

**FIND OUT MORE**

about

**Management  
Bachelor**

University of Business in Wrocław

**STUDENT'S GUIDE**

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# 1. WHY WSH?

## The structure and the concept of education in WSH

Currently, education is carried out on five faculties:

- first degree (bachelor and engineering) studies with a practical profile: IT, Finance and Accounting, Tourism and Recreation, Management, Logistics.
  - second degree (master's degree, including MBA) with a practical profile: Tourism and Recreation, Management.
- In addition, the University offers 20 specialties at post-graduate studies and additionally, post-graduate MBA studies.

DEGREE OF STUDY	BACHELOR 3 years		MASTER 2 years	
COURSE LANGUAGE	POLISH	ENGLISH	POLISH	ENGLISH
MANAGEMENT	✓	✓	✓	✓
TOURISM & LEISURE	✓	✓	✓	✓
COMPUTER ENGINEERING	✓			
FINANCE AND ACCOUNTING	ENGINEER 3,5 YEARS ✓	ENGINEER 3,5 YEARS ✓		
LOGISTIC	ENGINEER 3,5 YEARS ✓			

The WSH education system is distinguished by:

- ✓ *High quality of education*
- ✓ *The program is, continuously reviewed and improved*
- ✓ *Lecturers and practitioners with extensive experience in education and business*
- ✓ *Guest lectures with international experts*
- ✓ *Individual approach to a student*
- ✓ *The practical nature of education:*
  - *Cooperation with business practitioners in the creation of the Curricula Program*
  - *30 ECTS of internships*
  - *50% of practical forms of lectures*
  - *Lectures outside the University*
  - *Study tours and visits in companies*
  - *Modules dedicated to Professional Career Tracking*
- ✓ *Programs based on the latest trends in the education and business market*
- ✓ *Focus on innovations and new technologies*
- ✓ *Emphasis on sustainable development*
- ✓ *Flexibility in the choice of subjects and specializations (including inter-departmental specializations)*
- ✓ *English-language based learning paths.*

## 2. WHY MANAGEMENT?

Management is one the most common and frequency chosen university major.

1

### Universality

By studying Management, you will gain knowledge and skills necessary in many areas of economic and social life. Regardless of what profession you will follow in the future, comprehensive managerial skills will be your advantage.

2

### Career path

Completing Management will give a lot of possibilities in terms of the professional carrier - you can work in SME sector or chose large corporations.

3

### Running own business successfully

If you are a person with a high degree of independence, have many ideas and are not afraid of risk, you can successfully challenge your strength in starting - up a new venture.

4

### Relations and communication

Management is not only learning how to make money but mostly how to deal with other people - how to communicate, motivate, lead, solve problems. These skills are necessary in almost all professions.

5

### Influence the world development and social economy

By creating or developing your business ideas you may change the world or make it better!



source: thebalancecareers.com

### 3. WHY MANAGEMENT AT WSH?

The Management study program was prepared in cooperation with business practitioners. In that it is fully adapted to the latest trends in economic development and labor market requirements. Through a practical approach to teaching, students and graduates of Management acquire skills particularly desired by employers. As a Management student you will have the opportunity to participate in workshops and meetings with businesspeople, which will definitely boost your CV. The program also offers study visits to international companies from various industries that enable you to learn about good business practices.

1

#### Wide range of specializations

The management program on bachelor's and master's degree distinguish by a variety of specializations. Choosing a specialist position in large corporations? Maybe managing smaller companies? Or just being an entrepreneur? Depending on your preferences and future career vision, you can choose a path that will be tailored to your expectations.

#### Management – concept of the study program

WSH University of Business in Wrocław		MANAGEMENT			
DEGREE OF STUDY	BACHELOR 3 years	ENGLISH		MASTER 2 years	ENGLISH
LANGUAGE	POLISH	ENGLISH	POLISH	ENGLISH	
	✓	✓	✓	✓	
SPECIALIZATIONS:	<b>Enterprise Management</b> Marketing and Sales Human Resources Management Psychology in business Personal brand management Entrepreneurship		<b>Internet marketing in practice</b> Sustainable development and CSR Strategic Human Capital Management Project Management International MBA		

2

#### Close ties with business

Management learning cannot be taken apart from practice, and our University is distinguished by a practical approach. We teach business in connection with business. Relations with business are a crucial element of the University strategy. Developing close rapport with business stakeholders allow our students easy access to internships and employment opportunities. Moreover, already on the program planning stage, they have constant influence on the shape of the concept. This cooperation is a subject to systematic assessment and improvement, which in practice means that each year we sign another agreements and companies willingly participate in our initiatives.

3

#### Hands-on experience

Due to a wide network of business environment contacts, many classes take place with participation of business representants - they assess student business plans, advise on self-presentation issues, consult business ideas, etc. Furthermore, our courses are not only traditional lecture or trainings but also forums and discussion panels with experts, debates with entrepreneurs, workshops with specialists from business and public sector. One block of courses in curriculum are study visits to companies, that gives the opportunity to learn about their operations, challenges common problems, etc.

4

**A didactic potential**

Our practitioners are highly competent specialists, representing different industries and types of companies. Our academic teachers constantly improve their knowledge, competences and teaching experiences by active participation in international programs of staff exchange, conferences and trainings.

5

**Internationalization**

The international character of the University's strategy allows to implement the formula of open education by organizing guest lectures by foreign specialists and academics from our partner universities. Being in WSH gives a lot of possibilities to internationalization - studying abroad, participating in international courses or undergoing internship in other countries. A large number of

6

**Learning support environment**

Our students have at their disposal a library and well-equipped IT classes. The surrounding favour a comfort development. Students also gain knowledge and experience by participating in research circles meetings - one related to management and entrepreneurship and the other - with finance. international students make a climate conducive to intercultural integration.

7

**Entrepreneurship spirit**

At WSH, a lot of attention is paid to educate students in accordance with the sense of entrepreneurship. We do our best to inspire, develop creativity and encourage to be innovative. Organizing classes and seminars with business enables students to touch the real challenges or running own business, it shows not only glitter but also shadows.



## 4. HOW DO I STUDY?

### 4.1. CURRICULUM BY YEAR

BACHELOR DEGREE					
semester					
1st	Foreign Language	Introductory courses	Social competences		
2nd	Foreign Language	Major courses	New technologies	Physical education	
3rd	Foreign Language	Major courses	New technologies	Study visits	Internship 1
4th	Specialization	Major courses	Physical education	Study visits	
5th	Specialization Faculty	Major courses	Career planning	Study visits	Internship 2
6th	Specialization Faculty	Major courses	Dissertation	Best practices	

Foreign Languages
Major Subjects
Specialization/Faculty
Practical aspects of business
Basic courses
Social competences
New technologies
Dissertation



## PROGRAM CURRICULLUM

MODE OF STUDY	Course	ECTS		number of hours					ECTS
		compulsory	elective	contact hours			student workload	total	
				lecture	practical form (e.g. exercise, project, seminar etc.)	total			
<b>SEMESTER 1</b>									
Introductory courses	Fundamentals of Management	5		14	22	36	89	125	5
	Mathematics for economists	5		14	24	38	87	125	5
	Legal Bases	3		16	4	20	55	75	3
	Sociology	3		20	4	24	51	75	3
Social competences	Interpersonal communication	3		10	20	30	45	75	3
	Ethics in management	2		16	4	20	30	50	2
	Academic savoir vivre	1			14	14	11	25	1
Foreign language	Polish/German/Spanish/English I		5		60	60	65	125	5
<b>TOTAL SEMESTER 1</b>		<b>22</b>	<b>5</b>	<b>90</b>	<b>152</b>	<b>242</b>	<b>433</b>	<b>675</b>	<b>27</b>
<b>SEMESTER 2</b>									
Foreign language	Polish/German/Spanish/English II		5		60	60	65	125	5
Physical Education	Physical Education	0			34	34	0	34	0
New technologies	Databases in management	3		10	14	24	51	75	3
Major subjects	Business Presentations	3		6	16	22	53	75	3
	Creative Problem Solving	2		6	18	24	26	50	2
	Fundamentals of Marketing	4		12	24	36	64	100	4
	Fundamentals of Finances	4		30		30	70	100	4
	Microeconomics	5		10	24	34	91	125	5
	Economic Law	3		10	20	30	45	75	3
	Fundamentals of Accountings	4		10	24	34	66	100	4
<b>TOTAL SEMESTER 2</b>		<b>28</b>	<b>5</b>	<b>94</b>	<b>234</b>	<b>328</b>	<b>531</b>	<b>859</b>	<b>33</b>
<b>SEMESTER 3</b>									
Foreign language	Business English		4		74	74	26	100	4
New technologies	Computer Graphics	2			20	20	30	50	2
Major subjects	Entrepreneurship	3		10	26	36	39	75	3
	Organizational Behaviours	3		10	20	30	45	75	3
	Statistics in practice	4		10	30	40	60	100	4
	Human Resources Management	3		22	12	34	41	75	3
Specialization	Internship 1	15			379	379	0	379	15
Study visits	Visits to companies				18	18	0	18	0
<b>TOTAL SEMESTER 3</b>		<b>30</b>	<b>4</b>	<b>52</b>	<b>579</b>	<b>631</b>	<b>241</b>	<b>872</b>	<b>34</b>

SEMESTER 4									
Physical Education	Physical Education	0			32	32	0	32	0
Major subjects	Corporate finance	5		22	14	36	89	125	5
	Marketing research	4		10	26	36	64	100	4
	Project management	4		10	24	34	66	100	4
	Quality management	4		10	26	36	64	100	4
	Businessplan	3		10	20	30	45	75	3
Specialization	Specialization course 1		3	10	24	34	41	75	3
	Specialization course 2		3	10	24	34	41	75	3
Study visits	Visits to companies				18	18	0	18	0
<b>TOTAL SEMESTER 4</b>		<b>20</b>	<b>6</b>	<b>82</b>	<b>208</b>	<b>290</b>	<b>410</b>	<b>700</b>	<b>26</b>
<b>TOTAL</b>									
SEMESTER 5									
Specialization	Internship 2	15			379	379	0	379	15
Social competences	Career counseling / Management techniques		3	14	20	34	41	75	3
	Photo and video in business	2			34	34	16	50	2
	Image building on the web	2		10	14	24	26	50	2
Major subjects	Intellectual property protection	2		10	4	14	36	50	2
Specialization	Faculty course 1		3	10	24	34	41	75	3
	Specialization course 3		4	10	26	36	64	100	4
	Specialization course 4		4	10	26	36	64	100	4
Study visits	Visits to companies		2		24	24	26	50	2
<b>TOTAL SEMESTER 5</b>		<b>21</b>	<b>16</b>	<b>64</b>	<b>551</b>	<b>615</b>	<b>314</b>	<b>929</b>	<b>37</b>
<b>TOTAL</b>									
SEMESTER 6									
Best practices	Best practices in business		3	8	26	34	41	75	3
Major subjects	Managerial psychology	3		10	24	34	41	75	3
	Managerial training	1			24	24	2	26	1
Specialization	Specialization course 5		4	10	26	36	64	100	4
	Specialization course 6		4	10	26	36	64	100	4
	Faculty course 2		3	10	24	34	41	75	3
Dissertation	Dissertation		5	4	16	20	105	125	5
<b>TOTAL SEMESTER 6</b>		<b>4</b>	<b>19</b>	<b>52</b>	<b>166</b>	<b>218</b>	<b>358</b>	<b>576</b>	<b>23</b>
<b>TOTAL</b>		<b>125</b>	<b>55</b>	<b>434</b>	<b>1890</b>	<b>2324</b>	<b>2287</b>	<b>4611</b>	<b>180</b>

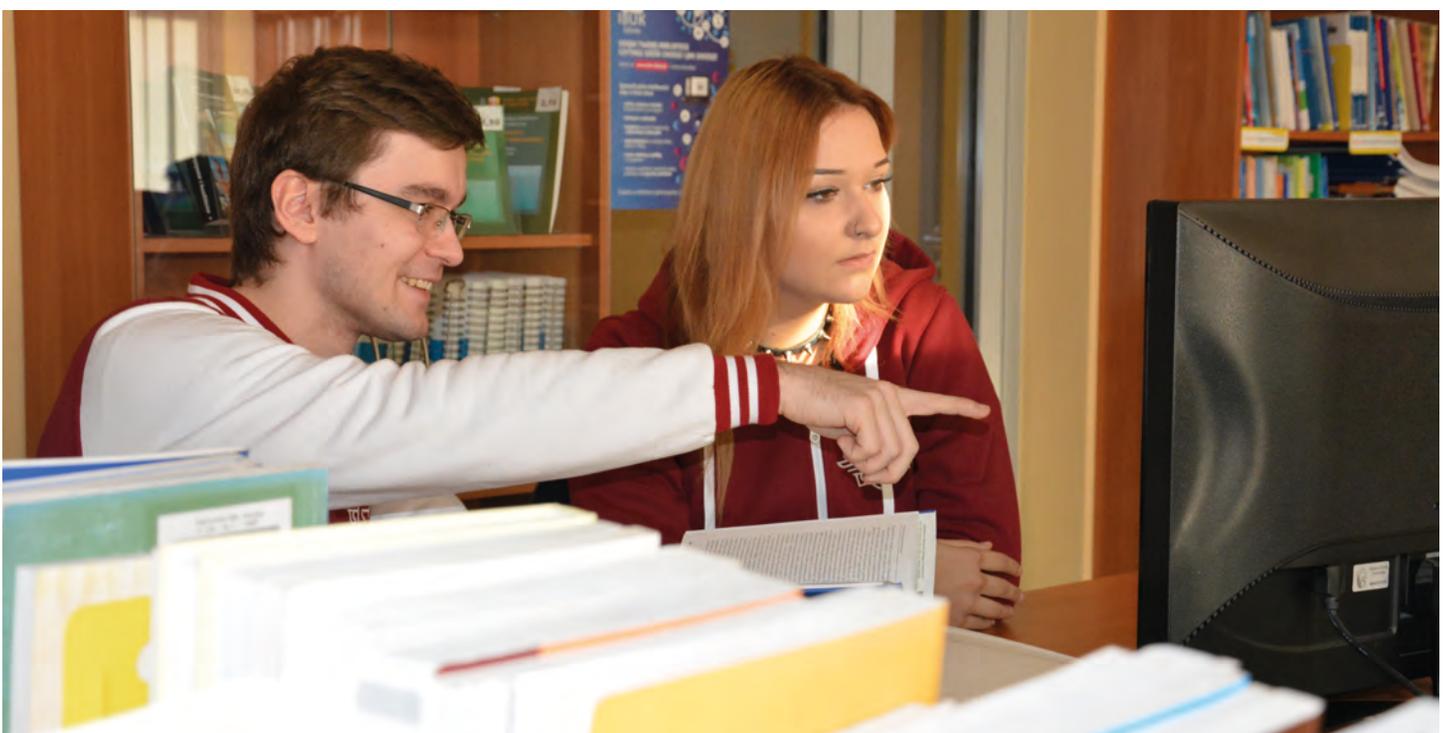
## 4.2. LIST OF CLASSES

<b>MODE OF STUDY: Introductory subjects</b>	<b>COURSE: Fundamentals of management</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. Familiarizing students with knowledge concerning organization and management.</li> <li>2. Raising students' awareness of the modern understanding of management processes consisting of the following functions: planning, organizing, conducting, motivating and controlling.</li> <li>3. Drawing attention to the role of the manager in decision-making process as well as conflict resolution, creating conditions for the creation of organizational culture, management systems and response to leadership challenges.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student knows the basic directions and history of the development of the organization and Management Sciences and identifies the problems of organization functioning.</li> <li>2. Student understands the social roles of employees in the organization.</li> <li>3. Student knows the management functions and techniques of directing people.</li> <li>4. Student can present organizational structures and their functions in the organization.</li> <li>5. Student can assess the effects of the processes in the organization and seek out ways to solve management problems.</li> <li>6. Student can work in a group and discuss the disadvantages and advantages of individual organizational solutions.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b>	<b>PRACTICAL FORM - WORKSHOP:</b>
<ol style="list-style-type: none"> <li>1. Organization and management.</li> <li>2. Organization and its components and environment.</li> <li>3. Organization management.</li> <li>4. Organizational structure and features.</li> <li>5. Management styles and management techniques.</li> <li>6. Behavior on the background of power.</li> <li>7. Decision-making in organizations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Organization and management – case study.</li> <li>2. Organization management – case study.</li> <li>3. Organizational structure and features – case study.</li> <li>4. Management styles and techniques – case study.</li> <li>5. Power – case study.</li> <li>6. Decision-making in organizations – case study.</li> </ol>	
<b>ASSESSMENT:</b> exam		
<b>DIDACTICAL METHODS:</b> lecture with multimedia presentation, case study, event analysis, discussion		
<b>COMPULSORY READINGS:</b>		
Griffin R.W. (2017) Management. Cengage Learning. Daft R.L., Kendrick M., Vershinina N. (2010) Management. Cengage Learning. Lewis P.S., Goodman S.H., Fandt P.M. (2000) Management Challenges in the 21 <sup>st</sup> Century. Cengage Learning.		
<b>MODE OF STUDY: Introductory subjects</b>	<b>COURSE: Mathematics in Management</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. Familiarizing students with theoretical elements of higher mathematics.</li> <li>2. Obtaining the right accounting performance.</li> <li>3. Forming logical reasoning.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student is familiar with typical algebraic mathematical methods.</li> <li>2. Student uses typical algebraic mathematical Methods.</li> <li>3. Student analyzes, interprets, solves problems in mathematical analysis language.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b>	<b>PRACTICAL FORM - WORKSHOP:</b>
<ol style="list-style-type: none"> <li>1. Matrix algebra.</li> <li>2. Numerical sequences – Boundary property definitions.</li> <li>3. Function, inverse function, boundary, continuity.</li> <li>4. Derivative function and its interpretations.</li> <li>5. Derivative of monotonic and extremes of function.</li> <li>6. Convexity and asymptotes.</li> <li>7. Indefinite integral, calculation methods.</li> <li>8. Definite integral and its usage.</li> </ol>	<ol style="list-style-type: none"> <li>1. Matrixes and determiners, solving tasks.</li> <li>2. Numeric sequences, resolving tasks.</li> <li>3. Boundary functions, task resolution.</li> <li>4. Continuity of functions, solving tasks.</li> <li>5. Derived functions, solving tasks.</li> <li>6. Indefinite integrals, solving tasks.</li> <li>7. Definite integrals, solving tasks.</li> </ol>	
<b>ASSESSMENT:</b> exam		
<b>DIDACTICAL METHODS:</b> lecture with multimedia presentation, solving tasks, case study, event analysis, discussion		
<b>COMPULSORY READINGS:</b>		
Krysicki W., Włodarski L. (2007) Mathematical analysis in Tasks CZ1 PWN, Warsaw. Kuratowski K. (2011) Differential and total calculus, PWN, Warsaw.		

<b>MODE OF STUDY: Introductory subjects</b>	<b>COURSE: Legal Bases</b>
	<b>COURSE OBJECTIVES:</b>
	<ol style="list-style-type: none"> <li>1. Familiarizing students with fundamental legal issues.</li> <li>2. Familiarizing students with the basic sources of law applicable in Poland, taking into account EU law.</li> <li>3. Familiarizing students with basic characteristics and branches of law.</li> </ol>
	<b>LEARNING OUTCOMES:</b>
	<ol style="list-style-type: none"> <li>1. Student has a basic knowledge related to the sources of Polish law.</li> <li>2. Student knows and understands the conditions of the functioning of the law within the framework of system in Poland.</li> <li>3. Student can determine the nature of the laws and their validity.</li> <li>4. Student can discuss current regulations and legal solutions in individual branches of law.</li> <li>5. Student can assess the role of law in the functioning of the regime and the state economy.</li> <li>6. Student is aware of the need to continually broaden their knowledge from different fields of law and its significance in social and individual life.</li> </ol>
	<b>COURSE CONTENT</b>
	<b>LECTURE:</b>
	<ol style="list-style-type: none"> <li>1. Law. Concept, main features and divisions of law.</li> <li>2. State in relation with law and other entities and sets of values affecting the exercise of the law.</li> <li>3. System of law in Poland. Sources of law. The main branches of law. System of sources of law in Poland.</li> <li>4. Constitution as a fundamental law. The basic characteristics of the regime and the law. The rule of law and its guarantees. A democratic state of the law.</li> <li>5. Law as the system of particular standards. Legal standard and legal provision. Construction of the legal norm.</li> <li>6. Civil law and other related branches of law (private law).</li> <li>7. Public law; criminal law, administrative law and elements of public law in other branches of law. Branches of law functioning in the economic sphere (commercial, banking, insurance law).</li> <li>8. Application and observance of the law. Legal liability and its types. Interpretation of law.</li> </ol>
<b>ASSESSMENT:</b> graded credit	
<b>DIDACTICAL METHODS:</b> lecture with elements of visual presentation	
<b>COMPULSORY READINGS:</b>	
August R., Mayer D., Bixby M. (2009) International Business Law. Pearson. Materials delivered by the teacher	
<b>MODE OF STUDY: Introductory subjects</b>	<b>COURSE: Sociology</b>
	<b>COURSE OBJECTIVES:</b>
	<ol style="list-style-type: none"> <li>1. Obtaining knowledge on sociology as a scientific discipline, its methodology and knowledge related to basic social mechanisms.</li> <li>2. Growing an eagerness in students for a pro-active attitude in pursuit for information and building opinions based related to social events on objective data.</li> <li>3. Obtaining the ability to analyze social phenomena with particular emphasis on civil society.</li> </ol>
	<b>LEARNING OUTCOMES:</b>
	<ol style="list-style-type: none"> <li>1. Student has theoretical knowledge in the field of sociology, knows the terms and concepts and the nature of the social processes that occur in society.</li> <li>2. Student has knowledge regarding the culture and its role in contemporary life.</li> <li>3. Student is aware of the social nature of the economy and its constantly changing relationships with other institutions.</li> <li>4. Student analyses social phenomena occurring in organizations using appropriate sociological theories.</li> <li>5. Student knows how to cooperate and communicate with members of other task groups.</li> </ol>
	<b>COURSE CONTENT</b>
	<b>LECTURE:</b>
	<ol style="list-style-type: none"> <li>1. Sociology as a Science related to society.</li> <li>2. Groups and social communities.</li> <li>3. Culture and its role in contemporary life.</li> <li>4. Organizations and social institutions; Institutions in sociology.</li> <li>5. Civil society – definitions and understanding of the essence of civil society. Development of civil society in Poland.</li> </ol>
	<b>ASSESSMENT:</b> graded credit
	<b>DIDACTICAL METHODS:</b> lecture with multimedia presentation, team project development, public debate, discussion, papers
<b>COMPULSORY READINGS:</b>	
Briscoe D., Schuler R., Tarique I. (2012) International Human Resource Management. Policies and practices for Multinational Enterprises, Routledge. Introduction to Sociology <a href="https://resources.saylor.org/wwwresources/archived/site/textbooks/OpenStax%20Sociology.pdf">https://resources.saylor.org/wwwresources/archived/site/textbooks/OpenStax%20Sociology.pdf</a> Materials delivered by the teacher	

<b>MODE OF STUDY: Social competences</b>	<b>COURSE: Interpersonal Communication</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. Knowledge and acquisition of skills related to different communication structures.</li> <li>2. Acquisition of crucial interpersonal skills.</li> <li>3. Preparing for teamwork.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student knows the principles of constructing different communication structures.</li> <li>2. Student can recognize and interpret communication behaviors.</li> <li>3. Student can apply the communication structure adequately to the situation.</li> <li>4. Student can work in a team.</li> <li>5. Student uses a variety of communication methods during classes.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b>	<b>PRACTICAL FORM - WORKSHOP:</b>
	<ol style="list-style-type: none"> <li>1. Non-verbal communication.</li> <li>2. Business presentations.</li> <li>3. Negotiations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Formulating opinions and providing feedback.</li> <li>2. Presentation of the idea and justification of the position.</li> <li>3. Constructive criticism.</li> <li>4. The Art of Conversation.</li> <li>5. Elevator pitch and speeches.</li> <li>6. Creating original texts.</li> <li>7. Conducting meetings and deliberation.</li> </ol>
<b>ASSESSMENT:</b> graded credit		
<b>DIDACTICAL METHODS:</b> conversational lecture with multimedia presentation, focused discussion, case study, teamwork, presentation, practical exercises		
<b>COMPULSORY READINGS:</b>		
<p>Viney P. (2008) Basic survival: International Communication for Professional People. MacMillan Education.</p> <p>Pease A., Pease B. (2004) The definitive book of body language. How to read others' thoughts by their gestures. Pease International <a href="https://eedu.nbu.bg/pluginfile.php/331752/mod_resource/content/0/Allan_and_Barbara_Pease_-_Body_Language_The_Definitive_Book.pdf">https://eedu.nbu.bg/pluginfile.php/331752/mod_resource/content/0/Allan_and_Barbara_Pease_-_Body_Language_The_Definitive_Book.pdf</a></p> <p>Fisher R., Ury W. (2019) Getting to yes: negotiating on agreement without giving in. Random House Business Books, 2019.</p>		
<b>MODE OF STUDY: Social competences</b>	<b>COURSE: Business ethics</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. Familiarizing students with the philosophic fundamentals of ethics in management and business.</li> <li>2. Making students aware of the ethical standards of their activities in individual management and managerial professions.</li> <li>3. Acceptance of sustainable development principles in local and global managing.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student has knowledge regarding the scope of business ethics on human functioning in various life situations.</li> <li>2. Student can efficiently use normative systems and selected norms and rules in a moral-ethical aspect to solve specific business tasks.</li> <li>3. Student can cooperate and work in the group, fulfilling his social roles, while also revealing the diligence within the scope of ethical attitudes.</li> <li>4. Student can skillfully use acquired knowledge to settle ethical dilemmas stemming from the competence of the occupied workplace.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b>	
	<ol style="list-style-type: none"> <li>1. Plato's ethics. The theory of Aristotle's virtues. Stoic ethics. A Christian ethics based on the Platonism.</li> <li>2. Ethics of Zen Buddhism. Ethics and law in the Judaism and Muslim traditions.</li> <li>3. Profit as an objective of entrepreneurial action. No profit organizations.</li> <li>4. Responsibility of the company in relation to employees, co-operatives and competitors.</li> <li>5. Corporate governance and corporate responsibility for local communities and the global community.</li> <li>6. Ethical conditionality of the company promotion. Working with advertising in shaping the company's image and in increasing demand for the company's product.</li> <li>7. Honda's philosophy. Selected ethical codes of corporations.</li> <li>8. Contemporary relations between politics and economy. The Problem of ethical behavior in politics and management ethics.</li> </ol>	
	<b>ASSESSMENT:</b> graded credit	
	<b>DIDACTICAL METHODS:</b> multimedia, problem discussion, case study	
<b>COMPULSORY READINGS:</b>		
<p>Jeanes E.L., Knights D., Yancey Martin P. (2011) Handbook of Gender, Work, and Organization, John Wiley&amp;Sons.</p> <p>Harzing A-W, Pinnington A.H. (2011) International Human Resource Management, Sage Publications.</p> <p>Fearn-Banks K., (2011) Crisis Communication. Routledge.</p>		

<b>COURSE: Academic savoir vive</b>	
<b>MODE OF STUDY: Social competences</b>	<b>COURSE OBJECTIVES:</b> <ol style="list-style-type: none"> <li>1. Demonstrating the importance of the principles of savoir vivre in academic and professional life.</li> <li>2. Familiarizing students with the desired behaviors and attitudes, morality and social norms necessary in their mutual relations as they study.</li> <li>3. Forming of appropriate attitudes and behaviors of students towards both academic and university administration staff and other students.</li> <li>4. Familiarizing students with organizational structure, functioning of the university and its documentation and principles of organizing academic life.</li> <li>5. The acquisition of the ability to prepare appropriate documents and correspondence in either text or electronic form, taking into account the academic etiquette.</li> </ol>
	<b>LEARNING OUTCOMES:</b> <ol style="list-style-type: none"> <li>1. Student has knowledge of the principles of savoir-vivre and appreciates his role in people-to-people contacts.</li> <li>2. Student knows the expected and universally binding attitudes, customs, norms and academic habits.</li> <li>3. Student knows the organization of universities, degrees and academic titles, regulations of studies and other legal acts related to academia.</li> <li>4. Student can properly behave in different situations in contact with other members of the academic community.</li> <li>5. Student can find the right documents and carry out correspondence according to the academic etiquette.</li> <li>6. Student understands the need for self-study and understands the requirements of functioning in an intercultural environment.</li> </ol>
	<b>COURSE CONTENT</b>
	<b>PRACTICAL FORM - WORKSHOP:</b> <ol style="list-style-type: none"> <li>1. Knowledge of the basic principles of savoir-vivre in everyday life, the etiquette of Behavior. Legal acts in force at the university. The student's rights and obligations.</li> <li>2. Contact with administration staff and Dean. Patterns of applications. Library and Reading room. Reception.</li> <li>3. Use of email and virtual Dean's Office. Email correspondence and use of social media.</li> <li>4. Academic titles and customs. Exams and rules for writing work (including malpractice and plagiarism).</li> <li>5. Etiquette in professional life. Dress code. Body speech.</li> <li>6. Cultural differences. Etiquette in an intercultural environment.</li> </ol>
	<b>ASSESSMENT:</b> graded credit
	<b>DIDACTICAL METHODS:</b> lecture with multimedia presentation, presentation with the usage of computer, description of cases, activity during classes, briefing
	<b>COMPULSORY READINGS:</b> Regulations of the University of Business in Wrocław Statutes of the University of Business in Wrocław W.C. Green, The book of good Manners, <a href="http://www.freeinfosociety.com/media/pdf/3096.pdf">http://www.freeinfosociety.com/media/pdf/3096.pdf</a>



<b>MODE OF STUDY: Foreign languages</b>	<b>COURSE: Polish</b>
	<b>COURSE OBJECTIVES:</b> 1. Learning of literacy comprehension. 2. The ability to compose written statements (e-mails, reports, surveys, offers, formal and informal lists, selected financial documents, reports, etc.). 3. Training skills of communicating daily and in professional life (telephone conversations, meetings, travel, negotiation).
	<b>LEARNING OUTCOMES:</b>
	1. Student understands verbal statements in a foreign language (e.g. business commands, communications, telephone conversations, presentations, reports, etc.). 2. Student understands General and specialized written texts (e.g. e-mails, articles, reports, documents, case studies, etc.). 3. Student can appropriately forms written expression and can apply it to the situation. 4. Student can participate in conversations on daily and professional basis.
	<b>COURSE CONTENT</b>
	<b>FOREIGN LANGUAGE COURSE:</b> 1. Overview of the semester work plan. Introducing ourselves. 2. Free time. Routine activities. 3. Family. Human relations. 4. People. Description of the person – external appearance and personality traits. 5. Work. Professions, duties. 6. Means of transport. 7. Plans for the future. Ways to express the future. 8. Travel and tourism. 9. Exercises to improve the fluency of speech – presentations of students. 10. Repetition of the lexical-grammatical material. The test. Summary of semester work.
	<b>ASSESSMENT:</b> graded credit
	<b>DIDACTICAL METHODS:</b> description, talk, work with a book, slideshow, movie, listen to tape recordings, discussion of problems, brainstorming, method of cases
	<b>COMPULSORY READINGS:</b> Madeja A., Morcinek B. (2007) Polski mniej obcy. Wydawnictwo Naukowe Śląsk. Gałyga D. Ach, ten język polski! Level A1, A2. Cracow
	<b>MODE OF STUDY: Foreign languages</b>
<b>COURSE OBJECTIVES:</b> 1. Learning and literacy comprehension. 2. Composing, writing skills (e-mails, reports, surveys, offers, formal and informal lists, etc.). 3. Training skills of communicating daily and in professional life (telephone conversations, meetings, travel, negotiation).	
<b>LEARNING OUTCOMES:</b>	
1. Student understands verbal statements in a foreign language (e.g. business commands, communications, telephone conversations, presentations, reports, etc.). 2. Students understands general written texts (e.g. e-mails, articles, reports, documents, case studies, etc.). 3. Student appropriately forms written expression and can apply it to the situation. 4. Student can participate in conversations on daily and professional basis.	
<b>COURSE CONTENT</b>	
<b>FOREIGN LANGUAGE COURSE:</b> 1. Overview of the semester work plan. Introducing yourself. 2. Free time. Routine activities. 3. Family. Human relations. 4. People. Description of the person – external appearance and personality traits. 5. Work. Professions, duties. 6. Means of transport. 7. Plans for the future. Ways to express the future. 8. Travel and tourism. 9. Exercises to improve the fluency of speech – presentations of students. 10. Repetition of the lexical-grammatical material. The test. Summary of semester work.	
<b>ASSESSMENT:</b> graded credit	
<b>DIDACTICAL METHODS:</b> description, talk, work with a book, slideshow, movie, listen to tape recordings, discussion of problems, brainstorming, method of cases	
<b>COMPULSORY READINGS:</b> Clare A., Wilson, J.J (2015) Speakout Elementary, Pearson.	

<b>MODE OF STUDY: Foreign languages</b>	<b>COURSE: German</b>
	<b>COURSE OBJECTIVES:</b>
	<ol style="list-style-type: none"> <li>1. Learning and literacy comprehension.</li> <li>2. Composing, writing skills (e-mails, reports, surveys, offers, formal and informal lists, etc.).</li> <li>3. Training skills of communicating daily and in professional life (telephone conversations, meetings, travel, negotiation)</li> </ol>
	<b>LEARNING OUTCOMES:</b>
	<ol style="list-style-type: none"> <li>1. Student understands verbal statements in a foreign language (e.g. business commands, communications, telephone conversations, presentations, reports, etc.).</li> <li>2. Student understands general written texts (e.g. e-mails, articles, reports, documents, case studies, etc.).</li> <li>3. Student appropriately forms written expression and can apply it to the situation.</li> <li>4. Student can participate in conversations on daily and professional basis.</li> </ol>
	<b>COURSE CONTENT</b>
	<b>FOREIGN LANGUAGE COURSE:</b>
	<ol style="list-style-type: none"> <li>1. Overview of the semester work plan. Familiarizing oneself with the advance requirements. Introducing yourself. Basic phrases. Courtesy form: Sie.</li> <li>2. Personal. Asking questions and providing information. Question phrase: W-Fragen. Verb variant: sein, heissen, kommen in singular.</li> <li>3. Internationalization. Understanding the text. The story, e.g. information provided. Getting in touch and chatting in a club, café, meeting place.</li> <li>4. Ordering food and beverage, paying. Dialogues. Main numerals 1-100 -1000. Listening comprehension, e.g. telephone numbers.</li> <li>5. Singular and plural verbs. Grammatical exercises. Objects around us. Nouns, definite and unspecified article, kein negative form.</li> <li>6. Countries of the German language area. Geographic information. Location, Directions, Population. Migrations. Biographies. Understanding the text. LV.</li> <li>7. Teaching foreign languages, courses. Man non-personal entity. Verb sprechen. Time past the prateritum of the verb sein. Warst du Schon in Deutschland?</li> <li>8. Oral speeches, presenting countries. Europass. The Euroregion. Place of living. Apartment in town and outside the city.</li> <li>9. Description of the apartment, vocabulary. Compound nouns. Adjectives. Possesive pronoun. Noun in the FOURTH grammatical case. Sentence construction.</li> <li>10. Wohnen interkulturell. Developing the ability to understand the HV hearing.</li> <li>11. Work with text. LV. Reading comprehension.</li> <li>12. Strengthening language Proficiency. Revision.</li> <li>13. Student presentations. Oral expression.</li> <li>14. Test. Semester Work Summary.</li> </ol>
	<b>ASSESSMENT:</b> graded credit
	<b>DIDACTICAL METHODS:</b> description, talk, work with a book, slideshow, movie, listen to tape recordings, discussion of problems, brainstorming, method of cases, guided self-study-e-learning (stationary studies only)
<b>COMPULSORY READINGS:</b>	
Funk H., Kuhn VC., Demme S. (2005) Studio d A1 Deutsch als Fremdsprache. Kurs. Courseand Ubungsbuch, Cornelsen.	



<b>MODE OF STUDY: Foreign languages</b>	<b>COURSE: Spanish</b>
	<b>COURSE OBJECTIVES:</b> 1. Developing four language skills: speaking, writing, listening and reading at the level of language proficiency. 2. Education and development of competences for communication in daily and professional life. 3. Mastering vocabulary, grammatical structures and intercultural knowledge from Spanish-speaking countries.
	<b>LEARNING OUTCOMES:</b>
	1. Student understands verbal statements in a foreign language (e.g. business commands, communications, telephone conversations, presentations, reports, etc.). 2. Student understands general written texts (e.g. e-mails, articles, reports, documents, case studies, etc.). 3. Student appropriately forms written expression and can apply it to the situation. 4. Student can participate in conversations on daily and professional basis.
	<b>COURSE CONTENT</b>
	<b>FOREIGN LANGUAGE COURSE:</b> 1. Spanish pronunciation and basic phrases (greetings, farewell). 2. Regular verbs, the reflexive verb. 3. Countries and nationalities, professions, types of adjectives. 4. Numbers 1-20, verb <i>ser</i> and <i>tener</i> . 5. Solidify the numbers, practicing of following forms, you and Mr/Mrs. 6. Solidify the material from Chapter 1, family and personal data. 7. <i>Estar</i> verb, prepositions. 8. Possessive pronouns, demonstrative pronouns. 9. Time telling, numbers 20-5000, pronunciation and accent. 10. Summary of chapter 2, working and daily routine. 11. Routine in everyday life-the exercise of reflexive verbs. 12. House-description of the part of the house. 13. Exercises that improve the fluency of speaking, solidifying the learned grammatical forms. 14. Revision of the lexical and grammar material. Summary of the semester work.
	<b>ASSESSMENT:</b> graded credit
<b>DIDACTICAL METHODS:</b> description, talk, work with a book, slideshow, movie, listen to tape recordings.	
<b>COMPULSORY READINGS:</b> Castro V.F., Diaz B.P., Rodero D., Sardinero F.C. (2018) Nuevo Español en marcha. Student Book, Madryt: SGEL. Castro F. (2007) Uso de la gramática española elemental, Madryt, Edelsa.	
<b>MODE OF STUDY: Foreign languages</b>	<b>COURSE: English II</b>
	<b>COURSE OBJECTIVES:</b> 1. Learning and literacy comprehension. 2. Composing, writing skills (e-mails, reports, surveys, offers, formal and informal lists, etc.). 3. Training skills of communicating daily and in professional life (telephone conversations, meetings, travel, negotiation).
	<b>LEARNING OUTCOMES:</b>
	1. Student understands verbal statements in a foreign language. 2. Student understands general written texts (e.g. e-mails, articles, reports, documents, case studies, etc.). 3. Student appropriately forms written expression and can apply it to the situation. 4. Student can participate in conversations on daily and professional basis.
	<b>COURSE CONTENT</b>
	<b>FOREIGN LANGUAGE COURSE:</b> 1. Semester work plan overview. 2. Revision from the previous semester. 3. We are... masculine adjectives (plural form). 4. Unusual survey-stereotypes. 5. In search of ideal-characteristics. 6. Work-How to find it. 7. We prepare food-instructions. 8. Where we go-the verbs of movement. 9. In no case... Reported speech. Future perfect tense. 10. What would it be like if... 11. Revision of lexical and grammar material. Test. Summary of semester work. Overview of test results.
	<b>ASSESSMENT:</b> graded credit
	<b>DIDACTICAL METHODS:</b> description, talk, work with a book, slideshow, movie, listen to tape recordings, discussion.
	<b>COMPULSORY READINGS:</b> Clare A., Wilson, J.J. (2015) Speakout Elementary, Pearson.

<b>MODE OF STUDY: Foreign languages</b>	<b>COURSE: English III</b>
	<b>COURSE OBJECTIVES:</b>
	<ol style="list-style-type: none"> <li>1. Learning and literacy comprehension.</li> <li>2. Composing, writing skills (e-mails, reports, surveys, offers, formal and informal lists, etc.).</li> <li>3. Training skills of communicating daily and in professional life (telephone conversations, meetings, travel, negotiation).</li> </ol>
	<b>LEARNING OUTCOMES:</b>
	<ol style="list-style-type: none"> <li>1. Student understands verbal statements in a foreign language (e.g. business commands, communications, telephone conversations, presentations, reports, etc.).</li> <li>2. Student understands general written texts (e.g. e-mails, articles, reports, documents, case studies, etc.).</li> <li>3. Student appropriately forms written expression and can apply it to the situation.</li> <li>4. Student can participate in conversations on daily and professional basis.</li> </ol>
	<b>COURSE CONTENT</b>
	<b>FOREIGN LANGUAGE COURSE:</b>
	<ol style="list-style-type: none"> <li>1. Overview of the semester work plan. Revision from the previous semester.</li> <li>2. Humanities and Social Sciences.</li> <li>3. Why do we learn?</li> <li>4. Structure of the University.</li> <li>5. The role of work in our lives.</li> <li>6. Job Fairs.</li> <li>7. We save-revision of numbers.</li> <li>8. Christmas in Poland – Customs.</li> <li>9. "How much does the Trojan Horse weight" – a film demonstration.</li> <li>10. The dangers of the modern world.</li> <li>11. Solidify of already known grammatical forms.</li> <li>12. Exercises to improve the fluency of speech.</li> <li>13. Revision of lexical and grammar material. Test. Summary of semester work.</li> </ol>
<b>ASSESSMENT:</b> graded credit	
<b>DIDACTICAL METHODS:</b> description, talk, work with a book, slideshow, movie, listen to tape recordings, discussion of problems, brainstorming, method of cases, guided self-study-e-learning (stationary studies only)	
<b>COMPULSORY READINGS:</b>	
Clare A., Wilson, J.J. (2015) Speakout Elementary, Pearson.	



**COURSE: German II****COURSE OBJECTIVES:**

1. Learning and literacy comprehension.
2. Composing, writing skills (e-mails, reports, surveys, offers, formal and informal lists, etc.).
3. Training skills of communicating daily and in professional life (telephone conversations, meetings, travel, negotiation).

**LEARNING OUTCOMES:**

1. Student understands verbal statements in a foreign language (e.g. business commands, communications, telephone conversations, presentations, reports, etc.).
2. Student understands general written texts (e.g. e-mails, articles, reports, documents, case studies, etc.).
3. Student appropriately forms written expression and can apply it to the situation.
4. Student can participate in conversations on daily and professional basis.

**COURSE CONTENT****FOREIGN LANGUAGE COURSE:**

1. Overview of the semester work plan. Familiarizing oneself with the advance requirements. Terms. Establishing meetings. Specify the clock time. Scheduling day, leisure time, etc. .
2. Describe the activities. The verbs are separable and inseparable compound verbs. Time adverbials. Past time, Haben and sein and the weak verbs.
3. Orientation in the city. Occasional places. Question about the way. Providing information. Determine the location of people and objects using local impositions.
4. The world of work. Games. Obligations. Workplace activities. Modal verbs. Job search. Reading announcements in the press and the Internet.
5. Describing past events. Perfekt past time, regular and irregular verbs. Was ist passiert? Describe an event e.g. Accident. Creation of a past tense using the auxiliary verb sein.
6. Ferienzele. Favorite places to spend your holidays and leisure time. A story about a holiday with the application of the past tense. Persiching partizip forms II. Oral expression.
7. A test of basic forms of strong verbs. Revision of the lexical and grammar material. Test preparation.
8. Checking Test.
9. Social life. Inviting guests. Prepare the meeting. Shopping. Supermarket or market. Vocabulary.
10. Recipes. Preparation of dishes. Regional cuisine. Leisure time in Wroclaw. Going to Restaurant, club, Café.
11. Writing: E-mail to friends with an invitation to Wroclaw and a proposal to spend the weekend together. Clothing. The shopping. Vocabulary. Determining the characteristics. Appearance. Use of adjective variation after definite and unspecified articles.
12. Atmospheric phenomena. Describing the weather. Health. Body parts. Healthy eating and lifestyle. Disease. Visit the doctor. Recommendations.
13. Life in Germany. Travel and tourist offers. Depicting the selected region: verbal exercises of students.
14. Revision of the test material. Crediting test.
15. Summary of semester and annual work.

**ASSESSMENT:** graded credit**DIDACTICAL METHODS:** description, talk, work with a book, slideshow, movie, listen to tape recordings, discussion of problems, brainstorming, method of cases, guided self-study-e-learning (stationary studies only)**COMPULSORY READINGS:**

Funk H., Kuhn VC., Demme S. (2005) Studio d A1 Deutsch als Fremdsprache. Kurs. Courseand Übungsbuch, Cornelsen.

<b>MODE OF STUDY: Foreign languages</b>	<b>COURSE: Spanish II</b>
	<b>COURSE OBJECTIVES:</b> 1. Developing four language skills: speaking, writing, listening and reading at the level of language proficiency. 2. Education and development of competences for communication in daily and professional life. 3. Mastering vocabulary, grammatical structures and intercultural knowledge from Spanish-speaking countries.
	<b>LEARNING OUTCOMES:</b>
	1. Student understands verbal statements in a foreign language (e.g. business commands, communications, telephone conversations, presentations, reports, etc.). 2. Student understands general written texts (e.g. e-mails, articles, reports, documents, case studies, etc.). 3. Student appropriately forms written expression and can apply it to the situation. 4. Student can participate in conversations on daily and professional basis.
	<b>COURSE CONTENT</b>
	<b>FOREIGN LANGUAGE COURSE:</b> 1. Overview of the semester work plan. Remind messages from the previous semester. 2. Home-Description of the house, the vocabulary associated with the house and its equipment. Ordinal numbers. 3. Verb <i>haber, estar y ser</i> -usage. Use the specified and unspecified articles. 4. Hotel room reservation skills. Food, meals. A visit to the restaurant and the bar. 5. Interests and activities related to leisure time. Verb <i>gustar, Encantar. También/tampoco expressions</i> . 6. <i>Imperativo</i> – Imperative. 7. Question about the road/pointing the road. Providing advice. Asking for advice. 8. Description of the district, city, place. Understanding the adjectives to describe places. 9. Write short text messages. <i>Imperativo Irregular</i> – imperative. Irregular verbs. 10. Conducting telephone conversations. 11. Revision of the lexical and grammar material. The test. Summary of semester work.
	<b>ASSESSMENT:</b> graded credit
	<b>DIDACTICAL METHODS:</b> description, talk, work with a book, slideshow, movie, listen to tape recordings
	<b>COMPULSORY READINGS:</b> Castro V.F., Diaz B.P., Rodero D., Sardinero F.C. (2018) Nuevo Español en marcha. Student Book, Madryt: SGEL. Francisco Castro, <i>Uso de la gramática española elemental</i> , 2007, Madryt, Edelsa.
	<b>MODE OF STUDY: Physical Education</b>
<b>COURSE OBJECTIVES:</b> 1. Familiarizing students with the basic institutions of civil, economic and criminal law. 2. Shaping the motor characteristics of students, in particular endurance, jumping ability, strength, flexibility and balance. 3. Improving the technique in team games-volleyball and basketball. 4. Familiarizing with the basics of game tactics as well as with knowledge referring to the rules of sport games. 5. Developing the need for daily exercise for health purposes and their impact on overall efficiency. 6. Familiarizing students with the basics of self-defense. 7. Improving swimming skills. 8. Development of psychological traits-the skills of playing in the team.	
<b>LEARNING OUTCOMES:</b>	
1. Student has an established knowledge of the impact of physical exercises on health and overall fitness. 2. Students knows the basic terminology and names of exercises for basic muscle groups. 3. Student has a general understanding of human physiology in motion, proper breathing and cardiovascular system. 4. Student performs exercises and can play tactical elements in team games. 5. Student can independently carry out sports, recreational activities and games and motor activities.	
<b>COURSE CONTENT</b>	
<b>PRACTICAL EXERCISES:</b> 1. Organizational activities – Safety rules, course forms, sports, final evaluation criteria. 2. General training, respiratory, physical fitness and technical skills in team games. 3. Shaping motor characteristics, flexibility, and jumping ability. Improving the techniques of basic team games. 4. Developing strength and endurance characteristics. Sports game including game rules and referring rules. 5. Familiarizing with the principles of isometric and flexibility exercises. Learning of simple blocks, releasing from grips. 6. A talk about the role of physical culture, taking care of hygiene, the system of practicing exercise, proper breathing and the possibility of using various forms of sport and recreation. Final credit.	
<b>ASSESSMENT:</b> graded credit	
<b>DIDACTICAL METHODS:</b> practical-practical exercises-team or individual exercises. Sports Equipment: balls, ladders, mattresses, boxing bags, swimming boards, medical balls and more.	
<b>COMPULSORY READINGS:</b> 1. P.E. Class Regulations	

<b>MODE OF STUDY: New technologies</b>	<b>COURSE: Databases in Management</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. Familiarizing with the database technology used in organizations (operational, legal and technical aspects).</li> <li>2. Presenting methodical aspects of database design in cooperation with the user.</li> <li>3. Shaping database skills.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student has a basic knowledge of the computer architecture and its techniques necessary to support and maintain tools and data acquisition, documentation and presentation of results.</li> <li>2. Student has a basic knowledge of modern information management systems.</li> <li>3. Student knows the principles of ethical cooperation with the participants of the management processes.</li> <li>4. Student has detailed knowledge of the technical, legal, economic and organizational issues related to the training specializing.</li> <li>5. Student can use the right method to solve specific tasks, taking into account analytical, simulation and experimental methods relevant to the company's activities.</li> <li>6. Student can develop solutions for specific problems, using selected norms and rules (technical, legal, organizational), competent for the study specialty.</li> <li>7. Student can solve the most common profession problems with your own or team.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b>	<b>PRACTICAL FORM - LABORATORY:</b>
<ol style="list-style-type: none"> <li>1. Introduction to database issues.</li> <li>2. Data modelling.</li> <li>3. Data definition and manipulation language.</li> <li>4. Elements of administration and use of databases.</li> <li>5. Database development.</li> </ol>	<ol style="list-style-type: none"> <li>1. Designing the database part 1 Getting started with an Access environment. The logical Model of the database. Designing tables and relationships between them. Creating query. Aggregate query. Crosstab query. Delete query.</li> <li>2. Database design part 2. SQL queries. Create a form to input and modify data. Prepare a report from a relational database. Data exchange mechanisms.</li> </ol>	
<b>ASSESSMENT:</b> exam		
<b>DIDACTICAL METHODS:</b> interactive presentation, slideshow, video, problem discussion, brainstorming, case method, practical exercises in the development of intellect		
<b>COMPULSORY READINGS:</b>		
Laudon K.C., Laudon J.P. (2012) Management Information Systems. Managing the digital firm. Pearson. Palepu K.G., Healy P.M., Peek E. (2010) Business Analysis and Valuation. Cengage Learning.		
<b>MODE OF STUDY: Major courses</b>	<b>COURSE: Business Presentations</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. Gaining knowledge about the types of presentations and the conditions for effective presentation.</li> <li>2. Understanding the effective tools that can be used in business presentations.</li> <li>3. Acquiring the ability to plan, develop and deliver presentations in business-related situations.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student has knowledge related to the factors that affect the effectiveness of the business presentation.</li> <li>2. Student can plan, develop and deliver a business presentation using various tools.</li> <li>3. Student knows the basic techniques of audience management during presentations and has the ability to apply them.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b>	<b>PRACTICAL FORM - WORKSHOP:</b>
<ol style="list-style-type: none"> <li>1. Basic assumptions about the art of business presentations: a good speaker, features of effective presentation, competent presentation.</li> <li>2. Preparing presentations: recipients and audiences, defining purpose and topic, schedule of the presentations. Improvised Presentation.</li> <li>3. Creating history and background presentations, designing presentations-rule 10/20/30, making slides.</li> </ol>	<ol style="list-style-type: none"> <li>1. Basic assumptions concerning the art of business presentations</li> <li>2. Planning a presentation</li> <li>3. Preparing and developing presentations</li> <li>4. Realization of presentations</li> <li>5. Manage your audience</li> <li>6. Presentations in different situations</li> </ol>	
<b>ASSESSMENT:</b> graded credit		
<b>DIDACTICAL METHODS:</b> interactive presentation, slideshow, video, problem discussion, brainstorming, case method, practical exercises in the development of intellect		
<b>COMPULSORY READINGS:</b>		
Bly R.W. (2008) Persuasive Presentations for Business, Entrepreneur Press, Irvine, CA. Duarte N. (2008) Slide:ology: The Art and Science of Creating Great Presentations, O'Reilly Media, Sebastopol, CA. Gabrielle B. R. (2010) Speaking PowerPoint: The new language of business, Insights Publishing, Cape Town.		

## COURSE: Creative Problem Solving

### COURSE OBJECTIVES:

1. Characterizing the concept of the organizing method and technique and their typology in relation to the organizers' problems.
2. Identifying the particular class of the management problem and choose how to solve it.
3. Identifying the suitability of the organizing methods and techniques in running of particular organization and ability to solve the underlying problems of the organizers.

### LEARNING OUTCOMES:

1. Student has knowledge concerning activities of the manager in the organization and about the methods to improve its operations.
2. Student can identify problems in the functioning of the company and proposes optimal creative technique for solving emerging problems.
3. Student can use selected methods and organizational techniques to find solutions for complex organizational problems.
4. Student can work in a team and can guide the team using knowledge of methods and techniques of organizing.

### COURSE CONTENT

#### LECTURE:

1. Organizational methods and techniques concerning science related to organizing and managing.
2. General methodology and basic issues of the management problem solving process.
3. Pragmatic heuristics. Methods of creative solving of problems related to organizational issues.

#### PRACTICAL FORM - WORKSHOP:

1. Presenting the basics of theoretical exercises.
2. Get acquainted with the case study.
3. Methods and techniques for gathering information for analysis and organizational diagnosis.
4. Techniques for investigating causes of problems: Ishikawa Diagram. Pareto Diagram.
5. Pragmatic heuristics. Methods of creative problem solving related to organizational issues. Practical exercises for the use of selected heuristic methods. Resolve root causes of problems. Evaluation of "+" "-" solutions.
6. Solutions assessment and decision making techniques: assessing the effectiveness of solutions and evaluating costs. Test The knowledge.
7. An organizational problem solution map. Coverage of the draft form of the project. Solution to the problem – presentation of solutions.

**ASSESSMENT:** exam

**DIDACTICAL METHODS:** expository method - lecture, problem focused method – case method, practical - practical exercises in the development of intellect

#### COMPULSORY READINGS:

Skrzypek E., Kunasz M. (2009) Determinants of Innovativeness, Knowledge&Innovation Institute, Warsaw.  
 Casson M. (2004) Information and Organization. A new perspective on the theory of the firm. Oxford University Press.  
 Balcerzak A.P. ed. (2010) Policies for Improving Growth Potential: International Perspective, Wydawnictwo Naukowe Uniwersytetu Mikołaja Kopernika, Toruń.

MODE OF STUDY: Major courses



<b>MODE OF STUDY: Major courses</b>	<b>COURSE: Fundamentals of Marketing</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. Presenting knowledge about marketing and its principles and functions.</li> <li>2. The ability to interpret organizational phenomena in terms of the application of marketing activities, in particular, in terms of satisfying the needs of customers.</li> <li>3. Make practical use of selected concepts, methods and marketing techniques.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student defines basic concepts in the scope of marketing concepts.</li> <li>2. Student can identify and define basic marketing tools in the organization's activities.</li> <li>3. Student selects the relevant marketing concepts, methods and techniques and provides the effects of their implementation.</li> <li>4. Student assesses and verifies the marketing concepts, methods and techniques used in your organization.</li> <li>5. Student discusses the concepts, methods and techniques of modern marketing in terms of their application within the organization and anticipating the needs of customers.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b>	<b>PRACTICAL FORM - WORKSHOP:</b>
<ol style="list-style-type: none"> <li>1. Introduction to Marketing.</li> <li>2. SIM and Marketing research. Buyers behavior and relationships with customers.</li> <li>3. Marketing mix: Product.</li> <li>4. Marketing-mix: Price.</li> <li>5. Marketing-Mix: Place (distribution).</li> <li>6. Marketing-Mix: Promotion.</li> </ol>	<ol style="list-style-type: none"> <li>1. Exercise in Pairs/groups: Introduction to Marketing.</li> <li>2. Resolving case studies for marketing solutions in different companies.</li> <li>3. Group Project Development: the <i>Success factors of a selected company's marketing strategy – "Master marketer"</i>.</li> <li>4. Presentations of group projects and discussing them.</li> </ol>	
<b>ASSESSMENT:</b> exam		
<b>DIDACTICAL METHODS:</b> lecture with multimedia presentation, team project development, case study, event analysis, discussion		
<b>COMPULSORY READINGS:</b>		
<p>Kotler P., Armstrong G. (2017) Principles of Marketing, Pearson.</p> <p>Brown F.W. (2000) Management, Bellevue: Coursewise Publishing Editorial Staff.</p> <p>Daft R.L., Kendrick M., Vershinina N. (2010) Management, Andover, Cengage Learning.</p>		
<b>MODE OF STUDY: Major courses</b>	<b>COURSE: Fundamentals of Finance</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. The purpose of the subject is to familiarize students with the basic concepts and principles of the financing and the institutions of the modern financial system.</li> <li>2. The purpose of the subject is to develop the skills of interpretation, evaluation and analysis and financial phenomena.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student has an elementary knowledge of the science of finance, the subject and scope of this science and of the different types of institutions of the financial system.</li> <li>2. Student has knowledge of the legal standards governing financial system institutions and financial processes.</li> <li>3. Student should make observations and interpretations of financial phenomena and gather the data necessary for their assessment, analysis.</li> <li>4. Student is capable of identifying problems and to indicate or propose a proper resolution of the disputed issues in the area of the financial system, including primarily corporate finances.</li> <li>5. Student has the need for life-long learning, primarily to raise their professional and personal competences.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b>	<b>PRACTICAL FORM - WORKSHOP:</b>
	<ol style="list-style-type: none"> <li>1. Subject of finance and the role of finance in the economy.</li> <li>2. Money in the modern economy.</li> <li>3. Financial System and Financial market.</li> <li>4. Public finances-Selected issues.</li> <li>5. The banking System and its elements.</li> <li>6. Economic Insurance Finance.</li> </ol>	<ol style="list-style-type: none"> <li>1. The subject of finance and its role in the economy</li> <li>2. Money in the modern economy</li> <li>3. Financial System and Financial market</li> <li>4. Public finances-Selected issues</li> <li>5. The banking System and its elements</li> <li>6. Economic Insurance Finance</li> </ol>
	<b>ASSESSMENT:</b> exam	
	<b>DIDACTICAL METHODS:</b> lecture with multimedia presentation, case study, event analysis, discussion	
<b>COMPULSORY READINGS:</b>		
<p>Brigham E., Fox R., Ehrhardt M. (2016) Financial Management: Theory and Practice Cengage Learning EMEA, UK.</p> <p>Wachowicz J. Van Horne, James C. (2009) Fundamentals of Financial Management, 13<sup>th</sup> Edition Pearson Education Limited, Essex.</p> <p>Palepu K.G., Healy P.M., Peek E. (2010) Business Analysis and Valuation. Cengage Learning.</p>		

<b>COURSE: Microeconomics</b>		
<b>MODE OF STUDY: Major courses</b>	<p><b>COURSE OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Familiarizing with the definition of economics as science, its departments and relations to other sciences.</li> <li>2. Explanation of the market-based mechanism and the state's influence on economic activity of operators and on the assessment of the conduct of economic operators in the market for excellent competition, monopoly, monopolistic competition and oligopoly.</li> <li>3. The ability to count and interpret the results of the tasks relating to micro-economic issues.</li> </ol>	
	<p style="text-align: center;"><b>LEARNING OUTCOMES:</b></p> <ol style="list-style-type: none"> <li>1. Student knows and uses the basic economic categories, knows how to explain the functioning of the market economy and to use the knowledge gained to analyze economic phenomena, their causes and impacts.</li> <li>2. Student understands the causes and consequences of violating the market equilibrium and clarifying the consumer and producer code of conducting in market economy.</li> <li>3. Student can use economic knowledge to solve economic problems.</li> </ol>	
	<p style="text-align: center;"><b>COURSE CONTENT</b></p>	
	<p><b>LECTURE:</b></p> <ol style="list-style-type: none"> <li>1. Introduction to the subject. Discussion of the rules for participation in classes, curriculum, objectives of the subject. Presentation of basic concepts in the field of economics and microeconomics. Needs and their types. The theory of Homo Oeconomicus.</li> <li>2. Goods and consumption of goods. Management as a process of making choices. Consumer choice theory. Concept of supply and demand. Demand response to price change. Demand response to a change in income. Supply responses to price and income change.</li> <li>3. Market equilibrium. Costs in the enterprise.</li> <li>4. Conduct of the company in the Monopolistic market. Business decisions on the market of monopolistic competition.</li> <li>5. Oligopoly – Competition and cooperation. Market of factors of production. The inefficiency of the market mechanism and the role of government.</li> </ol>	<p><b>PRACTICAL FORM - WORKSHOP:</b></p> <ol style="list-style-type: none"> <li>1. Remembrance of basic concepts and definitions in the scope of microeconomics. Showing the differences between micro and macroeconomics. Examples of economic models.</li> <li>2. Goods and their types. Examples of goods.</li> <li>3. Management. The process of making selections.</li> <li>4. Budgetary constraint. Consumer behavior.</li> <li>5. Functioning of financial markets.</li> <li>6. Application of flexibility theory in the decisions of economic operators.</li> <li>7. Market equilibrium.</li> <li>8. Costs in the enterprise.</li> <li>9. The company in the excellent competition market.</li> <li>10. Company in the market of the bidder's monopoly. Calculation of production volume. Completing the exercise.</li> </ol>
	<p><b>ASSESSMENT:</b> exam</p>	
	<p><b>DIDACTICAL METHODS:</b> lecture with multimedia presentation, team development of tasks and exercises, assessing events, discussion</p>	
	<p><b>COMPULSORY READINGS:</b>  Mankiw N.G., Taylor M.P. (2010) Economics. Cengage Learning.  Begg D., Fischer S., Dornbusch R. (2005) Economics. McGraw-Hill.  Doepke M., Lehnert A., Sellgren A.W., <a href="https://www.bu.edu/econ/files/2014/08/DLS1.pdf">https://www.bu.edu/econ/files/2014/08/DLS1.pdf</a></p>	



<b>COURSE: Economic Law</b>	
<b>MODE OF STUDY: Major courses</b>	<b>COURSE OBJECTIVES:</b> <ol style="list-style-type: none"> <li>1. Familiarizing students with the basic institutions of civil, economic and criminal law.</li> <li>2. Understanding the legal basis for economic operators.</li> <li>3. Preparation for self-establishment and conduct of own business.</li> </ol>
	<b>LEARNING OUTCOMES:</b> <ol style="list-style-type: none"> <li>1. Student possesses basic theoretical knowledge on the substance of civil and commercial law concerning legal forms of economic activity and judicial protection of subjective rights.</li> <li>2. Student identifies the current legal status regarding legal forms of issues.</li> <li>3. Student knows fundamental principles of the interpretation of the law and can apply them in the practice of marketing.</li> </ol>
	<b>COURSE CONTENT</b>
	<b>LECTURE:</b> <ol style="list-style-type: none"> <li>1. Entities of civil law relations. Natural persons-legal capacity and capacity to act. Legal personality. The temporary legal capacity. Capital and individual companies. National Court Register.</li> <li>2. Activities and legal acts, their types and forms.</li> <li>3. Legal bases of contracts.</li> <li>4. Freedom of establishment and its limitations.</li> <li>5. Civil-law protection of subjective rights.</li> </ol>
	<b>PRACTICAL FORM - WORKSHOP:</b> <ol style="list-style-type: none"> <li>1. Entrepreneur and Company. Subjects of civil Law relations (movable property, real estate and their types). The rights in rem are their essence and types. Perpetual-term System.</li> <li>2. Liabilities, their formation, transformations, types and execution. Damage, the obligation to repair damage and the grounds for damages. Default liability.</li> <li>3. Contracts for the transfer of rights, for the use of goods, for the provision of services. Unnamed contracts.</li> <li>4. Free, licensed and regulated activity and other license-demanding activities. Protection of competition and consumer. Bankruptcy and Remediation Law.</li> <li>5. Procedural civil law: legal proceedings, jurisdiction, lawsuit, hearing, judgment, remedies in law. Enforcement of judicial decisions. Arbitration.</li> </ol>
	<b>ASSESSMENT:</b> graded credit
	<b>DIDACTICAL METHODS:</b> lecture with multimedia presentation, case study, and assessing of events, discussion
<b>COMPULSORY READINGS:</b> August R., Mayer D., Bixby M. (2009) International Business Law. Pearson. Materials delivered by the teacher	



COURSE: Basic Accounting		
MODE OF STUDY: Major courses	<b>COURSE OBJECTIVES:</b> 1. Subject matter and tasks of accounting. 2. Understanding accounting records and reporting rules. 3. Practical understanding and ability to apply accounting principles.	
	<b>LEARNING OUTCOMES:</b> 1. Student has ability to classify and check economic events. 2. Student has practical knowledge of closing result accounts, determining profit and loss as well as tax income. 3. Student understands the rules of inventorying and settle VAT. 4. Student possesses knowledge and understanding of the suitability of the trial balance. 5. Student can prepare the opening and closing amount as the beginning and end of the company's activities in the financial year.	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b> 1. Role, tasks and accounting functions in the Enterprise. 2. Primary accounting Device. 3. Accounting document as the basis for making records. 4. Basic rules of operation of the Goods and Services Tax (VAT). 5. Close the result accounts. Charging of income tax. Role and significance of trial balance statement. Closing balance and opening balance – conclusions from the posted transactions.	<b>PRACTICAL FORM - WORKSHOP:</b> 1. Establishment of a trading company, creation of economic events and their records. 2. Register events in ledger accounts. Strict distinguishing of asset, liability and result accounts. 3. Construction of the balance sheet. Division of estates and capital. Permanent property, redemption and remission. 4. Records of economic operations related to VAT– fixing the balance of the VAT settlements with US. 5. Close the result accounts. Determining the financial result for a given period. Compilation of trial balance and closing balances.
	<b>ASSESMENT:</b> exam	
	<b>DIDACTICAL METHODS:</b> lecture with presentation of existing reports, oral presentation of issues complemented by examples from economic practice, presentation and overview of the layout of existing reports such as: trial balance, team and individual project development, case study and analysis of events	
	<b>COMPULSORY READINGS:</b> Soltys A. (2009) Accounting, Wyższa Szkoła Finansów i Zarządzania w Białymstoku, Białystok. Larson K.D. (1990) Fundamental Accounting Principles, Irwin. Stickney C.P., Weil R.L., Schipper K., Francis J. (2010) Financial Accounting. An introduction to concepts, methods, and uses. Cengage Learning.	



## COURSE: Business English

### COURSE OBJECTIVES:

1. Learning and literacy comprehension.
2. Compose writing skills (e-mails, reports, surveys, offers, formal and informal lists, etc.).
3. Training skills of communicating daily and in professional life (telephone conversations, meetings, travel, negotiation).

### LEARNING OUTCOMES:

1. Student understands verbal statements in a foreign language (e.g. business commands, communications, telephone conversations, presentations, reports, etc.).
2. Student understands specialized written texts (e.g. e-mails, articles, reports, documents, case studies, etc.).
3. Student appropriately formulates written expression and can apply them to the situation.
4. Student can participate in conversations on professional topics.

### COURSE CONTENT

#### FOREIGN LANGUAGE COURSE:

1. Overview of the semester work plan. Revision of the previous semester.
2. My company: Business establishment, market conditions, financial terms.
3. Investment decisions: Case study.
4. Negotiation – Negotiating techniques in selected countries and cultures.
5. Numbers. Time sentences.
6. Products: Product description, Product features.
7. Brand image, Shopping.
8. Promoting products.
9. Product Lifecycle.
10. Selected product – Student presentations.
11. Money – Basic Financial terms.
12. Phone calls.
13. Describing trends-analysis of diagrams and graphs.
14. Statistics.
15. Advertising – means and methods of advertising.
16. Cultural awareness, advice for international contacts abroad.
17. Career paths, job search, recruitment process.
18. Occupational health and safety.
19. Orders and deliveries.
20. Storage of products and materials.
21. Services 3PL.
22. Test. Summary of semester work

**ASSESSMENT:** graded credit

**DIDACTICAL METHODS:** description, talk, work with a book, slideshow, movie, listening to tape recordings, discussion of problems, brainstorming, method of cases, self-study targeting – e-learning

#### COMPULSORY READINGS:

Cotton D. et.al. (2011) Market Leader Intermediate 3rd edition. Longman.  
Cotton D. (2012) Market Leader Pre-intermediate 3rd edition. Pearson.

MODE OF STUDY: Foreign language



<b>MODE OF STUDY: New technologies</b>	<b>COURSE: Computer Graphics</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. Gaining basic knowledge of computer graphics creation.</li> <li>2. Practical use of GIMP software.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student understands the basic terms and conditions of protection of industrial property and copyright.</li> <li>2. Student can propose how to solve specific problem and take decisions in the field of computer graphics.</li> <li>3. Student has the ability to use normative systems in practical applications, and standards as well as legal rules related to computer graphics.</li> <li>4. Students can interact and work in a team.</li> <li>5. Students has organizational skills to achieve the objectives related to graphics and take action in practice.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>PRACTICAL FORM - LABORATORY:</b>	
<ol style="list-style-type: none"> <li>1. Basics of computer graphics. Raster image: Resolution and scaling, scheduling, digital photography; vector graphics: file formats, text handling, placement of raster images, optimizing illustrations.</li> <li>2. Overview of software for working and printing graphics Photoshop, Gimp3 and others.</li> <li>3. Advanced photo processing; raster image editing, adjustments, and image retouching.</li> <li>4. Preparation of graphics for publication, preparation of digital photos for making prints, preparation of graphics and multimedia for publication on the Internet.</li> <li>5. Business graphics, logos and trademarks, choice of colors, business cards and letterhead.</li> <li>6. Basic printing: black and white printing, color printing, types of inks and papers used for printing, printing machines and digital printing, binding methods, preparation of raster and vector graphics for printing.</li> <li>7. Preparation of the advertising folder. Examination.</li> </ol>		
<b>ASSESSMENT:</b> graded credit		
<b>DIDACTICAL METHODS:</b> team and individual project development, case study, discussion and analysis of the practical task		
<b>COMPULSORY READINGS:</b>		
Laudon K.C., Laudon J.P., (2012) Management Information Systems. Managing the digital firm. Pearson. Materials delivered by the teacher.		
<b>MODE OF STUDY: Major courses</b>	<b>COURSE: Entrepreneurship</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. Familiarizing with students with entrepreneurial phenomena in relation to business activities.</li> <li>2. Presentation of the basic concepts of entrepreneurship – its essence and types.</li> <li>3. Discussion of the main entrepreneurial competencies and tasks of the trader in the context of establishment and pursuit of self-employment.</li> <li>4. Improving team skills, creative and analytical thinking, and presenting their ideas and the results of the group's work.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student has knowledge in the scope of the phenomenon of entrepreneurship and key concepts of business theory, as well as social, political, legal and cultural systems as conditionings for the economy.</li> <li>2. Student has the ability to observe and analyze economic phenomena and processes by taking decisions in an entrepreneurial way, using the theoretical knowledge of the business activities of the company.</li> <li>3. Student has basic skills in setting up and conducting self-employment.</li> <li>4. Student can work in the team, present his ideas, argue and discuss in the team forum.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b>	<b>PRACTICAL FORM - WORKSHOP:</b>
	<ol style="list-style-type: none"> <li>1. The notion of entrepreneurship. The origins of entrepreneurial approach. Types of entrepreneurship.</li> <li>2. Entrepreneurs and businesses. Attributes of attitudes and entrepreneurial behaviors.</li> <li>3. The choice of organizational and legal forms of doing business. Financing your own business.</li> <li>4. Business Plan.</li> <li>5. The role, relevance and potential of the SME sector in Poland.</li> </ol>	<ol style="list-style-type: none"> <li>1. Competence of the Entrepreneur.</li> <li>2. Developing creativity. How to find a business idea. Sources of inspiration for your business.</li> <li>3. Create a Business plan.</li> <li>4. Presentations of group projects and their discussion. Completing an subject.</li> </ol>
	<b>ASSESSMENT:</b> exam	
	<b>DIDACTICAL METHODS:</b> lecture with multimedia presentation, team project development, case study, event analysis	
<b>COMPULSORY READINGS:</b>		
Bygrave W.D., Zacharakis A. (2014) Entrepreneurship 3 rd Edition. Baron R.D. (2014) Essentials at Entrepreneurship: evidence and practice, Edward Elgar Pub. Harvard Business Review current issues		

<b>COURSE: Organizational Behaviours</b>		
<b>MODE OF STUDY: Major courses</b>	<p><b>COURSE OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Acquisition of knowledge regarding mental mechanisms, interpersonal relationships and consequences of specific activities in the organization.</li> <li>2. The acquisition of knowledge and skills regarding building correct professional relationships, communicating, resolving conflicts in the workplace.</li> <li>3. The acquisition of knowledge and skills regarding occupational hazards and their prevention.</li> </ol>	
	<p style="text-align: center;"><b>LEARNING OUTCOMES:</b></p> <ol style="list-style-type: none"> <li>1. Student has knowledge of the psychological mechanisms of his own behaviors as well as the behaviors of other group members. He knows the principles of proper communication and conflict resolution and the risks that may arise at work, as well as the possibility of countering them.</li> <li>2. Student knows factors influencing the behavior of people in the organization. TA Student knows how to use the acquired knowledge.</li> <li>3. Student can correctly read the behavior of other group members, their verbal and non-verbal messages. A Student is able to solve conflicts and cope with stress-challenging situations.</li> </ol>	
	<p style="text-align: center;"><b>COURSE CONTENT</b></p>	
	<p><b>LECTURE:</b></p> <ol style="list-style-type: none"> <li>1. The importance of psychology in organizing and managing human resources. The role of leadership in the organization. Leadership basics and types of leaders.</li> <li>2. The notion and importance of competences. Professional competence. Knowing your own professional competences. The concept of personality.</li> <li>3. The notion of motivation and motivation process. Mechanisms underpinning motivation. Types of motivation.</li> <li>4. Flow of information in your organization. Interpersonal communication in the organization. Verbal and nonverbal communication.</li> <li>5. The conflict in the organization and its consequences.</li> <li>6. Interpersonal relationships in the organization and their importance for job satisfaction and employee efficiency.</li> <li>7. Hazards arising from the work performed: Stress, workaholism, burnout.</li> </ol>	<p><b>PRACTICAL FORM - WORKSHOP:</b></p> <ol style="list-style-type: none"> <li>1. Introduction to the problem of the project-familiarity with subjects, principles of action and expectations. Group management skills.</li> <li>2. Desirable competencies. The importance of knowledge of our own competences. Examination of own professional competences. Learning and strengthening the strengths of yourself as an employee. Development of part of the project.</li> <li>3. Motivation at work. Motivation and development of the individual and organization. Building motivation and professional expectations conducive to the development of individuals and organizations. Motivating factors. Development of part of the project.</li> <li>4. Exercises for exchanging information in a group. Knowing your own style of communication, its strengths and weaknesses. Development of part of the project.</li> <li>5. Conflicts at work and solving them-group exercises. Knowing your own style of resolving conflict situations. Development of part of the project.</li> </ol>
	<p><b>ASSESSMENT:</b> graded credit</p>	
	<p><b>DIDACTICAL METHODS:</b> lecture with multimedia presentation, team project development, case study, event analysis, discussion, simulation games</p>	
	<p><b>COMPULSORY READINGS:</b>  Briscoe D., Schuler R., Tarique I., (2012) International Human Resource Management. Policies and practices for Multinational Enterprises, Routledge.  Harzing A-W, Pinnington A.H., (2011) International Human Resource Management, Sage Publications.  Jeanes E.L., Knights D., Yancey Martin P. (2011) Handbook of Gender, Work, and Organization, John Wiley&amp;Sons.</p>	

<b>MODE OF STUDY: Major courses</b>	<b>COURSE: Statistics in practice</b>
	<b>COURSE OBJECTIVES:</b>
	<ol style="list-style-type: none"> <li>1. Familiarizing with the basic areas and methods of statistical description including the design, development and presentation of statistical data.</li> <li>2. The acquisition of random sampling skills using Computer and plotting histograms showing the structure and distribution of the tested collectivity.</li> <li>3. Students acquire the ability to analyze and evaluate statistical data based on the basic characteristics of descriptive statistics using computer.</li> <li>4. Familiarizing students with the methods of examining the correlation of two traits and methods of analyzing economic phenomena dynamics.</li> </ol>
	<b>LEARNING OUTCOMES:</b>
	<ol style="list-style-type: none"> <li>1. Student has theoretical knowledge regarding the statistical methods used in the management.</li> <li>2. Student has general knowledge regarding the analysis and assessment of the accuracy of statistical methods, the correlation of qualitative and quantitative characteristics and methods of analyzing the dynamics of economic phenomena.</li> <li>3. Student can use the selected statistical method using computer.</li> <li>4. Student is able to properly analyze, interpret and present the results of the selected statistical description methods.</li> </ol>
	<b>COURSE CONTENT</b>
	<b>LECTURE AND PRACTICAL:</b>
	<ol style="list-style-type: none"> <li>1. Selected Subjects Support EXCEL spreadsheet in terms of suitability for statistical surveys. Methods for implementing structural, dynamic, and correlation graphs.</li> <li>2. Detailed series analysis: Point estimation of expected value, variance and standard deviation. Determination of the empirical area of variability, minimum and maximum values, dominants, medians, mean deviation, index and kurtosis.</li> <li>3. Determining the basic characteristics of descriptive statistics for the point and interval series. Determining the confidence interval for the expected value and standard deviation. Determining the number of measurements needed for the sample.</li> <li>4. An example of two-dimensional regression and correlation analysis: estimation of correlation coefficient, estimation of coefficients of linear regression function - least squares method, significance test for correlation coefficient. Correlation of qualitative variables. Creating a contingency table. Chi-square test.</li> <li>5. Dynamics measures: absolute increments, relative increments, individual indexes, index conversion, medium-term rate of change, aggregate indexes. Introduction to time series analysis: detection of the main development tendency, time series analysis with trend and seasonality.</li> </ol>
	<b>ASSESMENT:</b> graded credit
	<b>DIDACTICAL METHODS:</b> theoretical introduction to exercises with multimedia presentation, performing tasks in Microsoft Excel during classes in a computer lab
<b>COMPULSORY READINGS:</b> Materials delivered by the teacher	
<b>MODE OF STUDY: Study visits</b>	<b>COURSE: Visits to companies</b>
	<b>COURSE OBJECTIVES:</b>
	<ol style="list-style-type: none"> <li>1. Acquiring new knowledge related to the functioning of enterprises.</li> <li>2. Improving the ability to search for business information.</li> <li>3. Developing social Competences: creativity, collaboration, self-ability and critical problem-solving.</li> </ol>
	<b>LEARNING OUTCOMES:</b>
	<ol style="list-style-type: none"> <li>1. Student knows and understands the basic terminology used to describe business activities.</li> <li>2. Student participates in lectures, meetings, trainings, conferences, demonstrations, fairs in order to continually increase their own professional and personal competences.</li> <li>3. Student uses the experience gained through business visits.</li> <li>4. Student independently determines the priorities for carrying out tasks resulting from the specifics of the subject and uses appropriate methods and technologies to implement it within the specified time.</li> <li>5. Student can solve problems with the search and participation in lectures, meetings, events or training on management, alone or with the team.</li> </ol>
	<b>COURSE CONTENT</b>
	<b>PRACTICAL FORM - WORKSHOP:</b>
	<ol style="list-style-type: none"> <li>1. Participation in meetings, events, trainings, conferences, seminars</li> <li>2. Guest lectures in and out of university</li> <li>3. Visits to Companies</li> </ol>
	<b>ASSESMENT:</b> credit
	<b>DIDACTICAL METHODS:</b> situational method, method of practical action
<b>COMPULSORY READINGS:</b> Regulations of the classes	

<b>COURSE: Human Resources Management</b>					
<b>MODE OF STUDY: Major courses</b>	<p><b>COURSE OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Familiarizing students with knowledge of human resources management, including the principles and conditions of creating and implementing personal strategy in the company.</li> <li>2. Raising students' understanding of the need to identify and respect the factors influencing human capital in organizing and responding to the needs of organizations and workers in the process of creating efficient labor teams.</li> <li>3. Drawing attention to the dynamic nature of labor market processes and the role of social, legal, economic and technological factors in decision-making processes in the field of human resources management.</li> </ol>				
	<p style="text-align: center;"><b>LEARNING OUTCOMES:</b></p> <ol style="list-style-type: none"> <li>1. Student knows basic concepts in the field of human resources management, labor market, and personal strategy.</li> <li>2. Student has detailed knowledge of the legal, economic, organizational and technical aspects of decision-making in the field of human resources management.</li> <li>3. Student has knowledge of the role, principles and conditionings of the manager's activities in the organization, its functions and methods to improve the Organization's activities in the field of HR strategy.</li> <li>4. Student identifies the functional areas of the organization related to the human resources management sphere and their mutual relationships.</li> <li>5. Student can identify the conditions of the labor market. It knows how to implement sustainable development policies.</li> <li>6. Student can organize and guide the work of the team and resolve problems in and out of the work environment, taking into account social and technological aspects, including situations of limited access to information.</li> </ol>				
	<p style="text-align: center;"><b>COURSE CONTENT</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;"><b>LECTURE:</b></th> <th style="width: 50%;"><b>PRACTICAL FORM - WORKSHOP:</b></th> </tr> </thead> <tbody> <tr> <td> <ol style="list-style-type: none"> <li>1. Introduction to human resources management</li> <li>2. Human resource management process.</li> <li>3. Human resources acquisition</li> <li>4. Motivating the organization</li> <li>5. Employee evaluation and development</li> </ol> </td> <td> <ol style="list-style-type: none"> <li>1. Introduction to human resources management</li> <li>2. Create a personal strategy in the company-case study.</li> <li>3. Employee team Management – case study.</li> <li>4. Methods and tools used in the employment and recruitment planning process – case study.</li> <li>5. Analysis and design of work stations, techniques of conducting an interview – case study.</li> <li>6. Forms of hiring. The process of adapting the employee to the organization (characteristics, tasks, stages, duration) – case study.</li> <li>7. Designing a motivation system – a case study.</li> <li>8. Assessment of the evaluation system – case study.</li> <li>9. Designing career Paths – case study. Test.</li> </ol> </td> </tr> </tbody> </table>	<b>LECTURE:</b>	<b>PRACTICAL FORM - WORKSHOP:</b>	<ol style="list-style-type: none"> <li>1. Introduction to human resources management</li> <li>2. Human resource management process.</li> <li>3. Human resources acquisition</li> <li>4. Motivating the organization</li> <li>5. Employee evaluation and development</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction to human resources management</li> <li>2. Create a personal strategy in the company-case study.</li> <li>3. Employee team Management – case study.</li> <li>4. Methods and tools used in the employment and recruitment planning process – case study.</li> <li>5. Analysis and design of work stations, techniques of conducting an interview – case study.</li> <li>6. Forms of hiring. The process of adapting the employee to the organization (characteristics, tasks, stages, duration) – case study.</li> <li>7. Designing a motivation system – a case study.</li> <li>8. Assessment of the evaluation system – case study.</li> <li>9. Designing career Paths – case study. Test.</li> </ol>
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	<p><b>ASSESSMENT:</b> graded credit</p>				
<p><b>DIDACTICAL METHODS:</b> lecture, case method, practical exercises in the development of intellect</p>					
<p><b>COMPULSORY READINGS:</b>            Briscoe D., Schuler R., Tarique I. (2012) International Human Resource Management. Policies and practices for Multinational Enterprises, Routledge.            Harzing A-W, Pinnington A.H. (2011) International Human Resource Management, Sage Publications.            Armstrong's Essential <a href="http://vcm.qums.ac.ir/Portal/file/?182900/كتاب-human-resource-management-practice.pdf">http://vcm.qums.ac.ir/Portal/file/?182900/كتاب-human-resource-management-practice.pdf</a></p>					



<b>COURSE: Corporate finance</b>	
<b>MODE OF STUDY: Major courses</b>	<b>COURSE OBJECTIVES:</b>
	<ol style="list-style-type: none"> <li>1. Familiarizing students with basic topics on corporate finances.</li> <li>2. Developing a practical application of knowledge about the finances of the company.</li> </ol>
	<b>LEARNING OUTCOMES:</b>
	<ol style="list-style-type: none"> <li>1. Student defines basic concepts and issues from corporate finances.</li> <li>2. Student knows how to assess the company's financial condition. Student can assess the cost-effectiveness and risk of simple investment and selects appropriate sources of financing for the company's activities.</li> <li>3. Student can prepare work and presentations devoted to selected issues in the field of finance of the company.</li> <li>4. Student can collaborate and work in a group, taking the role of a business finance specialist, making the right decisions and backing up achieved results.</li> </ol>
	<b>COURSE CONTENT</b>
	<b>LECTURE:</b> <ol style="list-style-type: none"> <li>1. Corporate Finance-Basic concepts-Overview of the purpose of the company's activities and changes in the functioning of enterprises as a consequence of changes in their ownership structure.</li> <li>2. Income, expense and result of the company-indication of differences in the assessment of the result of the business, done by the owners, accountants and tax offices.</li> <li>3. Efficiency of the company- profitability, cost-effectiveness-how to define and how to measure the efficiency of the company, profit functions.</li> <li>4. Analysis of the company's financial statements-overview of the structure of financial statements, preliminary analysis and indicator analysis.</li> <li>5. Risk and time in the company's business.</li> <li>6. Participation of business practitioners to provide students with their experience of financial.</li> </ol>
	<b>PRACTICAL FORM - WORKSHOP:</b> <ol style="list-style-type: none"> <li>1. Mapping of business events to the evolution of corporate financial statements – an example of creating a result account, cash flow and balance sheet.</li> <li>2. Income, costs and results of the company (EBIT, gross and net operating). BEP profitability threshold analysis, operational leverage – case study, tasks to solve.</li> <li>3. Students interpret the financial statements based on the selected organization (assessment of Company's financial position, profitability, liquidity, efficiency) – Presentation of results.</li> <li>4. Sources of financing of the Company's activities – preparation and discussion run by students related to basic ways of financing the company's activities.</li> <li>5. Assessment of the profitability of investments – case study.</li> </ol>
<b>ASSESSMENT:</b> graded credit	
<b>DIDACTICAL METHODS:</b> lecture: multimedia presentation with discussion and case analysis, exercises: tasks to solve, case study, papers/essay	
<b>COMPULSORY READINGS:</b>	
<p>Ross S., Westerfield W., Jaffe J. (2010) Corporate Finance, 10th Edition, Mc Graw Hill, New York.</p> <p>Brigham E., Fox R., Ehrhardt M. (2016) Financial Management: Theory and Practice Cengage Learning EMEA, UK.</p> <p>Wachowicz, J. Van Horne, James C. (2009) Fundamentals of Financial Management, 13<sup>th</sup> Edition Pearson Education Limited, Essex.</p>	



<b>MODE OF STUDY: Major courses</b>	<b>COURSE: Marketing research</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. Students acquire knowledge of the basic concepts used in marketing research.</li> <li>2. Acquisition of knowledge and skills in marketing research Methods.</li> <li>3. Student acquisition of knowledge about the tools used in marketing research.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student knows the basic concepts used in marketing research.</li> <li>2. Student knows methods and tools of marketing research.</li> <li>3. Student can plan a marketing study, including developing the necessary tools for conducting the study.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b>	<b>PRACTICAL FORM - WORKSHOP:</b>
<ol style="list-style-type: none"> <li>1. Definition, meaning and essence of marketing research.</li> <li>2. Public observation, hidden, participating, not participating as a marketing research method.</li> <li>3. Experiment as a method of marketing research.</li> <li>4. Survey as a method of marketing research.</li> <li>5. Interview as a method of marketing research.</li> </ol>	<ol style="list-style-type: none"> <li>1. To introduce students to the principles of developing the project.</li> <li>2. Implementation of the project under the supervision of the lecturer running the classes.</li> <li>3. Presentation and discussion related to the results of the field research project</li> </ol>	
<b>ASSESSMENT:</b> exam		
<b>DIDACTICAL METHODS:</b> lecture with multimedia presentation, moderated discussion, implementation of the research project		
<b>COMPULSORY READINGS:</b>		
<p>Kotler Ph. (2014) Kotler on Marketing: How to create, win, and Dominate Markets.</p> <p>Hollensen S. (2004) Global Marking a decision-oriented approach, Prentice Hall.</p> <p>Harris D.F. (2014) The Complete Guide to Writing Questionnaires: How to Get Better Information for Better Decisions,</p>		
<b>MODE OF STUDY: Major courses</b>	<b>COURSE: Project management</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. Show the specifics of project management compared to operational management.</li> <li>2. Presenting the project lifecycle to students and the specifics of each stage.</li> <li>3. Explain to students individual aspects of project management.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student understands the essence of project management and the specific conditions for such management.</li> <li>2. Student understands the different stages and areas of project management.</li> <li>3. Student can plan a project from its purpose and vision through actions to indicators.</li> <li>4. Student understands the role of project manager.</li> <li>5. Student can identify examples of funding sources for projects.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b>	<b>PRACTICAL FORM - WORKSHOP:</b>
<ol style="list-style-type: none"> <li>1. The essence of Project management, the project and its environment, the life cycle of the project</li> <li>2. Project Management areas: tasks, indicators, time management, risk management</li> <li>3. Financial management in the project, financing of projects in organizations</li> </ol>	<ol style="list-style-type: none"> <li>1. Project in an organization – an exercise project proposal for an exemplary organization.</li> <li>2. Relationship between objectives and activities-exercises: an analysis of the objectives pursued by the actions, the development of a set of measures for the objectives identified.</li> <li>3. Relationship between objectives, activities and indicators-exercises.</li> <li>4. Project time management, timeline planning and milestones for previously discussed projects.</li> <li>5. Project Risk Management – Identification of risks for previously discussed projects.</li> <li>6. Funding sources for projects – WebQuest Search for potential funding sources.</li> </ol>	
<b>ASSESSMENT:</b> graded credit		
<b>DIDACTICAL METHODS:</b> lecture with multimedia presentation, individual work, work in pairs or in groups over different tasks, case study, analyze of events, discussion, WebQuest		
<b>COMPULSORY READINGS:</b>		
<p>A guide to the project management body of knowledge (PMBOK Guide)</p> <p>Heagney J., Fundamentals of Project Management</p> <p><a href="https://www.nesacenter.org/uploaded/conferences/SEC/2014/handouts/Rick_Detwiler/15_Detwiler_Resources.pdf">https://www.nesacenter.org/uploaded/conferences/SEC/2014/handouts/Rick_Detwiler/15_Detwiler_Resources.pdf</a></p> <p>Williams M., The principles of project management <a href="http://alexandre-plennevaux.infographie-heaj.eu/e-book%20collection/The%20Principles%20Of%20Project%20Management.pdf">http://alexandre-plennevaux.infographie-heaj.eu/e-book%20collection/The%20Principles%20Of%20Project%20Management.pdf</a></p>		

COURSE: Quality management		
<b>ODE OF STUDY: Major courses</b>	<p><b>COURSE OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Presentation of the substance, principles and regularities in quality management.</li> <li>2. The possible use of methods and techniques in quality management in modern organizations and the consequences of their application.</li> <li>3. The use of selected methods and techniques in quality management in solving complex quality problems.</li> <li>4. Learning how to implement and accomplish adopted methods and techniques in quality improvement.</li> </ol>	
	<p style="text-align: center;"><b>LEARNING OUTCOMES:</b></p> <ol style="list-style-type: none"> <li>1. Student defines basic concepts related to quality and understands the reasons for increasing customer quality requirements.</li> <li>2. Student understands the essence of the evolution of quality systems, knows the standards, their structure, can interpret the norms and their requirements.</li> <li>3. Student knows the principles of quality management, interprets them, understands the essence and principles of conduct with comprehensive quality management.</li> <li>4. Student knows and can apply classical and modern techniques to support quality and interpret the results of their application.</li> <li>5. Student can define quality costs, structure and quality cost grouping principles.</li> </ol>	
	<p style="text-align: center;"><b>COURSE CONTENT</b></p>	
	<p><b>LECTURE:</b></p> <ol style="list-style-type: none"> <li>1. Quality Management – Definitions and characteristics of basic quality concepts.</li> <li>2. The organization of Quality systems based on the ISO standards of 9000 series and derived standards, guidelines and requirements, standard PN-EN ISO 9001:2009. ISO standard 14000 series and ISO serii18000. Environmental Management system, occupational health and safety management system.</li> <li>3. Eight principles of quality management. The essence of comprehensive quality management. Basic concepts and elements of the TQM strategy. Rules of conducting in TQM.</li> <li>4. Process approach in Quality Management system (SZJ). Process approach characteristics, process division, process map. Graphical form of process flow.</li> <li>5. Quality management methods and techniques. Modern concepts of quality management. Quality costs, definitions, cost breakdown, quality cost structure.</li> </ol>	<p><b>PRACTICAL FORM - WORKSHOP:</b></p> <ol style="list-style-type: none"> <li>1. Histogram.</li> <li>2. Ishikawa Diagram.</li> <li>3. Pareto analysis.</li> <li>4. Process capacity indicators.</li> <li>5. Customer satisfaction survey in the context of quality management.</li> </ol>
	<p><b>ASSESMENT:</b> exam</p>	
	<p><b>DIDACTICAL METHODS:</b> lecture with multimedia presentation, team project development, case study, assessment of events, discussion</p>	
	<p><b>COMPULSORY READINGS:</b></p> <p>Casson M. (2004) Information and Organization. A new perspective on the theory of the firm. Oxford University Press. Quality management principles <a href="https://www.iso.org/files/live/sites/isoorg/files/store/en/PUB100080.pdf">https://www.iso.org/files/live/sites/isoorg/files/store/en/PUB100080.pdf</a></p> <p>Knowles G., Quality Management <a href="https://www.znrfak.ni.ac.rs/SERBIAN/010-STUDIJE/OAS-3-2/PREDMETI/III%20GODINA/316-KOMUNALNI%20SISTEMI%20I%20ZIVOTNA%20SREDINA/SEMINARSKI%20RADOVI/2014/S175%20-%20S200.pdf">https://www.znrfak.ni.ac.rs/SERBIAN/010-STUDIJE/OAS-3-2/PREDMETI/III%20GODINA/316-KOMUNALNI%20SISTEMI%20I%20ZIVOTNA%20SREDINA/SEMINARSKI%20RADOVI/2014/S175%20-%20S200.pdf</a></p>	

<b>MODE OF STUDY: Major courses</b>	<b>COURSE: Businessplan</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. Understanding the principles and methodologies for developing business plans.</li> <li>2. Skills: Individual developing of business plan.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student defines the basic concepts associated with the business plan and knows the different types of business plans.</li> <li>2. Student has ability to write a business plan according to the standards adopted.</li> <li>3. Student has ability to carry out a simplified market investigation.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b> <ol style="list-style-type: none"> <li>1. The concept of Business plan. Functions and application of the business plan. Types of business Plans. Elements of the business plan.</li> <li>2. Key information included in business plans. Company presentation. Organizational and strategic analysis of the company. Analysis of the company's environment. Determination of the main venture. Time of the project.</li> <li>3. Marketing strategy. Assumptions for sales forecast-sales plan.</li> <li>4. Investment assumptions and technical plan (production plan). Assumptions and organizational plan.</li> <li>5. Assumptions for financial forecasts and financial plan. Activity Scheduler. Attachments.</li> </ol>	<b>PRACTICAL FORM - WORKSHOP:</b> <ol style="list-style-type: none"> <li>1. Principles of development, design and phase of Business plan preparation:-Development of part of the strategic business Plans-development of part of the operational plan-development of part of the financial plan.</li> <li>2. Preparation of materials for the analysis of the new project. Information necessary to develop a business plan.</li> <li>3. Practical problems related to the preparation of the business Plan.</li> <li>4. Study : Business Plan for a small production company.</li> <li>5. Analysis of Solutions. Passing the project (in the course of classes students in project groups will develop the business plan of the exemplary small company).</li> </ol>
<b>ASSESSMENT:</b> graded credit		
<b>DIDACTICAL METHODS:</b> lecture with multimedia presentation, team project development, case study, assessment of events, discussion		
<b>COMPULSORY READINGS:</b> Materials delivered by the teacher		
<b>MODE OF STUDY: Career planning</b>	<b>COURSE: Career counseling</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. Familiarizing students with practical knowledge related to the use of effective tools and methods of implementation of the advisory process.</li> <li>2. Shaping the skills to provide consultancy for business-related services.</li> <li>3. Shaping Teamwork Skills and ability of discussing effective advisory Processes.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student understands the essence of the advisory process and the need to improve methods of improving performance.</li> <li>2. Student can acquire and analyze empirical data on economic advice and use management knowledge in the process of seeking advisory methods to solve economic problems.</li> <li>3. Student can work in a group and takes responsibility for taking the task of improving the advisory process.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b> <ol style="list-style-type: none"> <li>1. The essence and principles of an effective advisory process. Advisory Service as a product. Principles of smooth execution, features of a good adviser.</li> <li>2. Forms of counseling.</li> <li>3. Analysis of the content and methods of advisory work in economic activity.</li> <li>4. The process of social communication in advisory. Preparation of a negotiated prescription (on the example of a negotiation journal).</li> <li>5. Use of modern techniques to improve the efficiency of the advisory system.</li> </ol>	<b>PRACTICAL FORM - WORKSHOP:</b> <ol style="list-style-type: none"> <li>1. Identification of advisory needs by means of the group nominal method NGT. Case study.</li> <li>2. Analysis of the planning model of the Advisory Program (BOSA model).</li> <li>3. Procedure for resolving an advisory problem.</li> <li>4. Use of market rules in MMA, GMA and ISD methods.</li> </ol>
<b>ASSESSMENT:</b> graded credit		
<b>DIDACTICAL METHODS:</b> lecture, case study method, practical-practical exercises in the development of intellect, discussion, brainstorm		
<b>COMPULSORY READINGS:</b> Thompson L.L. (2012) The mind and heart of the negotiator, Pearson. Deresky H. (2011) International Management. Managing across borders and cultures, Pearson. Materials delivered by the teacher.		

<b>ODE OF STUDY: Career planning</b>	<b>COURSE: Management Techniques</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. Indication of the possibility of using management techniques in modern organizations and the consequences of their application.</li> <li>2. Practical application of selected management techniques.</li> <li>3. Development of working skills in the group and directing its work.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student knows the management techniques and their applicability.</li> <li>2. Student can use own knowledge to identify problems and determine how to solve them by using management techniques.</li> <li>3. Student can work in a group and takes responsibility for taking management tasks.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b>	<b>PRACTICAL FORM - WORKSHOP:</b>
<ol style="list-style-type: none"> <li>1. Managing organization according to the classic concept. Techniques for managing this concept.</li> <li>2. The concept of management in a humanizing approach. Techniques for managing this concept.</li> <li>3. Management techniques used in systemic and situational approaches. Neoclassical Concepts. A contemporary approach towards governance.</li> <li>4. Organizational Methods and Techniques.</li> <li>5. Use of heuristic techniques.</li> </ol>	<ol style="list-style-type: none"> <li>1. Organization of exercises overview. Publishing issues and assumptions for exercise. Classical school management techniques. Case Study.</li> <li>2. Techniques of behavioral school management. Case study.</li> <li>3. Techniques of modern school management. Case study.</li> <li>4. Organizational Methods and techniques. Case Study.</li> <li>5. Methods and management approaches. Crediting exercises.</li> </ol>	
<b>ASSESSMENT:</b> graded credit		
<b>DIDACTICAL METHODS:</b> problem lecture with multimedia usage, collaborative exercises in the form of a case study, others-practical exercises in the development of the intellect, discussion, brainstorm		
<b>COMPULSORY READINGS:</b>		
<p>Kelly P., Int Casson M. (2004) Information and Organization. A new perspective on the theory of the firm. Oxford University Press.</p> <p>Casson M. (2004) Information and Organization. A new perspective on the theory of the firm. Oxford University Press.</p> <p>De Wit B., Meyer R., (2005) Strategy synthesis. Concise Version. Resolving strategy Paradoxes to Create Competitive Advantages. Thomson Learning.</p>		
<b>MODE OF STUDY: Career planning</b>	<b>COURSE: Photo and video in business</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. Developing observation skills of surrounding reality.</li> <li>2. Developing the skills to realize own visions and ideas.</li> <li>3. Understanding the different forms of photo and video speech.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student understands the importance of photographic and video expression in specific business areas.</li> <li>2. Student consciously uses basic camera and video workshop tools.</li> <li>3. Student can use photo and video image to business needs.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>PRACTICAL FORM - WORKSHOP:</b>	
<ol style="list-style-type: none"> <li>1. Introduction to the basic issues related to the technique of shooting and video-workshop study.</li> <li>2. Photo and video reportage, showing different faces of business activities DZ: Object, man, action – Workshop study.</li> <li>3. Building a spatial relationship in the picture -workshop study.</li> <li>4. Picture and video of the particular situation-registration of movement in everyday life and in outdoorsy environment-Street, sports events, traffic, phenomena occurring in nature, etc.-Workshop Study.</li> <li>5. Creating artwork using day light and artificial light – light and shadow as composition building elements, determining the nature of the photographic image – Workshop study.</li> </ol>		
<b>ASSESSMENT:</b> credit		
<b>DIDACTICAL METHODS:</b> Practical exercises in the workshop and in the field and individual corrections combined with the presentation of student work, the use of albums and video		
<b>COMPULSORY READINGS:</b>		
Materials delivered by the teacher		

<b>MODE OF STUDY: Career planning</b>	<b>COURSE: Image building on the web</b>	
	<b>COURSE OBJECTIVES:</b>	
	1. Familiarize students with selected topics in the field OF PR and image building.	
	<b>LEARNING OUTCOMES:</b>	
	1. Student knows the principles of conducting business in the fields of media-relations and image building (taking into account different types and specificities of media activity).	
	2. Student uses PR terms.	
	3. Student is able to construct PR tools for publication in various types of media (e.g. press release, rectifications, etc.) in terms of image construction.	
<b>COURSE CONTENT</b>		
<b>LECTURE:</b>		
1. Introduction to the subject matter. Clarification of key terms in the management related to self-image and institutional entities.		
2. Communication and image in the era of Internet and social networking. Net PR Strategy and SEO. Aesthetics and design in the creation of the image.		
3. PR tools in the internet , social media in PR.		
4. Online Image Building – Optimal usage of available communication channels (Google, industry forums, industry portals, evaluation services), the role of Web pages , Presentations on the Internet, verification of messages and their evaluation and modification.		
5. Effective Image Creation - Who/What is a person, a company, a brand and its perception.		
<b>PRACTICAL FORM - WORKSHOP:</b>		
1. Image construction: Stages of PR project activities - constructing project Activities (Preliminary analysis: Identification of environmental groups, SWOT analysis).		
2. Construction of the image: constructing of PR project Activities – (formulating the appropriate strategy: specifying objectives and target groups, developing the main communication messages "key Messages").		
3. Image building: constructing of PR project activities – (tactics and selection of tools, selection of partners, media relations, schedule of activities, implementation and evaluation).		
4. Presentation of the Information campaign project – Simulation of a press conference or presentation on the Web.		
<b>ASSESSMENT:</b> graded credit		
<b>DIDACTICAL METHODS:</b> practical in the workshop and in the field, team project combined with the presentation of students' work		
<b>COMPULSORY READINGS:</b> Materials delivered by the teacher.		
<b>MODE OF STUDY: Major courses</b>	<b>COURSE: Intellectual property protection</b>	
	<b>COURSE OBJECTIVES:</b>	
	1. Transmission of information on the protection of copyright and related rights. The lecture will also take into account the necessary information in the field of proprietary copyrights and property rights, as well as information in the field of industrial property rights, the concept of invention, patent law, trademarks, industrial designs, geographical indications, utility models and topography integrated circuits.	
	2. Making the company's ability to prepare a policy and a system of protection of technological and organizational knowledge.	
	3. Awareness of the consequences of non-compliance with applicable law in this area, with particular emphasis on activities in the field of information exchange.	
	<b>LEARNING OUTCOMES:</b>	
	1. Student knows and understands the basic concepts and principles of industrial property protection and copyright.	
	2. Student can acquire information from literature, databases and other sources, preserving copyright.	
	3. Student is able to integrate the information obtained, interpret it, and draw conclusions and formulate and justify opinions.	
	<b>COURSE CONTENT</b>	
<b>LECTURE:</b>		
1. Subject matter and subject of copyright. Content of copyright.		
2. Transition of copyrights. Regulations on related rights.		
3. Collective management organizations of copyright or related rights. Regulations regarding computer programs.		
4. The essence and purpose of the Creative Promotion Fund. The concept of protection of industrial property rights.		
5. The concept of the invention and related patent. The concept of protection rights and registration rights regarding trademarks, industrial designs, utility models, geographical indications, and topographies of integrated circuits.		
<b>ASSESSMENT:</b> graded credit		
<b>DIDACTICAL METHODS:</b> lectures, theoretically presenting issues in the field of intellectual property protection by using multimedia equipment		
<b>COMPULSORY READINGS:</b> Materials delivered by the teacher		

## COURSE: Good business practices

### COURSE OBJECTIVES:

1. Familiarizing listeners with examples of good practice in business.

### LEARNING OUTCOMES:

1. Student knows formal aspects of setting up a small business in Poland.
2. Student can diagnose potential hazards in the planning of economic. Ventures and to discuss the effective process of registering the company.
3. Student is willing to plan and organize the course of their own work.

### COURSE CONTENT

#### LECTURE:

1. Entrepreneurship. The notion of entrepreneurship. The Pros and cons of your own business. Factors of success and failure.
2. Assessing your entrepreneurial potential. Assessment of the candidate's competence in the pursuit of a particular business.
3. From idea to reality – good practice. Ways to enhance creativity. Methods for creating new Ideas. Sources of business inspiration.

#### PRACTICAL FORM - WORKSHOP:

1. Formal and legal issues related to business conducting. Good practice – case study.
2. Business registration procedure (in the municipality, in the National Court Register). Notification of activity at the statistical office, the tax office and the Social Insurance Institution. Opening a bank account. Other formalities. Good practices - case studies.
3. Sources of financing business ventures. Financing from own resources. Partners' subsidies. Self-financing. Financing from external funds. Loans. Leasing. Factoring. Issue of debt securities. Subsidies. Credit subsidies. Financial leverage. Co-financing. Good practices - case studies.
4. Market research. Product / service development stages. Good practices - case studies.
5. Adaptation and differentiation of own marketing and sales method. Segmentation. Positioning. Marketing and sales plan. Building a marketing strategy. Good practices - case studies.
6. Product strategy. Price strategy. Distribution strategy. Promotion strategy. Guerrilla marketing. Marketing Budget. Company management. Good practices - case studies.
7. Manage your business. Good practice – case study.

**ASSESSMENT:** graded credit

**DIDACTICAL METHODS:** practical arrangements in the studio and in the field, a team project combined with a presentation of student work on starting own business

#### COMPULSORY READINGS:

Mroczkowski T. (2012) The new players in life science innovations: Best Practices in R&D form Around the World, FT Press.  
 Balcerzak A.P. ed. (2010) Enterprise in Highly Competitive Environment, Wydawnictwo Naukowe Uniwersytetu Mikołaja Kopernika, Toruń.  
 Balcerzak A.P. ed. (2010) Policies for Improving Growth Potential: International Perspective, Wydawnictwo Naukowe Uniwersytetu Mikołaja Kopernika, Toruń.

<b>MODE OF STUDY: Major courses</b>	<b>COURSE: Business psychology</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. Familiarizing students with basic knowledge of business psychology.</li> <li>2. Emphasizing the practical aspects of psychology in company management.</li> <li>3. Indication of skills to assist in the performance of the manager's functions.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student has a basic knowledge of the history of psychology, psychology and the basic concepts of social psychology and business psychology.</li> <li>2. Student understands and can call the most important psychological phenomena occurring in organizations.</li> <li>3. Student formulates opinions on fundamental social phenomena and social psychology issues.</li> <li>4. Student can use the knowledge of psychology to successfully negotiate, the proper selection of employees for individual workstations, can use incentive techniques.</li> <li>5. Student can diagnose his strengths and weaknesses, opportunities and threats and define his individual path of development as a manager.</li> <li>6. Student can work in a group and discuss the disadvantages and advantages of individual business decisions.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b>	<b>PRACTICAL FORM - WORKSHOP:</b>
<ol style="list-style-type: none"> <li>1. Motivation, identification of professional goals, strategies for setting objectives: SMART and SMARTER.</li> <li>2. Professional career, motivation theories, motivating methods, professional development and employee motivation, changes in organization and resistance to change.</li> <li>3. Changes in the organization, Burnout syndrome, roles of the manager in the prevention of occupational burnout, positive and negative stress, methods of coping with stress, the effects of stresses, the model of stress in work according to Robert Karaska, public speaking and jitters.</li> </ol>	<ol style="list-style-type: none"> <li>1. Business psychology. leadership test, describing anti-leadership features, making group decisions – case study.</li> <li>2. Business psychology. Development of creative thinking –</li> <li>3. Personal and professional development. SWOT analysis – personal analyses in the role of manager, selection of employees for individual workstations.</li> <li>4. Personal and professional development. Exercises improving interpersonal communication.</li> <li>5. Professional development.</li> </ol>	
<b>ASSESSMENT:</b> graded credit		
<b>DIDACTICAL METHODS:</b> lecture with multimedia presentation, case study, assessment of events, discussion		
<b>COMPULSORY READINGS:</b>		
Thompson L.L. (2012) The mind and heart of the negotiator, Pearson. Lewicki R.J., Saunders D.M., Barry B., (2010) Negotiation. Reading, Exercises and Cases, McGraw Hill.		
<b>MODE OF STUDY: Major courses</b>	<b>COURSE: Managerial training</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. Shaping the skills of organizing techniques.</li> <li>2. Improving team leadership skills.</li> <li>3. Improving the skills of organized decision-making.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student knows the procedure and techniques of organized decision-making.</li> <li>2. Student skillfully spreads tasks upon subordinates, motivates them to work and settles with its effects.</li> <li>3. Student manages team conflict.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b>	<b>PRACTICAL FORM - WORKSHOP:</b>
<ol style="list-style-type: none"> <li>1. Managerial activities and skills.</li> <li>2. Theory of Maslow's motivation.</li> <li>3. Two-factor Theory of Herzberg.</li> </ol>	<ol style="list-style-type: none"> <li>1. Fixing problems.</li> <li>2. Internal communication in the organization.</li> <li>3. Short-term planning.</li> <li>4. Organized decision-making procedure.</li> <li>5. Organization of cooperation and leadership of the team.</li> <li>6. Formulating a persuasive and motivating message in a situation of sudden change.</li> <li>7. Managing team conflicts.</li> </ol>	
<b>ASSESSMENT:</b> graded credit		
<b>DIDACTICAL METHODS:</b> lecture with multimedia presentation, focused discussion, individual and team exercises, case study, decision-making games		
<b>COMPULSORY READINGS:</b>		
Trzeciak, S. (2018) Personal Branding for Leaders, Ican Institute. Proctor T. (2006) Creative Problem Solving for Managers, Routledge. Ralph S. (2012) Tools and Techniques of Leadership and Management, Taylor&Francis Ltd.		

### 4.3. SPECIALIZATION

#### 4.3.1 BUSINESS MANAGEMENT

<b>SPECIALIZATION: BUSINESS MANAGEMENT</b>	<b>COURSE: LOGISTICS MANAGEMENT</b>	
	<b>COURSE OBJECTIVES</b>	
	<ol style="list-style-type: none"> <li>1. Familiarizing students with the fundamental knowledge regarding logistics management.</li> <li>2. Sensitizing students to the issues regarding the essence and importance of logistics in management.</li> <li>3. Equip students with the knowledge regarding logistics processes that occur in the enterprise and presenting the fundamental trends in the development of logistics management.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student has fundamental knowledge necessary to identify, describe and analyze economic and organizational conditions of logistics activities</li> <li>2. Student has the ability to determine the legal and organizational solutions of enterprises in the field of logistics management.</li> <li>3. Student can discuss contemporary management concepts used in logistics management.</li> <li>4. Student has the ability to diagnose the fundamental elements of the logistics chain in the enterprise.</li> <li>5. Student has the ability to work in a group and discusses organizational solutions in the field of logistics.</li> </ol>	
	<b>COURSE CONTENT:</b>	
	<b>LECTURE:</b>	<b>PRACTICAL FORM-WORKSHOP:</b>
<ol style="list-style-type: none"> <li>1. The contemporary logistics concept and the enterprise logistic system.</li> <li>2. Contemporary concepts and methods of management in logistics - BPR, benchmarking and outsourcing.</li> <li>3. Contemporary concepts and methods of management in logistics – LM, TQM.</li> <li>4. Organizational structure of logistics and its features.</li> <li>5. Concepts of cultivating of the organization.</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction to the project.</li> <li>2. Description of the projected undertaking.</li> <li>3. Analysis of the enterprise, investment.</li> <li>4. Selection of the logistic process.</li> <li>5. Logistic management.</li> </ol>	
<b>ASSESMENT:</b> Graded credit		
<b>DIDACTIC METHODS</b> lecture with multimedia presentation, team work on the Project development		
<b>OBLIGATORY LITERATURE:</b> Materials delivered by the teacher		
<b>SPECIALIZATION: BUSINESS MANAGEMENT</b>	<b>COURSE: INNOVATION MANAGEMENT</b>	
	<b>COURSE OBJECTIVES</b>	
	<ol style="list-style-type: none"> <li>1. Familiarizing students with the concept regarding innovation and sources concepts, types and features of innovation.</li> <li>2. Understanding that innovation stands as a condition of competitive advantage.</li> <li>3. Acquainting students with the process of implementing innovation.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. The student possesses the knowledge regarding innovation as an element of the organization's competitive advantage.</li> <li>2. Student has the ability to seize the opportunities and propose an innovative solution. Student can think creatively. He understands that innovation is a condition of competitive advantage.</li> </ol>	
	<b>COURSE CONTENT:</b>	
	<b>LECTURE:</b>	<b>PRACTICAL FORM-WORKSHOP:</b>
<ol style="list-style-type: none"> <li>1. Description of the subject, program content and credit conditions. The essence and functions of innovation.</li> <li>2. Sources of innovation. Types of Innovation.</li> <li>3. Features of the innovation process. Models of the innovation process.</li> <li>4. Barriers regarding development and introduction of innovation. Innovation as a condition of competitive advantage.</li> </ol>	<ol style="list-style-type: none"> <li>1. Presenting requirements for the implementation and completion of the project to students. Discussion on the main assumptions of the project. Determining the topics related to innovative solutions within the realms of the enterprise and the scope of the project.</li> <li>2. Implementation of the project under the supervision of the teacher.</li> <li>3. Presentation of implemented projects using IT tools.</li> </ol>	
<b>ASSESMENT:</b> Graded credit		
<b>DIDACTIC METHODS</b> lecture with multimedia presentation, case study, event analysis, discussion		
<b>OBLIGATORY LITERATURE:</b> Mroczkowski T. (2012) The new players in life science innovation: best practices in R&D from around the world, Pearson Education, Hudson, NY. Proctor T. (2006) Creative problem solving for managers: developing skills for decision making and innovation, 2nd ed., Routledge, London. Jędrych E. (2015) Personnel innovation in organizations issues for managers, Grupa Uczelni Vistula. Szkoła Główna Turystyki i Rekreacji, Akademia Finansów i Biznesu Vistula, Warszawa.		

<b>SPECIALIZATION: BUSINESS MANAGEMENT</b>	<b>COURSE: PLANNING AND CONDUCTING OF ECONOMIC ACTIVITY</b>	
	<b>COURSE OBJECTIVES</b>	
	<ol style="list-style-type: none"> <li>1. Familiarizing students with theoretical knowledge regarding procedures, rules and regulations related to starting and running a business.</li> <li>2. Developing student's skills regarding preparing a business plan.</li> <li>3. Developing student's skills in finding and analyzing external conditions related to own business activity</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student obtains knowledge regarding legal and administrative requirements.</li> <li>2. Student has the ability to draw up a business plan.</li> <li>3. Student has the ability to analyze the environment and understands market processes, using various methods and techniques in running their own business.</li> </ol>	
	<b>COURSE CONTENT:</b>	
	<b>LECTURE:</b>	<b>PRACTICAL FORM-WORKSHOP:</b>
	<ol style="list-style-type: none"> <li>1. Entrepreneurship. Entrepreneurship external and internal conditions. Sources of business ideas.</li> <li>2. Review of business forms.</li> <li>3. Legal and administrative aspects of starting and running a business.</li> <li>4. Financing own business. Forms of supporting entrepreneurship.</li> <li>5. Business Plan.</li> </ol>	<ol style="list-style-type: none"> <li>1. Full-time work towards student's own business.</li> <li>2. Starting own business.</li> <li>3. Sources of financing business activity.</li> <li>4. Analysis of environment.</li> <li>5. Operational plan. Marketing plan.</li> <li>6. Financial and investment plan.</li> <li>7. I am an entrepreneur - the entrepreneur's rights and obligations.</li> </ol>
	<b>ASSESSMENT:</b> Exam	
	<b>DIDACTIC METHODS</b> lecture with multimedia presentation, case study, event analysis, discussion, brainstorming, teamwork	
<b>OBLIGATORY LITERATURE:</b>		
Bygrave W.D., Zacharakis A. (2014) Entrepreneurship, 3 rd Edition. Baron R.D. (2014) Essentials at Entrepreneurship: evidence and practice, Edward Elgar Pub. Handbook of business planning <a href="https://www.businesspowertools.com/download/Handbook%20of%20Business%20Planning.pdf">https://www.businesspowertools.com/download/Handbook%20of%20Business%20Planning.pdf</a>		
<b>SPECIALIZATION: BUSINESS MANAGEMENT</b>	<b>COURSE: ENTERPRISE VALUATION METHODS</b>	
	<b>COURSE OBJECTIVES</b>	
	<ol style="list-style-type: none"> <li>1. Acquiring knowledge in the field of enterprise value and methods for its estimation.</li> <li>2. Acquiring knowledge regarding the factors that shape the value of an enterprise.</li> <li>3. Acquiring the ability to cooperate in a group and prepare reports describing company valuation.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student obtains the knowledge regarding the factors that shape the value of an enterprise and methods of enterprise valuation.</li> <li>2. Student has the ability to estimate the value of an enterprise (in the fundamental scope) and interpret the obtained results.</li> <li>3. Student has the ability to make the right choice of approach and valuation method of the selected enterprise.</li> <li>4. Student has the ability to prepare, together with the group, a company valuation report.</li> </ol>	
	<b>COURSE CONTENT:</b>	
	<b>LECTURE:</b>	<b>PRACTICAL FORM-WORKSHOP:</b>
	<ol style="list-style-type: none"> <li>1. Preliminary issues. The concept of enterprise value and its importance in management field.</li> <li>2. Property methods for valuation of the enterprise.</li> <li>3. Income methods of enterprise valuation.</li> <li>4. Cost of equity estimation.</li> <li>5. Comparative and mixed methods in estimating company value.</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction (scope of work, source of information).</li> <li>2. The applied company valuation methodology and its justification.</li> <li>3. Description of the selected</li> <li>4. Market analysis.</li> <li>5. Value analysis.</li> <li>6. Summary of results.</li> </ol>
	<b>ASSESSMENT:</b> Exam	
	<b>DIDACTIC METHODS</b> lecture with multimedia presentation, case study, project development, event analysis, discussion	
<b>OBLIGATORY LITERATURE:</b>		
Casson M. (2004) Information and Organization. A new perspective on the theory of the firm. Oxford University Press. Stickney C.P., Weil R.L., Schipper K., Francis J. (2010) Financial Accounting. An introduction to concepts, methods, and uses. Cengage Learning.		

<b>COURSE: ASSESMENT OF INVESTMENT PROJECTS</b>		
<b>SPECIALIZATION: BUSINESS MANAGEMENT:</b>	<b>COURSE OBJECTIVES</b> 1. Acquisition of knowledge related to techniques for assessing the economic efficiency of investment projects. 2. Acquisition regarding advantages and disadvantages of methods and techniques for assessing the effectiveness of investment projects. 3. Acquisition of skills in order to prepare an assessment of the effectiveness of an investment project. 4. Acquiring the ability to apply theoretical knowledge in the field of investment projects in business practice.	
	<b>LEARNING OUTCOMES:</b> 1. Student obtains organizational and financial knowledge in the field of investment design. 2. Student is capable of constructing a preliminary feasibility study regarding an investment project and interpret the results of the project sensitivity analysis. 3. Student is capable of organizing work in a project team. 4. Student understands and applies the principles of good practices and ethics into business activities.	
	<b>COURSE CONTENT:</b>	
	<b>LECTURE:</b> 1. Investment. Basic concepts. 2. Investment project. 3. Fundamentals of assessing the effectiveness of an investment project. 4. Estimating financial flow streams. Basic risks regarding financial projections. 5. Financing the investment project.	<b>PRACTICAL FORM-WORKSHOP:</b> 1. Prefeasibility study of the investment project. 2. Statistical methods for assessing the effectiveness of investment projects. 3. Dynamic methods regarding assessing the effectiveness of investment projects. 4. Risk in the investment project. 5. Profitability threshold of the investment project. Financial liquidity threshold. Sensitivity analysis of the investment project.
	<b>ASSESMENT:</b> Exam	
	<b>DIDACTIC METHODS</b> lecture with multimedia presentation, case study, tasks and examples, event analysis, discussion,	
	<b>OBLIGATORY LITERATURE:</b> Casson M. (2004) Information and Organization. A new perspective on the theory of the firm. Oxford University Press. Stickney C.P., Weil R.L., Schipper K., Francis J. (2010) Financial Accounting. An introduction to concepts, methods, and uses. Cengage Learning.	



COURSE: ENTERPRISE DEVELOPMENT STRATEGY					
SPECIALIZATION: BUSINESS MANAGEMENT:	<b>COURSE OBJECTIVES</b> 1. Acquainting with processes, methods and strategies of enterprise development. 2. Acquiring knowledge and skills necessary for effective and efficient management in the frame of conditions of risk and uncertainty.				
	<b>LEARNING OUTCOMES:</b>				
	1. Student obtains knowledge regarding strategies and methods for managing enterprise development in the conditions of a constantly changing environment. 2. Student has the ability to make a diagnosis regarding enterprise development, which allows to assess the state of enterprise development and design the necessary adjustments. 3. Student has the ability to properly use selected methods to solve problems arising within the realm of enterprise development management. 4. Student identifies and resolves problems of business practice.				
	<b>COURSE CONTENT:</b>				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">LECTURE:</th> <th style="width: 50%; text-align: center;">PRACTICAL FORM-WORKSHOP:</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">           1. Basic assumptions of enterprise development management.            2. Enterprise life cycle            3. Enterprise development diagnostics.            4. Enterprise development strategies.            5. Methods of managing business development.         </td> <td style="vertical-align: top;">           1. Preliminary feasibility study of project development.            2. Elements of a development study: Identifying the enterprise's environment on a micro- and macroeconomic scale.            3. Analysis and assessment of the environment of a particular enterprise.            4. Identifying problems derived from business practice and their resolution by using appropriately selected methods.            5. Implementation of development decision - evaluation of solutions. Crediting the project.         </td> </tr> </tbody> </table>	LECTURE:	PRACTICAL FORM-WORKSHOP:	1. Basic assumptions of enterprise development management. 2. Enterprise life cycle 3. Enterprise development diagnostics. 4. Enterprise development strategies. 5. Methods of managing business development.	1. Preliminary feasibility study of project development. 2. Elements of a development study: Identifying the enterprise's environment on a micro- and macroeconomic scale. 3. Analysis and assessment of the environment of a particular enterprise. 4. Identifying problems derived from business practice and their resolution by using appropriately selected methods. 5. Implementation of development decision - evaluation of solutions. Crediting the project.
	LECTURE:	PRACTICAL FORM-WORKSHOP:			
1. Basic assumptions of enterprise development management. 2. Enterprise life cycle 3. Enterprise development diagnostics. 4. Enterprise development strategies. 5. Methods of managing business development.	1. Preliminary feasibility study of project development. 2. Elements of a development study: Identifying the enterprise's environment on a micro- and macroeconomic scale. 3. Analysis and assessment of the environment of a particular enterprise. 4. Identifying problems derived from business practice and their resolution by using appropriately selected methods. 5. Implementation of development decision - evaluation of solutions. Crediting the project.				
<b>ASSESSMENT:</b> Exam					
<b>DIDACTIC METHODS</b> lecture with multimedia presentation, case study, tasks and examples, event analysis, discussion,					
<b>OBLIGATORY LITERATURE:</b> Lewis P.S., Goodman S.H., Fandt P.M. (2000) Management Challenges in the 21 <sup>st</sup> Century. Cengage Learning. Moutinho L., Southern G. (2010) Strategic Marketing Management, Cengage Learning. De Wit B., Meyer R. (2005) Strategy synthesis. Concise Version. Resolving strategy Paradoxes to Create Competitive Advantages. Thomson Learning.					



### 4.3.2 MARKETING AND SALES

<b>SPECIALIZATION: SALES AND MARKETING</b>	<b>COURSE: MARKETING IN TRADE AND SERVICES</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>3. Expanding knowledge related to the specifics of marketing in trade and services.</li> <li>4. Mastering the skills of marketing planning in trade and service enterprises.</li> <li>5. Acquiring the ability to analyze the marketing activities of a selected trade or service enterprise and to propose improving adjustments.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>5. Student knows the specificity of marketing in trade and services and the principles of marketing within organizations.</li> <li>6. Student interprets and presents solutions used in service and trade companies from the point of view of marketing activities.</li> <li>7. Student has the ability to analyze the marketing activities of the enterprise, use marketing tools, as well as evaluate the marketing activities of a trade / service enterprise.</li> </ol>	
	<b>COURSE CONTENT:</b>	
	<b>LECTURE:</b>	<b>PRACTICAL FORM-WORKSHOP:</b>
	<ol style="list-style-type: none"> <li>1. The relation between marketing and sales.</li> <li>2. The concept of marketing mix in trade and services.</li> <li>3. Marketing plan and marketing strategy.</li> <li>4. The importance of the organizational structure from the implementing marketing and sales activities point of view.</li> </ol>	<ol style="list-style-type: none"> <li>6. Performing exercises in pairs / groups: the character of marketing in trade and services.</li> <li>7. Solving case studies regarding the use of marketing in trade and services.</li> <li>8. Preparation of the final project entitled.</li> <li>9. Presentations of group projects and discussing them.</li> </ol>
	<b>ASSESSMENT:</b> Graded credit	
	<b>DIDACTIC METHODS:</b> lecture with multimedia presentation, team work on project development, case study, event analysis	
<b>OBLIGATORY READINGS:</b>		
<p>Moutinho L., Southern G. (2010) Strategic marketing management: a business process approach, Cengage Learning, Hampshire.</p> <p>Peter J.P., J.H. Donnelly J.H. (2012) Marketing Management. Knowledge and Skills, 11th ed., McGraw-Hill/Irwin.</p> <p>Kotler Ph., Keller K.L., Brady M., Goodman M., Hansen T. (2012) Marketing Management, Pearson Education.</p>		
<b>SPECIALIZATION: SALES AND MARKETING</b>	<b>COURSE: COMMUNICATION AND PR</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. Students should learn basic concepts, classification, theory and problems related to issues regarding business communication and creating relations with the environment (public relations).</li> <li>2. Familiarizing with the all individual, separate stages of the PR process and their practical application.</li> <li>3. Developing the ability to formulate public relations programs for various types of organizations, based on the use of various PR tools.</li> <li>4. Improving crisis related skills regarding planning and communication.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student knows the basic issues related to the communication of the enterprise with the environment and building relations within the framework of PR activities.</li> <li>2. Student can discuss the PR process and its stages.</li> <li>3. Student possesses the ability to develop a PR plan for the needs of selected organization.</li> <li>4. Student has the ability to skilfully communicate with the environment, also in crisis situations.</li> </ol>	
	<b>COURSE CONTENT:</b>	
	<b>LECTURE:</b>	<b>PRACTICAL FORM-WORKSHOP:</b>
	<ol style="list-style-type: none"> <li>1. The communication process and its conditions. Effective managerial communication.</li> <li>2. The essence, development and functions of public relations.</li> <li>3. PR as communication with the environment.</li> <li>4. Phases of the PR process: research, planning, communication and evaluation.</li> <li>5. Communication and PR in crisis situations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Performing exercises in pairs / groups.</li> <li>2. Case studies regarding PR activities in various companies.</li> <li>3. Preparation of the final project entitled "PR plan for the selected organization".</li> <li>4. Presentations of group projects and discussing them.</li> </ol>
	<b>ASSESSMENT:</b>	
	Graded credit	
<b>DIDACTIC METHODS:</b> lecture with multimedia presentation, team work on the project, case study, event analysis		
<b>OBLIGATORY READINGS:</b>		
<p>Cateora G., Graham J.L. (2007) International Marketing, McGraw-Hill.</p> <p>Fearn-Banks K. (2011) Crisis Communication. Routledge.</p> <p>Seitel F.P (2016) The Practice of Public Relations, 13th Edition, Pearson, Harlow.</p>		

COURSE: PROMOTION TOOLS					
<b>SPECIALIZATION: SALES AND MARKETING</b>	<p><b>COURSE OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Knowledge presentation on the role of promotion in marketing mix and discussion regarding promotion tools.</li> <li>2. Indicating the possibilities of using promotion tools in contemporary organizations and the effects of their usage.</li> <li>3. Developing the ability to interpret and evaluate phenomena, occurring in the frame of the organization in the aspect of using promotion tools.</li> <li>4. Acquiring the skills of practical application of selected promotion tools in the form of developing / analyzing promotion strategies.</li> </ol>				
	<p><b>LEARNING OUTCOMES:</b></p> <ol style="list-style-type: none"> <li>1. Student understands the role of promotion in marketing mix and knows the range of promotion tools that could be used for organization's marketing activities.</li> <li>2. Student knows the possibilities of using promotion tools in contemporary organizations and is capable of assessing the effectiveness of their use.</li> <li>3. Student interprets and presents solutions used within companies regarding the promotion tools.</li> <li>4. Student has the ability to analyze the promotional activities of the enterprise, as well as plan it, using various promotion tools, and to evaluate the promotional activities of the enterprise.</li> </ol>				
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<b>COURSE: SALES AND CUSTOMER RELATIONSHIP MANAGEMENT</b>		
<b>SPECIALIZATION: SALES AND MARKETING</b>	<b>COURSE OBJECTIVES:</b> <ol style="list-style-type: none"> <li>1. Providing students with basic knowledge regarding sales management.</li> <li>2. Familiarizing students with the requirements of self-presentation and equip them with skills to build a long-term customer relationship.</li> <li>3. Developing practical skills in the field of effective sale of goods and services, the ability to maintain customer relations spread over time.</li> </ol>	
	<b>LEARNING OUTCOMES:</b> <ol style="list-style-type: none"> <li>1. Student knows and understands the procedures and practices of effective sales management.</li> <li>2. Student possesses the knowledge regarding market processes and the functioning of enterprises on the market, Student has the ability to think and act in an entrepreneurial manner.</li> <li>3. Student understands the role of communication and negotiation in the processes of managing enterprises and institutions.</li> <li>4. Student has the ability to analyze and forecast the level and dynamics of key performance parameters of an enterprise and institution.</li> <li>5. Student has the ability to analyze market phenomena and use marketing tools for the company's operations on the market.</li> </ol>	
	<b>COURSE CONTENT:</b>	
	<p style="text-align: center;"><b>LECTURE:</b></p> <ol style="list-style-type: none"> <li>1. Brand definition, evolution of its significance and application within the organization's activities.</li> <li>2. Building customer relationships - elements of strategy.</li> <li>3. Practical aspects of customer relationship management, social impact rules.</li> <li>4. The process of shaping the brand loyalty program, types of functioning programs.</li> <li>5. Acquiring and retaining new customers.</li> </ol>	<p style="text-align: center;"><b>PRACTICAL FORM-WORKSHOP:</b></p> <ol style="list-style-type: none"> <li>1. Building relationships with clients using the Design thinking methodology.</li> <li>2. Relationship building, loyalty programs - banking industry.</li> <li>3. Communication in the process of building relationships in practice.</li> <li>4. Social networking and customer relationship maintenance, use of customer target.</li> </ol>
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COURSE: MARKETING STRATEGIES					
<b>SPECIALIZATION: SALES AND MARKETING</b>	<b>COURSE OBJECTIVES:</b> 1. Independent creation of marketing strategies. 2. Implementing strategies within the realms of enterprises. 3. Evaluation of existing strategies.				
	<b>LEARNING OUTCOMES:</b> 1. Student has knowledge regarding market processes and the functioning of enterprises on the market. 2. Student has the ability to analyze market phenomena and use marketing tools for the company's operations on the market. 3. Student is well prepared to independently acquire and improve professional knowledge and skills.				
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<b>OBLIGATORY READINGS:</b> Hollensen S., (2004) Global Marketing a decision-oriented approach, Prentice Hall. Cateora G., Graham J.L., (2007) International Marketing, McGraw-Hill. Moutinho L., Southern G. (2010) Strategic marketing management: a business process approach, Cengage Learning, Hampshire.					
COURSE: SALES TECHNIQUES					
<b>COURSE OBJECTIVES:</b> 1. Presentation of fundamental knowledge regarding basic sales techniques in business organization. 2. Acquiring the ability to conduct market analysis along with matching sales techniques to market needs. 3. Acquiring the skills regarding direct business negotiations and the use of ICT tools.					
<b>LEARNING OUTCOMES:</b> 1. Student knows and understands the impact of the external environment on the company's operations on a national and international scale. 2. Student possesses the knowledge regarding typical research methods and tools in individual areas of business operations. 3. Student understands the role of communication and negotiation in the frame of the processes regarding managing enterprises and institutions, and knows the rules of this communication. 4. Student has the ability to analyze and forecast the level and dynamics of key performance parameters of an enterprise and institution. 5. Student has the ability to analyze market phenomena and uses marketing tools for the company's					
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#### 4.4. INTERNSHIP

COURSE: Internship	
MODE OF STUDY: Internship	<p><b>COURSE OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. To use previously gained major and specialty knowledge.</li> <li>2. To verify and broaden the theoretical knowledge of management acquired by students while studying.</li> <li>3. To develop social competences, new practical skills necessary for future workers in cooperation with the team of employees.</li> </ol>
	<p style="text-align: center;"><b>LEARNING OUTCOMES:</b></p> <ol style="list-style-type: none"> <li>1. Student can acquire information from the place of professional practice, integrate it and use it in education.</li> <li>2. Student constantly expands its professional and personal competence through participation in additional forms of training at the place of practice.</li> <li>3. Student correctly identifies and decides the technical, economic, legal and ethical work-related dilemmas in the workplace.</li> <li>4. Student can demonstrate creativity and entrepreneurship during his professional practice.</li> </ol>
	<p style="text-align: center;"><b>COURSE CONTENT</b></p>
	<p><b>CONSULTATION:</b></p> <ol style="list-style-type: none"> <li>1. Familiarizing with the Rector's Ordinance.</li> <li>2. Documentation on the practice and rules for its settlement. The learning outcomes and their evaluation.</li> <li>3. Implementation of the practice.</li> <li>4. Settlement of the practice documentation and its crediting.</li> </ol>
	<p><b>ASSESSMENT:</b> graded credit</p>
	<p><b>DIDACTICAL METHODS:</b> description, case method, practical exercises in the development of intellect</p>
	<p><b>COMPULSORY READINGS:</b> Ordination of the Rector 15/16 of 5 December 2016 on apprenticeships</p>



#### 4.5 END-OF-STUDIES – DISSERTATION (DIPLOMA EXAM)

<b>MODE OF STUDY: Diploma exam</b>	<b>COURSE: Diploma exam</b>
	<b>COURSE OBJECTIVES:</b>
	<ol style="list-style-type: none"> <li>1. Use of major and specialty knowledge.</li> <li>2. Presenting knowledge and skills during a diploma exam.</li> <li>3. Verifying the student's attitude in self-development.</li> </ol>
	<b>LEARNING OUTCOMES:</b>
	<ol style="list-style-type: none"> <li>1. A Student can integrate the information obtained, interpret it, draw conclusions, formulate and justify opinions.</li> <li>2. A Student can clearly represent its views, defend them using different means of information transfer.</li> <li>3. A Student has ability to prepare oral presentations using basic theoretical approaches, as well as various sources.</li> <li>4. A Student is ready to undertake second-degree studies and further development.</li> </ol>
	<b>COURSE CONTENT</b>
	<b>LECTURE:</b>
<ol style="list-style-type: none"> <li>1. Introduction to the Subject. Familiarizing with the syllabus and discuss the course of the Diploma exam.</li> <li>2. Discussion related to exam issues. Rules for preparing for the diploma exam.</li> </ol>	
<b>ASSESSMENT:</b> exam	
<b>DIDACTICAL METHODS:</b> description, case method, practical-practical exercises in the development of intellect	
<b>COMPULSORY READINGS:</b>	
<ol style="list-style-type: none"> <li>1. Materials delivered by the teacher</li> </ol>	



## 5. WHY THIS TRAINING?

Student's internship is an integral part of the study program and it's necessary to successfully complete the studies.

### **Internship - What is it?**

Internship is part of the study program – on the third and fifth semester. The aim of the Internship is to consolidate the knowledge obtained during studies with the skills acquired in business practice; learning the principles of organization and mechanisms of operating in enterprises and institutions; learning the specifics of work in various positions in organizational structures; preparing the student for performing work and being responsible for the assigned tasks; developing entrepreneurship; networking; completing materials for a master's thesis.

### **In which places students can apply for internship?**

Internship is the integral part of the study program and is directly related to the specialization. Student should choose an organization in which he will be able to achieve learning outcomes for Internship, e.g. different departments in private or public institutions, banks, tax offices, local and regional administration, advertising and consulting agencies, training agencies, marketing research institution, marketing agencies.

### **Internship can also be done as part of professional work.**

#### **Carrier office at the University:**

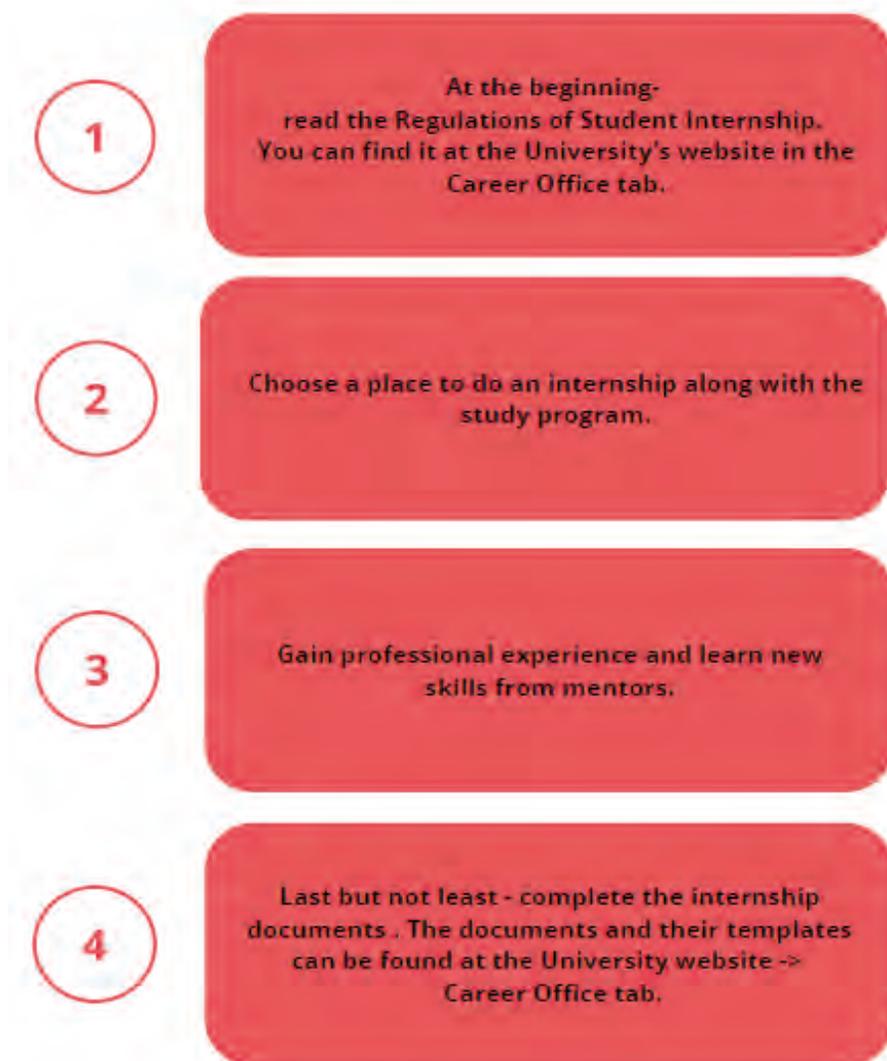
Carrier office can help students with:

- Creating a CV
- Advise on career path
- Choosing courses and training available for students
- Choosing places where students can do internship.

For students, we have launched a new career platform that will help you find internship or a job offer: Career Office by JobTeaser. Register and specify your preferences to receive content and offers tailored to your interests. The Career Office will provide you with the necessary support to successfully enter the labor market. Regardless of whether you are just starting university or are already looking for a job, on the platform you will find interesting content. At your disposal there are company profiles, information on events related to career development, as well as job offers from Poland and abroad. Register and create an account on the site: <https://wsh-wroclaw.jobteaser.com/pl/> Download the Career Center by JobTeaser app: for iPhone or Android



## Student's internship - step by step:



### Questions and answers:

#### Where can students find the information?

At the University's website, in the tab: Career Office -> student's internship.

At the website: [www.wsh-wroclaw.jobteaser.pl](http://www.wsh-wroclaw.jobteaser.pl) - information about internship and employers.

#### Can I include student internships as part of my professional career?

Yes, if you are already employed, it is possible.

#### What happens if I don't finish student's internship?

Failure to complete the internship on time (by the end of semester III and by the end of semester V) will result in a negative evaluation of the subject.

#### Can I do a student internship outside of Poland /EU?

We recommend to do a student internship in Poland.

#### How to fill out student internship documentation?

All information how to complete internship documents can be found at the University's website in the Career Office tab.

#### What does the internship tutor do?

The internship tutor will help you choose the right place for the internship, answer your questions and show you how to complete the internship documents. The tutor is also responsible

### Contact:

Carrier Office WSH

Room 2/6,

e-mail: [biuro-karier@handlowa.eu](mailto:biuro-karier@handlowa.eu),

Phone number: 71 333 11 08

## 6. WHAT NEXT?

A graduate of first-degree bachelor's studies, is a specialist prepared to formulate and solve problems in different functional areas of the organization and in relation to the organization as a whole, performing managerial tasks – primarily at middle and lower levels.

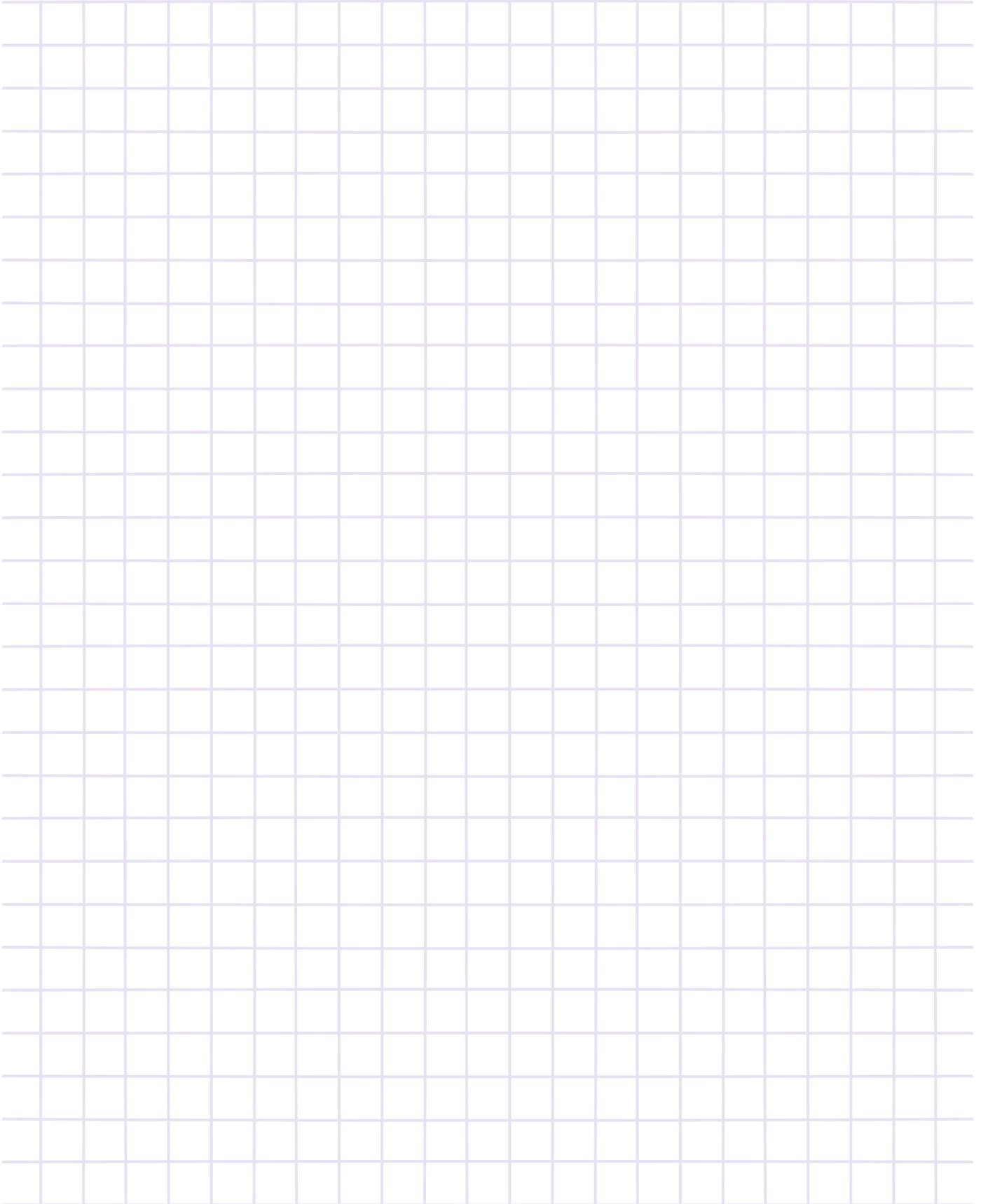
You will be provided with theoretical and practical knowledge in the field of economics and finance, management and quality sciences, and related sciences - The diversity of qualifications of first-degree graduates favors increased employment opportunities.

As a bachelor's degree graduate you have a lot of opportunities:

- can be employed as a lower/mid-level manager,
- can work as a consultant in business organization,
- can work as a consultant in public organization,
- can work as a sales specialist or marketer,
- can be employed as a HR specialist,
- can work as a recruiter,
- can work as a specialist in a training department,
- can work as a career adviser,
- can be employed as a specialist in a banking, insurance or finance sector, etc.

Outside of carrier in managing organizations, you will gain a specialist knowledge, skills and competences to run your own business. Furthermore, you can also advance your career by choosing Master's degree studies or MBA studies at WSH as today's labour market requires constant education and improvement of your





**WSH**

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