and competencies on the concepts studied through the semester and against the course learning outcomes.</p> <p>The assessment is comprised of:</p> <ul style="list-style-type: none">1) CA1 (40%) – in-class participation in exercises and tasks related to various topics of project development;2) CA2 (60%) – Students develop group projects in given topics, following the project development guidelines provided by the lecturer;		
Learning Outcomes			

Students shall have knowledge of:

- Theories on organizational development and methods for implementation of organizational development projects
- Research-inspired principles, designs and data collection methods oriented towards understanding the problem and stakeholders needs as well as finding solutions through project proposal development
- Project cycle development and implementation stages and involved decision making processes
- Project management methodology and tools such as: log frame matrix approach, relevant project documents design, project monitoring and evaluation tools and criteria.
- Implications, challenges, and opportunities of organizational dynamics in project management

The student shall have skills in:

- Needs assessment, selection of the target group and identifying the stakeholders involved in the project
- Communicating and assessing ideas, suggestions and projects proposals in the organisation
- Applying project management methodologies, processes, and tools to execute complex projects in organizations
- Planning and managing critical resources for effective project implementation
- Identifying and employing key performance metrics for project success
- Developing an effective project proposal

The student shall acquire competencies to:

- Assess the organization's developmental process direction and significance
- Develop, plan, implement and evaluate project and organizational development proposals
- Analyze all agents (stakeholders) involved in a certain project
- Assemble and lead a meaningful project team to solve a given task
- Undertake project management and resource management tasks
- Recognizing and mitigating the risks of failure in the project life cycle

Content of Teaching (subjects and themes)

- Introduction to project cycle management: Concepts and Definitions
- Initiating and planning projects
- Logical framework approach
- Stakeholders needs assessment and analysis
- Problem analysis and setting the project objectives
- Project results and indicators
- Project plan and responsibilities
- Project Management Functions
- Project implementation
- Managing project risks and changes
- Project quality management approaches
- Project control
- Project Evaluation
- Organizing and Staffing the Project Office and Team
- Project cost planning and control / Budgeting and Scheduling Projects
- Fund raising

Learning Materials

- Verzuh, E. (2016). *The fast forward MBA in project management (5th Ed.)*. John Wiley & Sons.
- Project Management Institute (2013). *A Guide to the Project Management Body of Knowledge (PMBOK® Guide) (5th Ed.)*. Project Management Institute, Inc.
- Project Cycle Management Guidelines, European Commission, 2004

- Gido&Clements (2008). *Successful Project management*, 4th Edition.
- Maraslis, Athanasios; Kourounakis, Nicos (2016). *European Commission PM² project management methodology guide*

IBC-M Course Description

Course name: Managing International Business Operations			
Semester	ECTS	Number of lessons	Student Workload
6 th semester	4	16	120 Hours
Bachelor Programme	International Sales and Marketing (ISM)	Academic Year	2020/2021
Course Description			
<p>The aim of this course is to equip students with knowledge and skills needed to understand and analyze the opportunities and challenges that companies face when expanding their activities internationally and when dealing with international competitors in their home markets. The course introduces basic frameworks that managers can apply to make international business decisions, to analyze international business information, and to design global competitive strategies. It focuses on the strategic challenges confronting firms that compete in the global economy and examines cross-cultural and management issues related to management in an international marketplace. Special attention is placed upon different tools and analytic competences available to the different specialized managerial roles when competing internationally. Upon the completion of the course, the students should have enhanced understanding of how businesses gain competitive advantage and compete successfully in the international marketplace.</p>			
Examination and Assessment	<p>Students are graded through a mix of examinations and class work. The assessments intend to measure the examinee’s knowledge, skills and competencies on the concepts studied through the semester and against the course learning outcomes.</p>		
	<p>The assessment is comprised of:</p> <ul style="list-style-type: none">1) CA1 – Test (40% of the final grade)2) CA2 – Test (40% of the final grade)3) Class activity and participation, homework delivery, semester project (20% of the final grade)		
Learning Outcomes			
<p>The student shall have knowledge of:</p> <ul style="list-style-type: none">- Factors that determine the international business environment in the global marketplace, their relevant changes over time, and implications they have for business strategies- How business-government relations are affected by a globalizing world of nation states- What determines the success and failure of companies around the globe- How cultural and behavioral differences influence countries business practices, and how these differences can be addressed using appropriate strategies- How environmental differences support or complicate marketing, export and import strategies			

The student shall have skills in:

- Identifying the role and impact of political, economical, social and cultural variables in international business
- Analyzing international business from a multi-centric perspective and invoking different management theories (e.g., resource-based view, stakeholder theory, and institutional theory) to understand what is behind business performance in the global market
- Considering ethical and social responsibility issues in the development and implementation of an international management strategy
- Explaining how the economic, political/legal, and financial environments affect international business operations
- Discussing international trade theory and how government and business decisions influence international trade
- Assessing the effects of current regional trade agreements and economic integration on developing countries

The student shall acquire competencies to:

- Successfully assess and advise on business operations and relationships in complex international business environments
- Successfully apply the principal theories of international trade and investment (exchange rate regimes, global stock and bond markets)
- Effectively integrate in international business endeavors critical intracompany departments such as marketing, manufacturing, accounting, finance, and human resources and position supply, production and sales functions
- Speak knowledgeably on the important role played by multinational economic and social aid organizations such as the UN, EU, IMF and World Bank in facilitating international trade and business
- Act ethically, diplomatically, and with emotional sensitivity in international business environments

Content of Teaching (subjects and themes)
INTERNATIONAL ENVIRONMENT CHALLENGES

- Globalization and international business environment
- Global trade and investment opportunities
- Global monetary system and capital markets
- National and regional competitiveness
- Regional economic integrations
- Global growth generators (emerging economies)
- The implications of economic inequality
- Differences in national cultures ethics and political economy
- Commodities and natural resources
- Ethics in international business
- Intellectual property rights
- Managing political risk

THE STRATEGY AND STRUCTURE OF INTERNATIONAL BUSINESS

- Global value creation - the ADDING value scorecard

- Strategies for global value creation
- Diagnosing industry global potential
- Managing global competitive dynamics
- Leveraging resources and capabilities
- Entering foreign markets and strategic alliances
- Making strategic alliances and networks work
- Diversifying, acquiring, and restructuring
- Strategizing with corporate social responsibility

INTERNATIONAL BUSINESS OPERATIONS

- Designing global products and services
- Global production, outsourcing, and logistics
- Global marketing
- Global R&D
- Global human resource management
- Accounting in the international business

Learning Materials

- Charles, E. Hill (2015): International Business: Competing in the Global Marketplace, 10th ed., McGraw-Hill/Irwin
- Global Competitive Strategy, Daniel F Spulber, 2011, Cambridge: Cambridge University Press

IBC-M Course Description

Course name: Staff Development and Human Resource Management			
Semester	ECTS	Number of lessons	Student Workload
6 th semester	4	16	120 Hours
Bachelor Programme	International Sales and Marketing (ISM)	Academic Year	2020/2021
Course Description			
<p>This course is designed for all current and future 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. The course focuses on human behavior in organizations and is primarily concerned with improving organizational efficiency and effectiveness through increased understanding and and effective management of the behavior of people at work. In this course, managing human resources does not denote the narrow management approach as of other resources. It rather refers to developing and leading them to transform organizational human resources into human capital that will serve as a source of sustainable competitive advantage. Accordingly, HRM is not regarded as an administrative function but it is rather considered of strategic importance for an organization and it should be applied as a strategic function. To achieve these specific learning objectives, this course uses an experiential, action learning approach that focuses directly on student as the “live case” by which learning takes place.</p>			
Examination and Assessment	Students are graded through a mix of examinations and class work. The assessments intend to measure the examinee’s knowledge, skills and		

	<p>competencies on the concepts studied through the semester and against the course learning outcomes.</p> <p>The assessment is comprised of:</p> <ol style="list-style-type: none"> 1) Class contribution (25% of the final grade) 2) Peer assessment (5% of the final grade) 3) Learning log (35% of the final grade) 4) Lessons learned presentation (35% of the final grade)
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Learning Outcomes

The student shall have knowledge of:

- Fundamental concepts, functions and operations of HRM (such as job analysis and design, recruitment, compensation, performance appraisal, and staff development)
- Environmental segments (internal and external) and stakeholders relevant to HRM and PR (eg. legislation, human nature, trade unions, organizational goals, financial implications, employee health and safety etc.)
- The linkages between HRM functions and operations and organizational strategies, structures and culture and of different contexts that impact on the operations of HRM
- Human nature and needs and the role of equal employment opportunities and high-quality relationships at work
- Differences between traditional and modern Human Resources Management strategies
- How to analyse and evaluate theoretical and practical issues related to pillars of HRM: job analysis, recruitment and selection, onboarding, performance management, training and development, and compensation and reward.
- Fundamental HRM challenges in human interaction with social and professional surroundings

The student shall have skills in:

- Understanding of mentoring and coaching's relevance to staff.
- Assessing alternatives how HRM can promote organizational accomplishments.
- Applying and questioning current theories and practices in HRM&D.
- Decision-making, group leadership, oral and written communication, critical thinking, problem- solving, planning and team work in relation to HRM&D issues.
- Applying concepts and principles taught to constructively and professionally examine and suggest potential solutions for HRM issues;

The student shall acquire competencies to:

- Create an organizational climate that fosters the positive organization dynamics
- Develop and implement strategies to enrich human capital and create an unique workplace, organization units and jobs that foster motivation and excellence in staff performance
- 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
- Successfully perform decision-making, group leadership, oral and written communication, critical thinking, problem- solving, planning and team work in relation to HRM issues
- Assess alternatives how HRM can promote organizational accomplishments and prepare proposals for

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the recruitment plan, conflict management and staff skills development plan

Content of Teaching (subjects and themes)

- Introduction to HRM
- Ethics and HRM
- Strategic workforce planning
- Recruiting, hiring, promoting and retention
- Performance management
- Reward and compensation strategies
- Training, coaching and development strategies
- Talent development and human capital management
- Incorporation of HRM as a value added function in organizational structure
- Job analysis and design
- Design of high performance teams
- Virtual teams
- Management teams
- Fostering organizational excellence
- Building and enabling high quality relationship
- Cultivating trust in the workplace
- Fostering collaboration
- Motivation and rewards
- Energizing the workplace
- Knowledge management
- Managing yourself (building on your strengths and the strengths of others)
- Global HR strategies and challenges
- Balanced scorecard

Learning Materials

- Armstrong, M. (2006). A handbook of human resource management practice. London and Sterling VA.
- Armstrong, M., & Taylor, S. (2014). Armstrong's handbook of human resource management practice. Kogan Page Publishers.
- Wilkison, A., Redman, T., & Dundon, T. (2017). Contemporary human resource management: text and cases. Pearson Education.
- Boxall, P. F., Purcell, J., & Wright, P. M. (2007). The Oxford handbook of human resource management. Oxford University Press on Demand.
- Mathis, R. L., & Jackson, J. H. (2011). Human resource management. South-Western Cengage Learning.
- Kaplan, R. S., & Norton, D. P. (1996). The balanced scorecard: translating strategy into action. Harvard Business Press.
- Kaplan, R. S., & Norton, D. P. (2006). Alignment: Using the balanced scorecard to create corporate synergies. Harvard Business Press.
- 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]
- R.Wayne Mondy, Robert M. Noe, (2004). Human Resources Management, 9th Edition, Pearson

Education.

- Byars and Rue. (2010). Human Resource Management, 10th Edition, Irwin.

IBC-M Course Description

Course name: Creativity and Innovation			
Semester	ECTS	Number of lessons	Student Workload
6 th semester	4	16	120 Hours
Bachelor Programme	International Sales and Marketing (ISM)	Academic Year	2020/2021
Course Description			
<p>This course provides the students an understanding of fundamental concepts and practical tools that are necessary to effectively design, develop and manage an innovation and how innovation takes place in business world to bring in new business models and get new products and services to the market. 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 the ability to design innovation strategies that can successfully take advantage of innovation opportunities. The focus of the course is on equipping the students with the applicable knowledge and skills on creative idea generation, selection, strategy formulation and innovation implementation process. In addition, the course emphases will be on practices and processes that entrepreneurs and managers use to manage innovation effectively in new and existing organizations and in networks.</p> <p>Upon the completion of the course, the students are expected to develop an innovative mindset and expertise in how firms successfully create innovative and creative solutions and an understanding of the challenges and opportunities that small and large firms face in relation to this.</p>			
Examination and Assessment	<p>Students are graded through two course assignments. The assessments intend to measure the examinee’s knowledge, skills and competencies on the concepts studied through the semester and against the course learning outcomes.</p> <p>The assessment is comprised of:</p> <ol style="list-style-type: none">1) CA1 – this assignment is to present an innovative idea in the form of project2) CA2 – this assignment is a case study		
Learning Outcomes			
<p>The student shall have knowledge of:</p> <ul style="list-style-type: none">- The concept of innovation and how new products, organizational knowledge and managerial approach to innovation may create new value for the customers and new opportunities for the business;- The nature and characteristics of different innovation types, strategies and techniques, as well as practical insights on creative approaches to design and manage an innovation process;- The factors that underlie the innovation performance and how these vary across different types of strategic product and service innovations;- Different models for strategic handling of product and concept development in a company and relevant methods for assessing innovation possibilities and their practical implications;			

- The rules concerning intellectual property rights, including international patents and EU trademarks.

The student shall have skills in:

- Applying relevant market analysis tools to identify the new product or service development opportunities;
- Assessing and presenting 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;
- Applying relevant models to the development of solutions for a company's supply chain in relation to innovative projects;
- Applying relevant models to the implementation of product and concept development in a company;
- Assessing the innovative structures, processes and incentives of the organization of sales;
- Analyzing the economic consequences of a particular policy of innovation for a company;

The student shall acquire competencies to:

- Define the key performance indicators for a company's innovative work in relation to the sales effort and assess a company's innovative basis;
- Identify and understand the strategies and techniques used to promote creative ideas on innovative products or services and actions needed to successfully implement them;
- Evaluate different options, formulate and develop innovation strategies that can successfully take advantage of innovation opportunities;
- Form part of multidisciplinary teams with a view to solving challenges in a company's supply chain in relation to implementation of innovative projects;
- Apply the rules of protection of incorporeal rights.

Content of Teaching (subjects and themes)

- Importance of innovation
- Innovation within firms
- New product and process development
- Channels of technology transfer
- Intellectual property
- Managing R&D projects
- Management of innovation
- Creativity
- Commercialization of business innovations

Learning Materials

- David Smith: Exploring innovation, 2010
- Elias G. Carayannis Elpida T. Samara Yannis L. Bakouros. Innovation and Entrepreneurship, Theory, Policy and Practice. Springer 2015.
- The Innovation Tools Handbook, Organizational and Operational Tools, Methods, and Techniques that Every Innovator Must Know, Taylor & Francis Grou 2016.
- Jack J. Phillips and Patricia Pulliam Phillips, The Value of Innovation Knowing, Proving, and Showing the Value of Innovation and Creativity, Wiley 2018.
- Fallon & Senn, Juicing the Orange: How to Turn Creativity into a Powerful Business Advantage, Boston, Mass.: Harvard Business School Press, 2006.
- Chris, Reverse Innovation; Boston: Harvard Business School Press, 2012.
- Schilling, Melissa (2017). Strategic Management of Technological Innovation, 5th Edition, McGraw-Hill.

IBC-M Course Description

Course name: Applied Research Methods for Decision Making			
Semester	ECTS	Number of lessons	Student Workload
6 th semester	4	16	120 Hours
Bachelor Programme	International Sales and Marketing (ISM)	Academic Year	2020/2021
Course Description			
<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 in the decision making process. 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 analysis in the field of management. In this process, the students are expected to gain an understanding of the research design and approaches and elements of undertaking a research enquiry to provide insights for resolving the relevant management challenges in organizations.</p>			
Examination and Assessment	<p>Students are graded through a mix of examinations and class work. The assessments intend to measure the examinee’s knowledge, skills and competencies on the concepts studied through the semester and against the course learning outcomes.</p> <p>The assessment is comprised of:</p> <ul style="list-style-type: none">1) CA1 – Defining a research proposal in a given topic (40%)2) CA2 – Developing a complete research project (60%)		
Learning Outcomes			
<p>Students shall have knowledge of:</p> <ul style="list-style-type: none">- Fundamental concepts of research methods and their applications in business- Applied social research at methodological, theoretical, and practical levels as applied to real settings- Different phases and methodological approaches to problem-oriented research project work- Qualitative and quantitative data collection and analysis techniques- Approaches to an effective research results interpretation and reporting <p>Students shall have skills in:</p> <ul style="list-style-type: none">- Identifying business problems into a succinct research problem(s) and define relevant research questions and research objectives that need to be achieved in order to provide the information necessary to address the business problem and make respective business decisions- Choosing an implement an appropriate research qualitative or/and quantitative research design (data collection and analysis techniques, sampling method) to address the specific research problem and acknowledge the ethical considerations of the research- Identifying and critically evaluate the literature in a given management field, relevant for the specific topic area and defined research questions			

- Writing and effectively present research report and outcomes to academic and practitioner audiences and reflect on the identified research and management problem

Students shall have competences to:

- Carry out empirical research at methodological, theoretical, and practical level as applied to real settings and challenges of an organization
- Identify a research problem and developing an actionable research plan to address it
- Implement relevant qualitative and quantitative research methodologies in collecting, processing and analyzing the data to address specific research problem
- Effectively report and present the research results

Content of Teaching (subjects and themes)

- Fundamental concepts of business research methods and their applications
- Types of research / inductive/deductive research approaches
- Formulating research questions & selecting appropriate research design
- Data collection methods in quantitative, qualitative, and/or mixed methods research
- Data analysis in qualitative, quantitative, and/or mixed-methods research
- Effective reporting of research results Research

Learning Materials

- Pervez Ghauri, Kjell Grønhaug, and Roger Strange (2020). *Research Methods in Business Studies*, 5th Edition.
- Field, Andy (2018), *Discovering Statistics using IBM SPSS*, 5th edition, Sage Edge.
- Edward Groenland and Léo-Paul Dana (2019). *Qualitative Methodologies and Data Collection Methods*. World Scientific.
- 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: Pe
- Krueger, R. A., & Casey, M. A. *Focus Groups: A Practical Guide for Applied Research*.

IBC-M Course Description

Course name: Strategic Thinking and Management			
Semester	ECTS	Number of lessons	Student Workload
6 th semester	4	16	120 Hours
Bachelor Programme	International Sales and Marketing (ISM)	Academic Year	2020/2021
Course Description			
<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</p>			

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.

Examination and Assessment

Students are graded through a mix of examinations and class work. The assessments intend to measure the examinee's knowledge, skills and competencies on the concepts studied through the semester and against the course learning outcomes.

Students are graded through a mix of examinations and class work. The assessments intend to measure the examinee's knowledge, skills and competencies on the concepts studied through the semester and against the course learning outcomes.

The assessment is comprised of:

- 1) CA1 – Test (40% of the final grade)
- 2) CA2 – Test (40% of the final grade)
- 3) Class activity and participation, homework delivery, semester project (20% of the final grade)

Learning Outcomes

The student shall have knowledge of:

- Fundamental concepts, principles and practices associated with strategy formulation and implementation;
- Strategies for competing and strengthening a company's competitive position in national and international markets.

The student shall have skills in:

- 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;
- Evaluating the strategic decisions that organisations make and have an ability to engage in strategic planning.

The student shall acquire competencies to:

- Assess the external business environment and context in which organisation's strategies are formed and implemented;
- 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.

Content of Teaching (subjects and themes)

- Strategic management and strategic competitiveness
- Strategy formulation, execution and governance
- Evaluating a company's external environment
- Evaluating a company's resources, capabilities, and competitiveness
- 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 Materials

- 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.

Course name: Agribusiness			
Semester	ECTS	Number of lessons	Student Workload
6 th semester	4	16	120 Hours
Bachelor Programme	International Sales and Marketing (ISM)	Academic Year	2020/2021
Course Description			
<p>This course introduces the fundamental concepts of agriculture business within the framework of how the agriculture industry operates and functions in a global economy. It focuses on the basic principles of the issues and concepts that agricultural businesses and markets encounter. The course provides an overview of the economic theories associated with the production, consumption, and marketing of agricultural products as well as the policies designed to achieve efficiency and overall welfare goals in agriculture industry.</p>			
Examination and Assessment		<p>Students are graded through a mix of examinations and class work. The assessments intend to measure the examinee's knowledge, skills and competencies on the concepts studied through the semester and against the course learning outcomes.</p> <p>The assessment is comprised of:</p> <p>9) CA1 – Test (40% of the final grade)</p>	

	<p>10) CA2 – Test (40% of the final grade)</p> <p>11) Class activity and participation, homework delivery, semester project (20% of the final grade)</p>
Learning Outcomes	
<p>The student shall have knowledge of:</p> <ul style="list-style-type: none"> - Fundamental concepts, principles and importance of agribusiness - How agribusiness firms operate in a global and regional agri-food system and the impact that agribusiness has on local, regional and global business environment - The role that business management has in the successful operation of an agribusiness firm - The common economic and business management principles and practices employed to maximize the long-run profits of the firm by satisfying customers' needs and using all resources efficiently - The interrelated nature of the four functions of management—planning, organizing, controlling, and directing—and how they help agribusiness managers accomplish their goals <p>The student shall have skills in:</p> <ul style="list-style-type: none"> - Identifying and explaining the organization and opportunities of the agribusiness firms and industry in the local, regional and global market - Identifying and developing right business ideas based on the market requirements to the profitable outcome - Developing a business plan for a selected agribusiness enterprise outlining the production, processing, distributing, financing, and marketing - Identifying and employing the fundamental economic principles that are applicable in the management of agribusiness operations - Explaining the socioeconomic aspects of public policy issues regarding the agricultural/rural sector and related industry. <p>The student shall acquire competencies to:</p> <ul style="list-style-type: none"> - Independently conduct the market analysis for the purpose of identifying the firm/industry opportunities and addressing the relevant agribusiness issues - Identify and select the right business ideas as well as to turn them into the proper business plan and implement it in an effective and efficient way - Utilize the fundamental economic management principles and practices to achieve profitable outcomes - Plan, monitor and assess particular agribusiness activities and correct potential business failures - Present and critically discuss current and future trends and challenges in the agribusiness 	
Content of Teaching (subjects and themes)	
<ul style="list-style-type: none"> - Agriculture as an industry and its specificity - Natural Conditions - Market Conditions - Nature of products - Pricing in agribusiness - Supply Chain Management in Agribusiness - Market analysis and segmentation - Economic principles in the agriculture industry - Risk management in agribusiness - Profitability and agribusiness management - Added value products and Agribusiness 	

- Cost management
- Business plan development
- Retail agribusiness sales,
- Current and future trends in agribusiness
- Science as the generator in Agribusiness development

Learning Materials

- Introduction to Agribusiness Management, JNU, Jaipur First Edition 2014; Agribusiness management handbook
- Introduction to Agricultural Economics, 5/e . Penson, Jr., Capps, Jr., Rosson & Woodward. ©2010. Prentice Hall.
- Agri-business Management Handbook, 2016, Online edition

IBC-M Course Description

Course name: Circular Economy and Sustainable Development			
Semester	ECTS	Number of lessons	Student Workload
6 th semester	4	16	120 Hours
Bachelor Programme	International Sales and Marketing (ISM)	Academic Year	2020/2021
Course Description			
<p>The course aims to provide students with a rich understanding of the merits and challenges of transitioning to a more resource-efficient and circular economy. Drawing from multiple disciplines, including engineering, management and sustainability science, students gain knowledge on underlying principles and visions as well as theory and tools that support the formulation and assessment of resource-efficient and circular measures. The course also addresses the innovative solutions for the circular economy and sustainable development taking into account technical considerations and proper business model design. Within this course students will have the opportunity to apply the principles of the circular economy to real-world cases and develop skills such as creativity, systems thinking and teamwork through the project work. Upon the completion of this course the students will be equipped with necessary background needed to recognize and address the challenges, opportunities and limits of an organization in meeting the resource efficiency and sustainable development requirements.</p>			
Examination and Assessment		<p>Students are graded through a mix of examinations and class work. The assessments intend to measure the examinee's knowledge, skills and competencies on the concepts studied through the semester and against the course learning outcomes.</p> <p>The assessment is comprised of:</p> <ol style="list-style-type: none"> 1) CA1 – Test (40% of the final grade) 2) CA2 – Test (40% of the final grade) 3) Class activity and participation, homework delivery, semester project (20% of the final grade) 	

Learning Outcomes

The student shall have knowledge of:

- The fundamental theories, principles and ideas behind a circular economy and sustainable development concepts
- The role of entrepreneurship and management tools, principles and practices within circular economy and sustainable development context
- Business models that are conducive to a circular economy, barriers and opportunities in transitioning to circular business models
- How to create products that are easy to repair, remanufactured or recycable and meet profitable outcomes and efficient resource allocation requirements

The student shall have skills in:

- Describing historic and future projections of natural resource usage and associated sustainability challenges
- Accounting for actors, their options, barriers and drivers for transitioning to a more resource-efficient and circular economy
- Applying relevant aspects of the science and policies of sustainable development to their own practice as a development leaders
- Identifying how various attributes of sustainability (environmental, economic and social) can be applied by development leaders
- Assessing the current international policy landscape and planetary boundaries for the sustainable development goals and their influence on international economic development

The student shall acquire competencies to:

- Describe visions and underlying principles of various approaches to resource-efficiency and circular economy
- Critically discuss the implications of increased resource-efficiency and circularity for sustainable development
- Account for resource-efficient and circular physical measures, their potential benefits and limitations
- Formulate strategies towards increased resource-efficiency and circularity based on relevant theories, methods and tools from multiple disciplines
- Assess strategies towards increased resource-efficiency and circularity based on relevant theories, methods and tools from multiple disciplines

Content of Teaching (subjects and themes)

- The concept of circular economy and sustainable development
- The origins and fundamentals of the circular economy
- Regulatory trends towards the circular economy and sustainable development
- A framework to understand the circular economy and sustainable development
- Business value in a circular economy and sustainable development framework
- Longer lasting products
- Remanufacturing
- Waste equals food
- Circular and sustainable development strategies and business models with real examples
- Circular lifecycle assessment
- Ecodesign

Learning Materials

- 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>]
- 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=zCRKvDyyHml>]
- 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. ÖrÖzdemir-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>]

Interdisciplinary Semester Project Example

Telecommunication Industry

In most Western European and Central Eastern European countries telecom revenue accounts for roughly 2%-2.5% of nominal GDP. However, in most Balkan markets telecom revenue accounts for a much larger share of GDP – in some cases exceeding 5%. Telecom service revenue in the Balkan region represents a cumulative opportunity of US\$87.6bn in the 2011-2015 period. The mobile market accounts for 69% of the total telecom revenue in 2015. Greece, which has the highest GDP per capita in the region, also had the most sizable telecommunications revenue in 2010; albeit, the country is facing a negative revenue CAGR 2010-2015 in line with its unstable macroeconomic environment. Fastest growing revenue segments in 2010-2015 period were IPTV, fixed broadband Internet access and mobile data across most markets, with mobile voice remaining the largest segment of the regions' total telecom revenues. While fixed broadband will continue expanding, attractive device financing schemes, a thirst for mobility and growing access speeds will result in a more pronounced growth of

mobile broadband in most Balkan markets. Most Balkan markets will see growing investments in new access technologies in both fixed and mobile segments; however, the uptake of high-speed access technologies in both fixed and mobile segments will continue to fall behind when compared to Western European countries, as well as and some more advanced Central and Eastern European markets.

Task:

You are supposed to do an analysis of the telecommunication industry in a region/country of your choice. Then, choose a company in that industry and region/country and make an overall evaluation of its strategic situation and its options for future actions.

You are expected to use your own approach applying all relevant theory/models from the semester including previous knowledge.

You are allowed to make your own assumptions where you find it necessary.

Methodology/Guidelines

- The report must follow the IBC-M Guidelines for Structuring Papers (delivered to you with this project task).
- All courses that are part of the semester must be covered. Each course element should not cover more than 40% and less than 5% of the entire paper. Each subject should be addressed with one relevant research question defined in Problem statement and clearly answered in Discussion section.
- The report should be composed of 20 – 25 pages (minimum of 7,500 words double spaced) excl. appendices
- Groups should be own made and composed of of 3-5 students. Each group member must have a productive engagement. Work together but mark your contribution clearly.
- Application of relevant theory/models from the semester including previous knowledge is expected.
- It is recommended that you use the text books from each corresponding course as assigned in your syllabus. In addition, you are advised to use reliable online sources for selected topic (books, journal papers, official websites..). JSTOR data base is highly recommended. Please do not use internet sources such as (i.e. Wikipedia, Investopedia etc.). Absolute of minimum of ten references should be included.
- Plagiarism (no quota of resource in the text/presentation) is NOT tolerated.
- APA referencing format must be applied. In text references must be used (see Anex 1).
- Participation in project work and preasentation is mandatory

Evaluation

Project will be evaluated based on written part an on oral presentation. The written part will be weighted with 50%, and the oral presentation with 50% of your overall semester project grade. The

groups will present as a group, but will receive individual grade for the oral presentation based on their individual performance.

Both the written and the oral part of the project must be passed separately with the grade 02 or higher, in order for the student to pass the entire project.

Milestones

To organize your work with the semester project, you have to live up to the following milestone plan. Most milestones consist of some deliverables that you will discuss together with your group Mentor, who will be one of your lecturers.

Deadline	Milestone	Evaluator
Week 2	Groups formed + project handed out (send the list of group members to student.service@ibcmirovica.eu together with the name of your counselor).	
Week 3	Discussion of problem statement	Counselor*
Week 4	Project Workplan (and optionally other project documentation) hand-in and discussion	Counselor
Week 5	Table of content hand-in and discussed	Counselor
Week 6	One page methodological considerations and delimitation handed in to and discussed	Counselor + Methodology lecturer
Week 9	Presentation and discussion of secondary data	Counselor
Week 10	Status talk: "What have you done so far" – groups presenting to each other and feedback from the lecturers	Counselor + all relevant lecturers
Week 12	Presentation of primary data	Counselor
Week 13	Presentation of the data analysis	Counselor
Week 14	Discussion and evaluation of alternative solutions	Counselor
Week 15	Submission of the final project document	Counselor

**Counselor is one of the IBCM teachers which students select and he/she agrees to give guidance and follow the progress of the group*

7th Semester

Summary

Seventh semester is focused on completion of professional practice and final thesis project.

Professional Practice

The professional practice takes place during the 7th semester and is followed with the completion of the final thesis project. The professional practice is comparable with a full-time job with the same requirements of working hours, contribution, commitment and flexibility that the graduate should expect to find in their first job. The professional practice assists the student in converting the studied knowledge into practical experience. The purpose of the professional practice is to provide the student with the opportunity to qualify his/her study and develop employment skills through specialisation and by putting subjects widely related to the aim of the programme into a real business perspective.

Professional Practice			
Semester	ECTS	Student Workload	
7 th semester	15	450 Hours	
Bachelor Programme	International Sales and Marketing (ISM)	Academic Year	2020/2021
Professional Practice Description			
<p>The purpose of the professional practice is to give the student the possibility of putting into practice the previous semesters' educational gains on the profession's problems in the field. The professional practice ensures closeness to practice and the development of professional and personal competencies for independent participation in business. The professional practice therefore takes place in a business and job role relevant to the profession.</p> <p>During the professional practice, the student is assigned a placement counsellor from the college and a supervisor from the company. The student and the counsellor establish goals together for the student's learning outcomes from the professional practice period, to be subsequently used as indicators in connection with the company's planning of the student's work. The work placement is intended to be comparable to a full-time job with assigned work hours and specified basic requirements in terms of effort, commitment and flexibility that the graduate in business studies can expect to face on his/her first job.</p>			
Examination and Assessment		<p>The internship period concludes with an evaluation based upon the written professional practice report assessment where the student and supervisor assess the student's educational gain from the internship in comparison with the agreed educational objectives.</p> <p>The professional practice report should be 8-10 pages and is written during the professional practice period, to be handed in no later than the final day of the professional practice. The report must be related to practice in the profession</p>	

	<p>and contain a condensed description of the issues the student has worked with during the professional practice, and how he/she has worked with these issues during the professional practice.</p> <p>The professional practice report requirements details are described in IBC-M Internship Report Guidelines.</p> <ul style="list-style-type: none"> - The professional practice report (100%) - assessed with passed/failed.
Learning Outcomes	
<p>The student shall have knowledge of:</p> <ul style="list-style-type: none"> - The profession's theory and methods along with practice; - The terms and methods along with reflecting upon the application; <p>The student shall have skills in:</p> <ul style="list-style-type: none"> - Converting the studied knowledge into practice within business; - Assessing theoretical and practical problems and draw up suggested solutions; - Applying and arrange relevant theories to the solution of assignments in the workplace. <p>The student shall acquire competencies to:</p> <ul style="list-style-type: none"> - Observe their own professional role in relation to actual assignments; - Enter into professional as well as interdepartmental cooperation. 	

Final Thesis

The final thesis is completed at the end of the 7th Semester. The student must have passed all previous exams, including semester projects and professional practice, to be considered for the final thesis qualification. The purpose of the final thesis is to give the student an opportunity to demonstrate the ability to process a complex and practice-based problem methodically, and in regards to a specific assignment within the profession sphere.

Final Thesis			
Semester	ECTS	Student Workload	
7 th semester	15	450 Hours	
Bachelor Programme	International Sales and Marketing (ISM)	Academic Year	2020/2021
Final Thesis Description			
<p>The purpose of the final thesis project is that the student completes an independent, interdisciplinary and practice-based assignment that demonstrates the knowledge, skills and competencies that originate from the overall learning objectives of the International Sales and Marketing study programme. The project should take the central topics of the course as its starting point and can contain elements from the professional practice.</p>			

The problem proposal for the project is prepared by the student and must be approved by the final thesis mentor. When solving the problem it is important that the student documents his/her total educational gains through applying central theories and methods from the course. Furthermore the final thesis project should include empirical material for the solution of a defined problem relevant to the profession.

The final thesis report is an individual report and should be 40 pages at minimum. The final thesis project report requirements details are described in the IBC-M Academic Assignment Guidelines.

The final thesis, together with the professional practice give the student the possibility of individualising their complete competency profile.

Examination and Assessment	<p>The final thesis is graded using the IBC-M grading scale (0-100%), where the overall final thesis grade is composed of:</p> <ul style="list-style-type: none"> - Final thesis written report grade (2/3 of the overall grade) - Oral presentation of the final thesis (1/3 of the overall grade)
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Learning Outcomes

The student shall have knowledge of:

- The profession's and subject area's applied theory and methods along with practice;
- The theory and methods along with being able to reflect upon the profession's application of theory and methods.

The student shall have skills in:

- Applying methods and tools for collation and analysis of information and will master the skills related to employment in the profession;
- Assessing theoretical and practical problems and substantiate the chosen actions and solutions;
- Communicating practical and professional problems and solutions for colleagues and users.

The student shall acquire competencies to:

- Handle complex and development-oriented situations in relation to work and study;
- Independently enter into academic and interdisciplinary cooperative work and take on responsibility within the settings of professional ethics;
- Identify their own learning needs and, in relation to the profession, develop their own knowledge and skills.