



**FIND OUT MORE**

about

**Management  
Master**

University of Business in Wrocław

**STUDENT'S GUIDE**

# INDEX

1.	WHY WSH?	3
2.	WHY MANAGEMENT?	4
3.	WHY MAANAGEMENT AT WSH?	5
4.	HOW DO I STUDY?	7
4.1.	CURRICULUM BY YEAR	8
4.2.	LIST OF CLASSES	10
4.3.	SPECIALIZATIONS	24
4.4.	INTERNSHIP	32
4.5.	END-OF-STUDIES – MASTER DISSERTATION	33
5.	WHY THIS TRAINING?	34
6.	WHAT NEXT?	36

# 1. WHY WSH?

## The structure and the concept of education in WSH

Currently, education is carried out at 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*
- ✓ *Continuously reviewed and improved program*
- ✓ *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 of the most common and frequently chosen university majors.

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 choose 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 about 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](https://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 will enable you to learn about good business practices.

1

#### Wide range of specializations

The Management program offering bachelor's and master's degree is distinguished 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

 <h1>MANAGEMENT</h1>			
DEGREE OF STUDY	BACHELOR 3 years	MASTER 2 years	
LANGUAGE	POLISH	ENGLISH	
	✓	✓	
SPECIALIZATIONS:	Enterprise Management	Internet marketing in practice	
	Marketing and Sales	Sustainable development and CSR	
	Human Resources Management	Strategic Human Capital Management	
	Psychology in business	Project Management	
	Personal brand management	International MBA	
	Entrepreneurship		

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 subject to systematic assessment and improvement, which in practice means that each year we sign several 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 representatives - they assess students' business plans, advise on self-presentation issues, consult business ideas, etc. Furthermore, our courses are not only traditional lectures 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 the curriculum comprises study visits to companies, which give the opportunity to learn about their operations, challenges, common problems, etc.

4

#### **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 carried out 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 undertaking internships in other countries. A large number of international students make a climate conducive to intercultural integration.

6

#### **Environment supporting learning**

Our students have at their disposal a library and well-equipped IT labs. The surrounding enables comfortable development. Students also gain knowledge and experience by participating in scientific circles meetings - one related to management and entrepreneurship and the other - to finance.

7

#### **Entrepreneurship spirit**

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



## 4. HOW DO I STUDY?

### 4.1. CURRICULUM BY YEAR

MASTER DEGREE				
Semester				
1st	Foreign Language	Contemporary Management	Business Competences	
2nd	Foreign Language	Contemporary Management	Best practices	Seminar 1
3rd	Specialization	Contemporary Management	Internship	Seminar 2
4th	Specialization	Contemporary Management	Professional coaching	Seminar 3

Foreign Languages
Major Subjects
Specialization



## 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>									
Major subjects	Management of Organization	3		10	28	38	37	75	3
	Strategic HR management	4		14	24	38	62	100	4
	Marketing management	3		10	24	34	41	75	3
	Intercultural communication	2			24	24	26	50	2
Foreign language	Polish/German/Spanish/English		5		50	50	75	125	5
Major subjects	Financial management of enterprises	3		10	24	34	41	75	3
	Managerial Economics	4		10	24	34	66	100	4
	Quantitative managerial techniques	3		10	24	34	41	75	3
<b>TOTAL SEMESTER 1</b>		<b>22</b>	<b>5</b>	<b>64</b>	<b>222</b>	<b>286</b>	<b>389</b>	<b>675</b>	<b>27</b>
<b>SEMESTER 2</b>									
Foreign language	Foreign language in business		5		49	49	76	125	5
Major subjects	Negotiations in business	3		10	20	30	45	75	3
	Innovations in Organizations	4		10	24	34	66	100	4
	Project Management in Practice	2		6	18	24	26	50	2
	Sustainable development and CSR in practice	2		10	14	24	26	50	2
	Strategic Management	5		10	28	38	87	125	5
	Contemporary management concepts	4		10	28	38	62	100	4
Diploma thesis	Managerial accounting	5		10	28	38	87	125	5
	Seminar 1		3		42	42	33	75	3
<b>TOTAL SEMESTER 2</b>		<b>25</b>	<b>8</b>	<b>66</b>	<b>251</b>	<b>317</b>	<b>508</b>	<b>825</b>	<b>33</b>



SEMESTER 3									
Major subjects	Managing Public Relations	2		8	22	30	20	50	2
	Internship	15			385	385	0	385	15
Specialization courses	Specialization course 1		3	10	24	34	41	75	3
	Specialization course 2		3	10	24	34	41	75	3
	Specialization course 3		3	10	24	34	41	75	3
Major subjects	Process management	3		10	28	38	37	75	3
	Change management	2		10	24	34	16	50	2
	Law in Business	2		10	14	24	26	50	2
Diploma thesis	Seminar 2		3		42	42	33	75	3
TOTAL SEMESTER 3		24	12	68	587	655	255	910	36
SEMESTER 4									
Major subjects	Teambuilding and Leadership	2		6	18	24	26	50	2
	Business skills and competence assessment	1			20	20	5	25	1
	E-business	3		10	18	28	47	75	3
	Applied Corporate Finance	4		10	28	38	62	100	4
Specialization courses	Specialization course 4		2		20	20	30	50	2
	Specialization course 5		3	10	24	34	41	75	3
	Specialization course 6		3	10	24	34	41	75	3
Diploma thesis	Seminar 3		6		50	50	100	150	6
TOTAL SEMESTER 4		10	14	46	202	248	352	600	24
TOTAL		81	39	244	1262	1506	1504	3010	120

## 4.2. LIST OF CLASSES

COURSE: Management of Organization		
MODE OF STUDY: Contemporary Management	<b>COURSE OBJECTIVES:</b> <ol style="list-style-type: none"> <li>1. To pass current and complex knowledge about theories, methods and techniques of managing organizations.</li> <li>2. To acquire students with skills to critically identify, analyse and design organizational processes and decisions by the use of contemporary theories of management, to train them for fulfilling their management role.</li> <li>3. To develop students' skills to independent acquiring knowledge and effective cooperation in teams to generate and implement new solution improving overall organizational performance.</li> </ol>	
	<b>LEARNING OUTCOMES:</b> <ol style="list-style-type: none"> <li>1. Student knows contemporary theories and approaches to managing different types of organizations and its relations with social sciences.</li> <li>2. Student knows contemporary concepts of leadership and decision making processes.</li> <li>3. Student applies appropriate theories and use tools to solve complex organizational problems and efficient manage all organizational element, taking account resistance towards changes.</li> <li>4. Student can work in a team, present his solutions and efficiently lead team members in the name of achieving goals.</li> <li>5. Student independently undertakes analyses and research in relation to the management of organizations and can predict effects of his actions.</li> <li>6. Student understands the meaning of knowledge in solving complex organizational problems and the necessity of continuous learning.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b> <ol style="list-style-type: none"> <li>1. Introduction to Organizational Management. Managerial functions. Model of Organization. Organizational Cycle.</li> <li>2. Managerial Roles and Skills. Managerial Decision Making.</li> <li>3. Organizational Structures.</li> <li>4. Organizational Change. Resistance towards changes. Achieving High Performance.</li> <li>5. Management theories and methods.</li> </ol>	<b>PRACTICAL FORM - WORKSHOP:</b> <ol style="list-style-type: none"> <li>1. Introduction to management and organizations.</li> <li>2. Organizational cycle.</li> <li>3. Managerial functions, process of strategic planning in organizations.</li> <li>4. Process of decision making. Decision tree.</li> <li>5. Designing Organizational structures.</li> <li>6. Designing Relationship Map.</li> <li>7. Organizational Change. Problem approach.</li> <li>8. Contemporary management methods.</li> </ol>
	<b>ASSESSMENT:</b> knowledge test, presentation, active participation during the workshops	
	<b>DIDACTICAL METHODS:</b> lecture with multimedia presentation; case-study, teamwork project	
	<b>COMPULSORY READINGS:</b> Griffin R.W. (2012) Management fundamentals, Cengage Learning, Andover. Daft R.L., Kendrick M., Vershinina N. (2010) Management, Cengage Learning, Andover. Deresky H. (2011) International management managing across borders and cultures, 17 <sup>th</sup> ed., SAGE Publications Ltd, Los Angeles	



<b>MODE OF STUDY: Contemporary Management</b>	<b>COURSE: Strategic Human Resources Management</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. Getting an overview about HR-related topics in an organization.</li> <li>2. Understand different styles of leadership.</li> <li>3. Get familiar with organizational structure and culture.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student understands the fundamentals of managing and leading organizations.</li> <li>2. Student gets knowledge about the importance and roles of the top management.</li> <li>3. Student creates a convincing vision and mission.</li> <li>4. Student has ability to structure organizational activities.</li> <li>5. Student understands the importance and evolution of corporate culture.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b>	<b>PRACTICAL FORM - WORKSHOP:</b>
	<ol style="list-style-type: none"> <li>1. Principles of HR.</li> <li>2. Vision and Leadership.</li> <li>3. Individual and Groups.</li> <li>4. Organizational Design.</li> <li>5. Design of HRM Systems.</li> <li>6. Influencing Organizational Culture.</li> </ol>	<ol style="list-style-type: none"> <li>1. Assumptions about people.</li> <li>2. Leadership experience.</li> <li>3. Leadership style.</li> <li>4. Robbins MBTI.</li> <li>5. Case study: Tesco.</li> <li>6. Case study: Morgan Stanley.</li> <li>7. Case study: Rakuten.</li> </ol>
	<b>ASSESSMENT:</b> exam	
	<b>DIDACTICAL METHODS:</b> lecture with multimedia presentation, teamwork project, case studies, analysis of events, discussions	
<b>COMPULSORY READINGS:</b>		
<p>Milkovich G.T., Boudreau J.W. (1997) Human resource management, 8<sup>th</sup> ed., Richard D. Irwin, Times Mirror Higher Education Group, Inc., Chicago.</p> <p>Harzing , A.-Wil, Pinnington A.H. (2011) International human resource management, 3<sup>rd</sup> ed., SAGE Publications Ltd, Los Angeles.</p> <p>Briscoe D., Schuler R., Tarique I. (2012) International human resource management: policies and practices for multinational enterprises, 4<sup>th</sup> ed., Routledge, New York.</p>		
<b>MODE OF STUDY: Business Competences</b>	<b>COURSE: Intercultural communication</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. To learn cultural patterns of business behaviour of different cultures and their way of thinking and operating in order to understand complexity of intercultural relations.</li> <li>2. To enhance intercultural communication skills and ability of managing in diversified environment.</li> <li>3. To enhance intercultural sensitivity in the context of global management.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student has knowledge of different models of cultures and understands the complexity of intercultural relations.</li> <li>2. Student has the ability to use appropriate communication pattern with an interlocutor of a given culture.</li> <li>3. Student can empathise with representatives of different cultures regarding their pattern of thinking and behaving.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>PRACTICAL FORM - WORKSHOP:</b>	
	<ol style="list-style-type: none"> <li>1. Typical artefacts, behaviour, values and assumption of national culture and cultures represented by the students.</li> <li>2. Various dimensions of culture. Influence of cultural dimensions on business behaviour in main cultures. Practical implication for working behaviour.</li> <li>3. Rules of cross-cultural communication. SCARF model.</li> <li>4. Cross-cultural perception of cultures. How representatives of different cultures should adjust to behaviour of counterpart.</li> <li>5. Management of multicultural organizations. Sharing cases from the professional life on managing in intercultural environment.</li> <li>6. Analysis of case studies presenting clashes in managing in diversified working environment.</li> </ol>	
	<b>ASSESSMENT:</b> graded credit	
	<b>DIDACTICAL METHODS:</b> lecture with multimedia presentation, teamwork project, case studies, workshop exercises, discussions	
<b>COMPULSORY READINGS:</b>		
<p>Gesteland R. R. (2012) Cross-Cultural Business Behavior. A Guide for Global Management, 5th ed., Copenhagen Business School Press.</p> <p>Dumetz J. (et al) (2012) Cross-cultural management: textbook, CreateSpace Independent Publishing Platform.</p> <p>Deresky H. (2011) International management managing across borders and cultures, 17th ed., SAGE Publications Ltd, Los Angeles.</p>		

<b>MODE OF STUDY: Business Competence</b>	<b>COURSE: Marketing Management</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. Familiarization with marketing management principles as a strategic and tactical business concept.</li> <li>2. Developing skills needed to manage an enterprise in various aspects of its business.</li> <li>3. Shaping social competencies for the correct goals setting, the selection of means for marketing tasks and organizational control.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student is familiar with modern marketing management principles, concepts and methods of measuring the management of business performance.</li> <li>2. Student knows the mechanisms of consumer behavior in the market and market research methods.</li> <li>3. Student has detailed knowledge of the elements of marketing mix and their application in various types of marketing.</li> <li>4. Student has all the necessary skills to plan a marketing strategy for an organization.</li> <li>5. Student is able to use and correlate techniques used to plan an effective strategy of integrated marketing communication.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b>	<b>PRACTICAL FORM - WORKSHOP:</b>
	<ol style="list-style-type: none"> <li>1. Marketing concept in the 21st century.</li> <li>2. Marketing management process.</li> <li>3. Market segmentation as a determinant of marketing strategy.</li> <li>4. Marketing program instruments.</li> <li>5. Organization and control of marketing activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Amazon, Apple, Facebook, and Google (case study).</li> <li>2. Louis Vuitton in Japan (case study).</li> <li>3. Porsche: The Cayenne Launch (case study).</li> <li>4. Sephora Direct: Investing in Social Media, Video, and Mobile (case study).</li> <li>5. Marketing workshop exercises.</li> </ol>
	<b>ASSESSMENT:</b> graded credit	
	<b>DIDACTICAL METHODS:</b> lecture with multimedia presentation and videos, teamwork project, case studies, discussion	
<b>COMPULSORY READINGS:</b>		
Moutinho L., Southern G. (2010) Strategic marketing management: a business process approach, Cengage Learning, Hampshire. Kasper H., van Helsdingen P., Gabbott M. (2006) Services Marketing Management: a strategic perspective, John Wiley & Sons Ltd. Peter J.P., Donnelly J.H. (2012) Marketing Management. Knowledge and Skills, 11th ed., McGraw-Hill/Irwin.		
<b>MODE OF STUDY: Foreign language</b>	<b>COURSE: Polish/German/Spanish/English</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. To develop listening and reading comprehension skills.</li> <li>2. To carve out an ability to compose written statements (e-mails, reports, surveys, offers, formal and informal lists, selected financial documents, reports, etc.).</li> <li>3. To develop communications skills in everyday and professional life (meetings, travel, negotiation, presentations, etc.).</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. Students 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>PRACTICAL FORM - WORKSHOP:</b>	
	<ol style="list-style-type: none"> <li>1. Humanities and social sciences.</li> <li>2. Why are we learning?</li> <li>3. Structure of the University.</li> <li>4. The role of work in our lives.</li> <li>5. Job fairs.</li> <li>6. We save.</li> <li>7. Christmas in Poland - customs.</li> <li>8. "How much does the Trojan horse weigh" - screening of the film.</li> <li>9. Threats to the modern world.</li> <li>10. Consolidation of known grammatical forms.</li> <li>11. Exercises to improve speaking fluency.</li> <li>12. Repetition of lexical-grammar material.</li> <li>13. Summary test.</li> </ol>	
	<b>ASSESSMENT:</b> graded credit	
	<b>DIDACTICAL METHODS:</b> synchronic e-learning, teamwork project, case studies, analysis of events, discussion	
<b>COMPULSORY READINGS:</b>		
Serenty A. (2008) Per aspera ad astra. Podręcznik do nauki języka polskiego. Ćwiczenia rozwijające sprawność czytania (C1). Towarzystwo Autorów i Wydawców Prac Naukowych Universitas.		

<b>MODE OF STUDY: Contemporary Management</b>	<b>COURSE: Financial management of enterprises</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>To introduce the basic concepts of financial management (investment decisions, risk &amp; return, capital structure).</li> <li>To develop intuition and expertise on how to deal with financial challenges in practice.</li> <li>To provide an outlook of what concepts are available in more advanced finance classes.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>Student will be able to assess and to take investment decisions by applying the most famous theoretical financial concepts.</li> <li>Student will know what the difference between earnings and cash flows is, and why the latter one is relevant for financial decisions.</li> <li>Student will be able to understand the relationship of risk and return, what this means on financial markets and its institutions, and how the cost of capital can be derived from it.</li> <li>Student will know how to run basic linear regressions in MS Excel, a basic tool in financial analysis.</li> <li>Student will know how to build a basic financial statement and corporate valuation model in MS Excel, a crucial skill in banking, corporate investment and M&amp;A.</li> <li>Student will be able to work together in student groups to solve complex real-life case studies.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b>	<b>PRACTICAL FORM - WORKSHOP:</b>
	<ol style="list-style-type: none"> <li>Introduction: Corporate Goals &amp; Corporate Finance</li> <li>Investment Decisions: Value, Risk &amp; Return</li> <li>Financing Decisions: Capital Structure &amp; Payout Policy</li> <li>Course Wrap-Up</li> </ol>	<ol style="list-style-type: none"> <li>Project Valuations &amp; Fin. Markets</li> <li>Derivation of the Optimal Debt Policy</li> </ol>
	<b>ASSESSMENT:</b> graded credit	
	<b>DIDACTICAL METHODS:</b> Interactive lecture with multimedia presentation and frequent Q&A, in-class group case studies with subsequent presentation by students and Q&A conducted by lecturer and other students, Written take-home exam	
	<b>COMPULSORY READINGS:</b>	
	Brigham E. F., Gaspenski L. C. (2016) Financial management, 6 <sup>th</sup> ed. The Dryden Press, Chicago. Gitman L. J., Zutter Ch. J. (2012) Principles of managerial finance, 13 <sup>th</sup> ed., Pearson Education, London. Weston J. F., Brigham E. F. (1981) Managerial finance, 7 <sup>th</sup> ed., The Dryden Press, Hinsdale, Illinois.	
	<b>COURSE: Managerial Economics</b>	
	<b>COURSE OBJECTIVES:</b>	
<ol style="list-style-type: none"> <li>The course's goal is to introduce students to basic economic reasoning and the economic theory of industrial economics and how to apply these methods in practice.</li> <li>After the lecture students should be capable of understanding how the situations of monopolists, oligopolists, and perfectly competitive firms differ and how this affects their strategies.</li> </ol>		
<b>LEARNING OUTCOMES:</b>		
<ol style="list-style-type: none"> <li>Student understands the output decisions for monopolists and perfectly competitive firms.</li> <li>Student can apply game theory as well as the basic understandings on 2-sided markets to real business situations.</li> <li>Student can use economic reasoning to enhance business decisions.</li> <li>Student can present a business strategy in Business English.</li> <li>Student can initiate and actively participate in the work of interdisciplinary teams.</li> <li>Student has the ability to negotiate and determine a common group strategy.</li> </ol>		
<b>COURSE CONTENT</b>		
<b>LECTURE:</b>	<b>PRACTICAL FORM - WORKSHOP:</b>	
<ol style="list-style-type: none"> <li>Introduction.</li> <li>Costs.</li> <li>Monopoly and perfect competition.</li> <li>Pricing.</li> <li>Game theory and oligopoly.</li> <li>Networks and two-sided markets.</li> <li>Introduction to the business simulation.</li> </ol>	<ol style="list-style-type: none"> <li>Demand and supply.</li> <li>Monopoly and pricing.</li> <li>Quiz.</li> <li>Business simulation.</li> </ol>	
<b>ASSESSMENT:</b> exam		
<b>DIDACTICAL METHODS:</b> discussion of business cases during lectures, case studies, group work in the business simulation		
<b>COMPULSORY READINGS:</b>		
Mankiw N.G., Taylor M.P. (2010) Economics, 2 <sup>nd</sup> ed., South-Western Cengage Learning, London. Begg D., Fischer S., Dornbusch R. (2005) Economics, 8 <sup>th</sup> ed., McGraw-Hill Companies, New York. Maurice S. Ch., Smithson Ch.W. (1981) Managerial economics, Richard D. Irwin, Inc, Homewood, Illinois.		

<b>MODE OF STUDY: Contemporary Management</b>	<b>COURSE: Quantitative managerial techniques</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. Understanding selected applications of quantitative methods and IT tools for collecting, analyzing and presenting business data</li> <li>2. Introduction to the concept, methodology and applications of simulation methods in management.</li> <li>3. Acquiring skills necessary to use quantitative tools to assess the risk associated with the decision-making process</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student knows standard statistical methods and selected other quantitative methods as well as IT tools for collecting, analyzing and presenting economic data</li> <li>2. Student is able to apply and assess the suitability of selected methods and tools to describe and analyze the organization's activities</li> <li>3. Student has the ability to build simple simulation models in a spreadsheet</li> <li>4. Student has competences to use quantitative methods and computer simulation to assess the risk of business decisions</li> <li>5. Student is aware of the need to independently acquire and improve knowledge</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b>	<b>PRACTICAL FORM - WORKSHOP:</b>
<ol style="list-style-type: none"> <li>1. Introduction to quantitative methods in management</li> <li>2. The concept of econometric model. Linear models. Discussion of the stages of classical econometric analysis</li> <li>3. Methods for analyzing quantitative and qualitative data</li> <li>4. Example of an econometric model, searching for estimators of its parameters. Formulas for assessing the variance of parameter estimators and their average evaluation errors. An example of an econometric model and its solution and economic conclusions obtained from this model.</li> <li>5. Introduction to computer simulation: basic concepts, genesis, goals, simulation variants.</li> </ol>	<ol style="list-style-type: none"> <li>1. Selected advanced spreadsheet functions for analyzing business data.</li> <li>2. Selected analytical techniques; dashboards, charts, pivot tables.</li> <li>3. Analysis of the selected decision problem using simulation in a spreadsheet.</li> <li>4. Analysis of the selected decision problem using discrete simulation.</li> </ol>	
<b>ASSESSMENT:</b> exam		
<b>DIDACTICAL METHODS:</b> Interactive lecture with multimedia presentation, exercises based on case studies, group work		
<b>COMPULSORY READINGS:</b> Materials delivered by the teacher		
<b>MODE OF STUDY: Foreign language</b>	<b>COURSE: Foreign language in business</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. To develop skills in reading comprehension.</li> <li>2. To develop writing skills necessary in business (mails, reports, surveys, offers, formal letters etc.).</li> <li>3. To familiarize oneself with business vocabulary and demonstrate its practical use.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student understands specialized written texts (mails, reports, articles, documents, case studies etc.).</li> <li>2. Students writes specific texts using an appropriate form and register.</li> <li>3. Students uses specific business vocabulary.</li> <li>4. Student independently and critically supplements knowledge and skills, using different sources of knowledge.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>PRACTICAL FORM - WORKSHOP:</b>	
<ol style="list-style-type: none"> <li>1. The analysis of case studies.</li> <li>2. Company presentation.</li> <li>3. Company training.</li> <li>4. International Team Building.</li> <li>5. Offer.</li> <li>6. Workplace situations.</li> </ol>		
<b>ASSESSMENT:</b> graded credit		
<b>DIDACTICAL METHODS:</b> synchronic e-learning, teamwork project, case studies, analysis of events, discussion		
<b>COMPULSORY READINGS:</b>		
Market Leader Upper-Intermediate 3 <sup>rd</sup> Edition (2011) Cotton David et al., Longman.		

**COURSE: Negotiation in business**

**COURSE OBJECTIVES:**

1. To practice basic negotiation skills.
2. To explain the methods and techniques that can be effectively used in the process of negotiation.
3. To demonstrate how to deal with the obstacles and complicating factors.

**LEARNING OUTCOMES:**

1. Student can discuss, persuade, negotiate, and also provide specialized content in a way understandable to recipients from different environments.
2. Student can define and explain the basic types of negotiation.
3. Student can understand and apply the methods and techniques that can be effectively used in the process of distributive negotiation.
4. Student can understand and apply principle-based negotiation (Harvard method).

**COURSE CONTENT**

**LECTURE:**

1. Nature of Negotiation .
2. Distributive.
3. Integrative Negotiation – The Harvard Method.
4. Multiparty Negotiation.

**PRACTICAL FORM - WORKSHOP:**

1. Transformer Sale; Escalation Game.
2. Fast, faster, fastlegs.
3. Knudsen Printing Angels.
4. Oasis Shipping, Inc.
5. Bird Industries.

**ASSESSMENT:** graded credit

**DIDACTICAL METHODS:** lecture with multimedia presentation, negotiation role plays and exercises, case studies

**COMPULSORY READINGS:**

Fisher R., Ury W.L., Patton, B. (1991) Getting to Yes: Negotiating Agreement without Giving In. 2nd Edition. New York: Penguin Books.  
 Lewicki R.J., Barry, B., Saunders, D.M. (2010) Negotiation. New York: McGraw-Hill.  
 Thompson L.L. (2005). The Mind and Heart of the Negotiator. Upper Saddle River, NJ: Pearson Education, Los Angeles.

**COURSE: Innovations in Organizations**

**COURSE OBJECTIVES:**

1. Familiarisation with the role of innovation in global business and conditions necessary to implement an innovation culture within an organisation.
2. Familiarisation with different methodologies for the creation of innovative business models and stimulating a culture of creativity in an organisation.
3. Gaining practical skills of utilising the Value Proposition Canvas and Design Thinking in the creation of new products and services.

**LEARNING OUTCOMES:**

1. Student has gained knowledge regarding the role of innovation in global business and conditions necessary to implement an innovation culture within an organisation.
2. Student knows how to use different methodologies for the creation of innovative business models and stimulating a culture of creativity in an organisation.
3. Student has practical skills of utilising the Value Proposition Canvas and Design Thinking in the creation of new products and services.

**COURSE CONTENT**

**LECTURE:**

1. Definition and role of innovation in business.
2. Innovative Business Models, Business model canvas, creating value proposition, disruptive business models.
3. Design Thinking, human centered innovation, role of design in innovations.

**PRACTICAL FORM - WORKSHOP:**

1. Marshmallow challenge, team work, prototyping.
2. Business model generation, utilisation of the Business Model Canvas.
3. Innovation challenge, designing a wallet in accordance to the Design Thinking methodology.

**ASSESSMENT:** graded credit

**DIDACTICAL METHODS:** lecture with multimedia presentation, teamwork project, case studies, analysis of events, discussions

**COMPULSORY READINGS:**

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.

COURSE: Project Management in Practice			
<b>MODE OF STUDY: Contemporary Management</b>	<p><b>COURSE OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Students will learn a methodology for approaching projects and solving problems that arise during projects. The first objective is thus that students are able to identify situations where project work is needed.</li> <li>2. The second objective is that they will learn how to systematically define and structure them.</li> <li>3. The third objective is that students can use the developed project structure to drive sound, academic and scientifically proven analyses.</li> <li>4. Fourth, participants of this course will also learn how to structure and design convincing presentations.</li> <li>5. Finally, students will learn how the previous course objectives can be managed.</li> </ol>		
	<p style="text-align: center;"><b>LEARNING OUTCOMES:</b></p> <ol style="list-style-type: none"> <li>1. Student identifies projects.</li> <li>2. Student knows the structure of the projects.</li> <li>3. Student can analyze projects.</li> <li>4. Student can communicate solution.</li> <li>5. Student can manage projects.</li> </ol>		
	<p style="text-align: center;"><b>COURSE CONTENT</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>LECTURE:</b></p> <ol style="list-style-type: none"> <li>1. Introduction: Identifying projects.</li> <li>2. Structuring.</li> <li>3. Analyzing projects.</li> <li>4. Communicating solutions.</li> <li>5. Managing projects.</li> </ol> </td> <td style="width: 50%; vertical-align: top;"> <p><b>PRACTICAL FORM - PROJECT:</b></p> <ol style="list-style-type: none"> <li>1. Problem Identification Sheet Analysis.</li> <li>2. MECE structure &amp; logic tree exercise.</li> <li>3. Analysis Plan Exercise.</li> <li>4. Exercise on practicing different communication structures (logical group vs. logical chain).</li> <li>5. Project &amp; team management exercise</li> <li>6. Applying Problem Identification Sheet to McDonalds Case Study.</li> <li>7. Developing a logic tree for McDonalds case.</li> <li>8. Developing an analysis plan for McDonalds case.</li> <li>9. Project plan, solution development &amp; communication guidelines for McDonalds case.</li> </ol> </td> </tr> </table>	<p><b>LECTURE:</b></p> <ol style="list-style-type: none"> <li>1. Introduction: Identifying projects.</li> <li>2. Structuring.</li> <li>3. Analyzing projects.</li> <li>4. Communicating solutions.</li> <li>5. Managing projects.</li> </ol>	<p><b>PRACTICAL FORM - PROJECT:</b></p> <ol style="list-style-type: none"> <li>1. Problem Identification Sheet Analysis.</li> <li>2. MECE structure &amp; logic tree exercise.</li> <li>3. Analysis Plan Exercise.</li> <li>4. Exercise on practicing different communication structures (logical group vs. logical chain).</li> <li>5. Project &amp; team management exercise</li> <li>6. Applying Problem Identification Sheet to McDonalds Case Study.</li> <li>7. Developing a logic tree for McDonalds case.</li> <li>8. Developing an analysis plan for McDonalds case.</li> <li>9. Project plan, solution development &amp; communication guidelines for McDonalds case.</li> </ol>
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	<p><b>ASSESSMENT:</b> graded credit</p>		
<p><b>DIDACTICAL METHODS:</b> lecture with multimedia presentation, teamwork project, case studies, analysis of events, discussion</p> <p><b>COMPULSORY READINGS:</b>  A guide to the project management body of knowledge: (PMBOK Guide) / Project Management Institute, 6th ed., 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>.  Berkun S., The art of project management, <a href="https://wtf.tw/ref/berkun.pdf">https://wtf.tw/ref/berkun.pdf</a>.</p>			





COURSE: Sustainable development and CSR in practice		
<b>MODE OF STUDY: Contemporary Management</b>	<b>COURSE OBJECTIVES:</b> <ol style="list-style-type: none"> <li>1. To familiarize with basic information regarding CSR and its aspects.</li> <li>2. To develop skills of effective use of instruments to manage social responsibility in organizations.</li> <li>3. To present key concepts for CSR practical applications</li> </ol>	
	<b>LEARNING OUTCOMES:</b> <ol style="list-style-type: none"> <li>1. Student knows the historical background for a social responsibility.</li> <li>2. Student knows basic concepts on CSR and is able to identify key areas of CSR and related tools.</li> <li>3. Student knows the areas where best practices are being introduced to the participants market.</li> <li>4. Student knows what it is self-regulation and what may it concern.</li> <li>5. Student knows the specific and varied practice of operating on the Polish market.</li> <li>6. Student knows what actions lead foreign companies.</li> <li>7. Student knows what is social enterprise commitment.</li> <li>8. Student knows the basic forms of social engagement of a company.</li> <li>9. Student is able to identify the positives and negatives associated with each forms of social engagement.</li> <li>10. Student is able to express their views on this subject.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b> <ol style="list-style-type: none"> <li>1. CSR: Introduction. What is Corporate Social Responsibility (CSR)?</li> <li>2. Why is CSR an important strategy of developing business today?</li> <li>3. How should CSR be implemented into the organization?</li> <li>4. What are CSR standards and policies? What are practices of CSR?</li> </ol>	<b>PRACTICAL FORM – PROJECT:</b> <ol style="list-style-type: none"> <li>1. World Game.</li> <li>2. Self-regulation in practice.</li> <li>3. Finance management – educational programme.</li> <li>4. Responsible HR Management.</li> </ol>
	<b>ASSESSMENT:</b> graded credit	
	<b>DIDACTICAL METHODS:</b> lecture with multimedia presentation, teamwork project, case studies, analysis of events, discussion	
<b>COMPULSORY READINGS:</b> Berniak-Woźny J. (2015) Cause-related marketing as a corporate image building tool, Akademia Finansów i Biznesu Vistula, Warszawa. UN Global Compact Management Model, <a href="http://www.unglobalcompact.org/docs/news_events/9.1_news_archives/2010_06_17/UN_Global_Compact_Management_Model.pdf">http://www.unglobalcompact.org/docs/news_events/9.1_news_archives/2010_06_17/UN_Global_Compact_Management_Model.pdf</a> Smith N.C., Corporate Social Responsibility: Not whether, but how? <a href="http://facultyresearch.london.edu/docs/03-701.pdf">http://facultyresearch.london.edu/docs/03-701.pdf</a>		



<b>MODE OF STUDY: Contemporary Management</b>	<b>COURSE: Strategic Management</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. Students shall understand the fundamentals of strategic management and its origins.</li> <li>2. Students shall learn the business-level strategic management process including strategy analysis, formulation, choice and implementation.</li> <li>3. Students shall learn how to create and sustain a competitive advantage in a business.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student understands the fundamentals of strategic management and its origins.</li> <li>2. Student gains in-depth knowledge of the strategic management process.</li> <li>3. Student knows how to create and sustain a competitive advantage in a business.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b>	<b>PRACTICAL FORM - PROJECT:</b>
	<ol style="list-style-type: none"> <li>1. Fundamentals and origins of strategic management.</li> <li>2. Strategy Analysis.</li> <li>3. Strategy Formulation.</li> <li>4. Strategy Choice.</li> <li>5. Strategy Implementation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Final group exercise on a strategic management problem of a real company (Delta Airlines, McDonald's or Walmart) with presentation of results</li> </ol>
	<b>ASSESSMENT:</b> exam	
	<b>DIDACTICAL METHODS:</b> lecture with multimedia presentation (specifying), case studies, analyses of situations, discussions (problematic), teamwork project (problematic and practical)	
	<b>COMPULSORY READINGS:</b>	
	<p>Moutinho L., Southern G. (2010) Strategic marketing management: a business process approach, Cengage Learning, Hampshire.</p> <p>Thompson J., Martin F. (2005) Strategic management: awareness and change, 5th ed., Thomson Learning, London.</p> <p>David F.R. (1997) Strategic management, 6th ed., Prentice-Hall, Inc., A Simon &amp; Schuster Company, Upper Saddle River, New Jersey.</p>	
<b>COURSE: Contemporary management concepts</b>		
<b>COURSE OBJECTIVES:</b>		
<ol style="list-style-type: none"> <li>1. Indication of new trends and directions in the science of organization and management.</li> <li>2. Indication of previous experience in applying selected concepts and management methods in relation to: strategies, organizational structures, human resources, interpersonal relations, production processes and changes.</li> <li>3. Developing skills in applying contemporary management concepts.</li> </ol>		
<b>LEARNING OUTCOMES:</b>		
<ol style="list-style-type: none"> <li>1. Student distinguishes and characterizes the basic management approaches and concepts that have arisen over the last hundred years.</li> <li>2. Student knows the basic management techniques and their determinants.</li> <li>3. Student uses contemporary management concepts to describe and explain management phenomena.</li> <li>4. Student solves management problems based on modern and classic management concepts.</li> <li>5. Student is prepared to acquire knowledge throughout his life.</li> </ol>		
<b>COURSE CONTENT</b>		
<b>LECTURE:</b>	<b>PRACTICAL FORM - PROJECT:</b>	
<ol style="list-style-type: none"> <li>1. Introduction to organization management.</li> <li>2. Psychological approach. Systemic and situational school.</li> <li>3. The concept of organizational game.</li> <li>4. Modern methods of organizational management.</li> <li>5. Evolution of management concepts.</li> </ol>	<ol style="list-style-type: none"> <li>1. Evolution and diffusion of management methods and concepts.</li> <li>2. Structural management methods and concepts.</li> <li>3. Reengineering and process orientation: Business Process Reengineering.</li> <li>4. Benchmarking and outsourcing.</li> <li>5. Lean Management and TQM.</li> <li>6. Innovation and know-how.</li> <li>7. Virtual organizations</li> </ol>	
<b>ASSESSMENT:</b> exam		
<b>DIDACTICAL METHODS:</b> lecture with multimedia presentation, case studies, analyses of situations, discussions		
<b>COMPULSORY READINGS:</b>		
<p>Griffin R.W. (2017) Management. Cengage Learning.</p> <p>Daft R.L., Kendrick M., Vershinina N. (2010) Management. Cengage Learning.</p> <p>Lewis P.S., Goodman S.H., Fandt P.M. (2000) Management Challenges in the 21<sup>st</sup> Century. Cengage Learning.</p>		

<b>MODE OF STUDY: Contemporary Management</b>	<b>COURSE: Managerial Accounting</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. Evaluate the role of managerial accounting in society and organization.</li> <li>2. Advance understanding of managerial accounting frameworks, measurement issues and corporate steering strategies.</li> <li>3. Controlling today: modern trends in controlling (esp. Business Partnering) as well as the influence of digitalization on controllers' tasks and skill set.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student knows the role of Managerial Accounting.</li> <li>2. Student has knowledge about Cost-Volume-Profit.</li> <li>3. Student is familiar with the corporate steering framework.</li> <li>4. Student has been introduced to the principal agency theory and has the ability of the its practical implication.</li> <li>5. Student has skills related to rational decision making based on key financial and performance indicators, de-biasing techniques and target setting.</li> <li>6. Student is able to perform Predictive Analytics.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b>	<b>PRACTICAL FORM - WORKSHOP:</b>
<ol style="list-style-type: none"> <li>1. The Role of Managerial Accounting.</li> <li>2. Cost-Volume-Profit.</li> <li>3. Becoming a Business Partner.</li> <li>4. Controlling and Digitalization.</li> <li>5. Predictive Analytics and Big Data.</li> </ol>	<ol style="list-style-type: none"> <li>1. Course Participation.</li> <li>2. Group Exercise.</li> <li>3. Final Exam.</li> </ol>	
<b>ASSESSMENT:</b> exam		
<b>DIDACTICAL METHODS:</b> lecture with multimedia presentation and videos, teamwork project, case studies, analysis of events, discussion		
<b>COMPULSORY READINGS:</b>		
<p>Weygandt J.J., Kimmel P.D., Kieso D.E. (2018) Accounting principles, Wiley.</p> <p>Fischer P.M., Tayler W.J., Cheng R.H. (2015) Advanced accounting, 12<sup>th</sup> ed., Cengage Learning</p> <p>Walther L.M., Skousen Ch. J. (2009) <a href="https://library.ku.ac.ke/wp-content/downloads/2011/08/Bookboon/Accounting/managerial-and-cost-accounting.pdf">https://library.ku.ac.ke/wp-content/downloads/2011/08/Bookboon/Accounting/managerial-and-cost-accounting.pdf</a></p>		
<b>MODE OF STUDY: Contemporary Management</b>	<b>COURSE: Managing Public Relations</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. Acquaintance with the basic concepts, regularities and public relations problems.</li> <li>2. Shaping a conscious image building and creating organizational identity.</li> <li>3. Teaching students how to formulate public relations activities.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student knows the concepts of Public Relations.</li> <li>2. Student can identify the purpose and motives for undertaking PR activities in a specific situation.</li> <li>3. Student can exchange public relations techniques and associate them with specific situations.</li> <li>4. Student Identifies ways of assessing the effects of PR activities in the socio-market context.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b>	<b>PRACTICAL FORM - WORKSHOP:</b>
<ol style="list-style-type: none"> <li>1. The concept of Public Relations.</li> <li>2. PR campaign design procedure and techniques.</li> <li>3. The role and tasks of internal Public Relations.</li> <li>4. Organization of special events.</li> <li>5. Event marketing. New media and techniques in PR.</li> </ol>	<ol style="list-style-type: none"> <li>1. Place and functions of Public Relations in the marketing system of enterprises, institutions and organizations. Project assumptions.</li> <li>2. PR campaign design procedure.</li> <li>3. Public relations techniques.</li> <li>4. Organization of special events.</li> <li>5. Non-standard manifestations of Public Relations activities.</li> <li>6. Monitoring and testing the effectiveness of PR activities.</li> </ol>	
<b>ASSESSMENT:</b> exam		
<b>DIDACTICAL METHODS:</b> lecture with multimedia presentation, case study/discussion, project		
<b>COMPULSORY READINGS:</b>		
<p>Bly R.W. (2008) Persuasive Presentations for Business, Entrepreneur Press, Irvice, CA.</p> <p>Fearn-Banks K. (2011) Crisis Communication. Routledge.</p> <p>Cateora G., Graham J.L. (2007) International Marketing, McGraw-Hill.</p>		

**COURSE: Process Management**

**COURSE OBJECTIVES:**

1. Understanding the concept of process and the relationship between processes in an organization.
2. Practical use of the process approach in the organization and its plus / minus points.
3. Identify the best process approach for your organization.

**LEARNING OUTCOMES:**

1. Student knows modern concepts and methods of measuring the management of business performance in the process.
2. Student knows the principles of analyzing, diagnosing and making changes to economic organizations, including processes of restructuring and renewal of strategic organization in the process.
3. Student has the ability to identify managerial problems allowing for practical analysis of processes on the scale of the organization, the national economy and on a global scale.
4. Student has the ability to diagnose the situation of organization and design possible variants of its strategy in process perspective.
5. Student is able to adequately prioritize the priorities for performing specific tasks in the context of process management.

**COURSE CONTENT**

**LECTURE:**

1. Process definition, process approach.
2. Types of processes and their parameters.
3. Process optimization – 4 criteria.
4. Process management BPM Life-cycle; The link with process modeling.
5. Implementation methods; The 10 Principles of Process Management.

**PRACTICAL FORM - WORKSHOP:**

1. Project.
2. Case study „Logistic of propane for ZA POLICE PDH plant.”
3. Case-study analysis.

**ASSESSMENT:** exam

**DIDACTICAL METHODS:** lecture with multimedia presentation, individual tasks + workshop with panel discussion, case study/discussion

**COMPULSORY READINGS:**

Slack N., Brandon-Jones A., Johnston R., Betts A. (2015) Operations and Process Management, 4th ed., Upper Saddle River, NJ.  
 Improving business processes (2010) Harvard Business School Press.  
 Grosskopf A., Decker G., Weske M. (2018) The process: Business process modeling using BPMN.

**MODE OF STUDY: Contemporary Management**



<b>MODE OF STUDY: Contemporary Management</b>	<b>COURSE: Change management</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. Students learn about the challenges and success factors of change management.</li> <li>2. Students are enabled to participate actively and successfully in corporate change processes.</li> <li>3. Students can work as a team in order to design and introduce change in the organization.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student gets an overview on challenges and success factors of change management.</li> <li>2. Student can organize a 'change project'.</li> <li>3. Student can plan and design a change management process.</li> <li>4. Student becomes acquainted with change management tools and techniques.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b>	<b>PRACTICAL FORM - WORKSHOP:</b>
	<ol style="list-style-type: none"> <li>1. Introduction.</li> <li>2. The 'change project'.</li> <li>3. Change management process.</li> </ol>	<ol style="list-style-type: none"> <li>1. Mini case: Change situations.</li> <li>2. Tools and instruments.</li> <li>3. Case discussion – Anna Frisch: Pitfalls in change management.</li> </ol>
	<b>ASSESSMENT:</b> exam	
	<b>DIDACTICAL METHODS:</b> lecture with multimedia presentation, case discussions, group work	
	<b>COMPULSORY READINGS:</b>	
	<p>HBR's 10 Must Reads on Change Management (2011) Harvard Business Press.</p> <p>Hayes, J. (2010) The Theory and Practice of Change Management. 3rd ed. Palgrave Macmillan.</p> <p>Kotter, J. P. (1996) Leading Change. Harvard Business Review Press.</p>	
	<b>COURSE: Law in Business</b>	
	<b>COURSE OBJECTIVES:</b>	
<ol style="list-style-type: none"> <li>1. To provide students with the knowledge to understand the institutions and principles of Business Law.</li> <li>2. To provide students with the ability to find the differences between the institutions and principles of Business Law functioning in different countries.</li> <li>3. To provide students with the competences to analyze the most important institutions and principles of Business Law and to apply them in practical use.</li> </ol>		
<b>LEARNING OUTCOMES:</b>		
<ol style="list-style-type: none"> <li>1. Student knows and understands the basic concepts and principles of Business Law in international context</li> <li>2. Student has deepened his/her knowledge of the systems of norms and legal rules applied in business environment, as well as the functioning of legal institutions.</li> <li>3. Student has the skills of practical use of norms and standards, as well as national and international law in management processes.</li> </ol>		
<b>COURSE CONTENT</b>		
<b>LECTURE:</b>	<b>PRACTICAL FORM - WORKSHOP:</b>	
<ol style="list-style-type: none"> <li>1. Introduction to Business Law, basic rules and institutions.</li> <li>2. The structures of national and international forms of running business.</li> <li>3. The rules of creating, executing and terminating the contracts.</li> </ol>	<ol style="list-style-type: none"> <li>1. Preparing the draft of the commercial contract on the basis of the case described by the lecturer.</li> <li>2. Running a brief presentation on a subject related to international law, indicated by the lecturer.</li> </ol>	
<b>ASSESSMENT:</b> exam		
<b>DIDACTICAL METHODS:</b> lecture with multimedia presentation, group exercises, analysis of contracts, discussion		
<b>COMPULSORY READINGS:</b>		
<p>August R., Mayer D., Bixby M. (2009) International business law: text, cases, and readings, 5<sup>th</sup> ed., Pearson Education International, New Jersey.</p> <p>Krois-Lindner A. (2006) International Legal English, Cambridge University Press.</p> <p>Santa Maria A. (2009) European economic law, 2nd EDT, Kluwer International.</p>		

<b>MODE OF STUDY: Professional coaching</b>	<b>COURSE: Teambuilding and Leadership</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. To pass complex knowledge about team work and leadership.</li> <li>2. To provide tools and methods reinforcing effective work in teams.</li> <li>3. To develop skills to be an effective and collaborative leader enhancing organizational performance.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student knows theoretical approaches to teamwork and leadership in organizations.</li> <li>2. Student knows leadership styles and roles and their adaptation to different team development stages.</li> <li>3. Student can initiate and build effective team, diagnose and facilitate team development to enhance organizational performance and change process.</li> <li>4. Student applies teamwork and leadership theories to inspire and direct team.</li> <li>5. Student effectively communicates with the team playing a leader role, identifying and determining dilemmas, taking responsibilities for tasks.</li> <li>6. Student understand the importance of teamwork for organization's transformation and respect ethical rules.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b>	<b>PRACTICAL FORM - WORKSHOP:</b>
	<ol style="list-style-type: none"> <li>1. Theories of teams and group. Stages of team development. Strengths and weaknesses of group decision making.</li> <li>2. Effectiveness of teams. Roles in teams. Communication.</li> <li>3. Traits and skills of a leader. Leadership styles. Leading and managing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Benefits and drawbacks of team work. Ice braking activities. Debate.</li> <li>2. Team building. Collaborative team Assignment.</li> <li>3. Interpersonal strengths, competences and capabilities to teamwork. Psychometric indicators (Myers-Briggs). Roles in a team (Belbins). Individual assignment. Team work. Discussion.</li> <li>4. Leadership styles.</li> <li>5. Managing conflicts.</li> <li>6. Effectiveness of teamwork.</li> </ol>
	<b>ASSESSMENT:</b> exam	
	<b>DIDACTICAL METHODS:</b> Lecture with multimedia presentation; Collaborative team Assignment; Discussion and debate; Role play	
<b>COMPULSORY READINGS:</b>		
<p>Avery G.C. (2011) Understanding leadership, SAGE Publications LTD, Los Angeles.</p> <p>Robbins S.P., Judge T.A., Campbell T.T. (2010) Organizational Behavior, Pearson.</p> <p>Maxwell J.C. (2008) Teamwork, 101 what every leader needs to know.</p>		
<b>MODE OF STUDY: Professional coaching</b>	<b>COURSE: Business skills and competences assessment</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. Transfer of knowledge regarding methods of testing employee competencies.</li> <li>2. Transfer of knowledge regarding employee recruitment methods and employee evaluation.</li> <li>3. Providing knowledge to acquire key interpersonal skills and to learn about areas that require further improvement.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student can properly determine evaluation process of employee competence.</li> <li>2. Student demonstrates an attitude to acquire and improve knowledge and skills independently.</li> <li>3. Student can properly determine its competitive advantage on the market.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b>	<b>PRACTICAL FORM - WORKSHOP:</b>
	<ol style="list-style-type: none"> <li>1. Evaluation process of employee competence - determination of his professional suitability.</li> <li>2. The process of recruiting employees for the organization and the employee evaluation process - selected methods. Selection strategies and techniques.</li> </ol>	<ol style="list-style-type: none"> <li>1. Case study. Evaluation process of employee competence - determination of his professional suitability.</li> <li>2. Case study. The process of recruiting employees for the organization and the employee evaluation process - selected methods.</li> </ol>
	<b>ASSESSMENT:</b> graded credit	
	<b>DIDACTICAL METHODS:</b> case method, brainstorming, problematic discussion	
<b>COMPULSORY READINGS:</b>		
<p>Robbins S.P., Judge T.A., Campbell T.T. (2010) Organizational Behavior, Pearson.</p> <p>On Leadership (2011) Harvard Business Review.</p> <p>Kelly D. (2013) Creative Confidence: Unleashing the Creative Potential Within Us All.</p>		

<b>MODE OF STUDY: Contemporary Management</b>	<b>COURSE: E-business</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. To understand different digital technologies as enabler of value provision.</li> <li>2. To provide additional marketing tools for the digital environment.</li> <li>3. To understand and lead discussions about strategic challenges for electronic businesses.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student understands different digital technologies as enabler of value provision.</li> <li>2. Student understands and can challenge different buzzwords (e.g., platforms, long tail).</li> <li>3. Student understands the fundamentals of digital marketing and reflects upon its advantages and disadvantages.</li> <li>4. Student applies digital approaches to existing marketing concepts and the traditional marketing mix.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b>	<b>PRACTICAL FORM - PROJECT:</b>
<ol style="list-style-type: none"> <li>1. Characteristics of E-Businesses vs. Brick and Mortar.</li> <li>2. Channel proliferation: more places for E-Business.</li> <li>3. Digital promotion as a battle for scale.</li> <li>4. Digital analytics 1: Marketing channel comparison.</li> <li>5. Channel integration: connecting the places.</li> <li>6. Product policy under unlimited choice.</li> <li>7. Digital analytics 2: CRM.</li> <li>8. Price between individualization and consistency.</li> <li>9. Organizing digital promotion: ad networks.</li> <li>10. Branding electronic businesses.</li> </ol>	<ol style="list-style-type: none"> <li>1. Electronic quiz.</li> <li>2. Case study &amp; group work.</li> <li>3. Applying the E-Business management approach to a real-world example.</li> </ol>	
<b>ASSESSMENT:</b> exam		
<b>DIDACTICAL METHODS:</b> lecture with multimedia presentation, teamwork project, quizzes, case studies, discussions		
<b>COMPULSORY READINGS:</b>		
<p>Vermeulen F. (2017) What So Many Strategists Get Wrong About Digital Disruption.  <a href="https://hbr.org/2017/01/what-so-many-strategists-get-wrong-about-digital-disruption">https://hbr.org/2017/01/what-so-many-strategists-get-wrong-about-digital-disruption</a>.  Materials delivered by the teacher.</p>		
<b>MODE OF STUDY: Contemporary Management</b>	<b>COURSE: Applied corporate finance</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. To deepen knowledge on investment policy decisions.</li> <li>2. To gain solid expertise of capital structure matters.</li> <li>3. To develop advanced skills on valuing dividend policies.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student is be able to assess and to take investment decisions by applying state-of-the-art theoretical financial concepts.</li> <li>2. Student is capable to appropriately weigh arguments on capital structure decisions.</li> <li>3. Student is sufficiently involved in determining an appropriate dividend policy - from a theoretical as well as practical perspective.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b>	<b>PRACTICAL FORM - WORKSHOP:</b>
<ol style="list-style-type: none"> <li>1. Introduction to Corporate Finance.</li> <li>2. Investment policy.</li> <li>3. Capital structure policy.</li> <li>4. Dividend policy.</li> </ol>	<ol style="list-style-type: none"> <li>1. Exercises on investment policy.</li> <li>2. Exercises on capital structure policy.</li> <li>3. Exercises on dividend policy.</li> <li>4. Case study.</li> </ol>	
<b>ASSESSMENT:</b> graded credit		
<b>DIDACTICAL METHODS:</b> lecture with multimedia presentation, case studies and discussions, exercises		
<b>COMPULSORY READINGS:</b>		
<p>Gitman L.J., Zutter C.J. (2015) Principles of managerial finance, Wyd. 13, Pearson Education,  Ross S., Westerfield W., Jaffe J. (2010) Corporate Finance, 10<sup>th</sup> edition. Mc Graw Hill, New York.  Grigham E., Fox R., Ehrhardt M (2016), Financial Management: Theory and Practice, Cengage Learning EMEA, UK.</p>		

## 4.3 SPECIALIZATION

### 4.3.1 GLOBAL INNOVATION MANAGEMENT

MODE OF STUDY: Global Innovation Management	<b>COURSE: Financing Innovations</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. To learn basic models, tools of financial innovations.</li> <li>2. To develop critical and analytical reasoning about financial innovation management.</li> <li>3. To analyze and solve problems about financial innovative projects.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student knows and understands the concepts and modern management methods for measuring the achievements of the company.</li> <li>2. Student knows and understands the principles of analyzing, diagnosing and making changes to business organizations, including the processes of restructuring and strategic renewal of the organization.</li> <li>3. Student has practical skills in modeling and predicting the course of selected processes in an enterprise / institution using advanced econometric methods and IT tools.</li> <li>4. Student has the ability to design for changes in organization and has ability to manage of changes.</li> <li>5. Student can act and think in an entrepreneurial way. He knows and respects ethical principles in business, he can take responsibility for coworkers and the society for tasks, also in crisis situations.</li> <li>6. Student is ready for critical evaluation of received contents and recognition of the importance of knowledge in solving complex and unusual problems of cognitive and practical character.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b>	<b>PRACTICAL FORM - WORKSHOP:</b>
<ol style="list-style-type: none"> <li>1. Innovation management – introduction, basic concepts, definitions, structures.</li> <li>2. Introduction to financial innovation, functions and classifications of financial innovations.</li> <li>3. Impact of the introduction of the risk management products, risk management, risk measures.</li> <li>4. Fi methods: monte carlo, binomial trees.</li> <li>5. Structured products, structured notes.</li> <li>6. Derivatives.</li> <li>7. Financial innovation for the 21st century - cryptocurrency</li> </ol>	<ol style="list-style-type: none"> <li>1. Who is more innovative: owner or manager?</li> <li>2. Examples of innovative finance</li> <li>3. A project, which assumes that the company will invest on the derivatives market.</li> <li>4. Practical experiences of Monte Carlo Method, BOPM, Real options.</li> <li>5. Structured products specific in different countries student origin.</li> <li>6. Derivative products on the capital markets in countries of student.</li> <li>7. The places, where cryptocurrency is like cash accepted.</li> </ol>	
<b>ASSESSMENT:</b> graded credit		
<b>DIDACTICAL METHODS:</b> lecture with multimedia presentation, case studies and discussions, analysing of Company internal materials		
<b>COMPULSORY READINGS:</b>		
<p>Tufano P. (2003) Chapter 6 Financial innovation. The Handbook of the Economics of Finance. Volume 1, Part 1. Elsevier.</p> <p>Shiller R.J. (2008) Derivatives Markets for Home Prices (PDF). Cowles Foundation Discussion Paper no. 1648</p> <p>Barth J.R., Yago G., Allen F. (2012) Financial Innovation, Press Drivers Collection, Financial Times.</p>		





<b>MODE OF STUDY: Global Innovation Management</b>	<b>COURSE: High Technology Entrepreneurship</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>To provide overall overview of high technology enterprises formation and development.</li> <li>Acquire students with skills of recognizing market opportunities, designing new high technology business model and commercializing it.</li> <li>Develop entrepreneurial attitude.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>Student knows theories in the area of high technology entrepreneurship and understands role of it in the economies.</li> <li>Student knows all the elements of a process of creating new hi-tech enterprise.</li> <li>Student diagnoses organizational environment, identifies high potential commercial opportunities and can prepare a business plan for a new enterprise.</li> <li>Student is ready to assess critically activities associated with the use of high technologies in enterprises and respects ethical principles in business, including intellectual property.</li> <li>Student is entrepreneurially oriented.</li> </ol>	
	<b>COURSE CONTENT</b>	
<b>LECTURE:</b>	<b>PRACTICAL FORM - WORKSHOP:</b>	
<ol style="list-style-type: none"> <li>Introduction to entrepreneurship. The entrepreneur. Entrepreneurship revolution in hi-tech industry.</li> <li>Creativity and innovation. The opportunity space.</li> <li>The role of knowledge in enterprises. Knowledge management. Technological change. Technological trajectories.</li> </ol>	<ol style="list-style-type: none"> <li>Timmon's Framework.</li> <li>Building a start up team.</li> <li>Generating ideas for business.</li> <li>Marketing in high-tech industry.</li> <li>Operations plan, Development plan.</li> <li>Financial plan.</li> </ol>	
<b>ASSESSMENT:</b> graded credit		
<b>DIDACTICAL METHODS:</b> lecture with multimedia presentation, case studies and discussions, exercises		
<b>COMPULSORY READINGS:</b>		
<p>Ries E. (2011) The lean startup, Crown Business.</p> <p>Dyer J., Gregersen H., Christensen C.M. (2011) The innovator's DNA, HBR.</p> <p>Govindarajan V., Trimble Ch. (2010) The other side of innovation, HBR.</p>		
<b>MODE OF STUDY: Global Innovation Management</b>	<b>COURSE: Innovation Processes</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>The course addresses selected challenges and opportunities related to managing innovation.</li> <li>The course provides an overview of the role of creativity and innovation to the managerial strategies and tactics for fostering innovation in organizations to developing your own ability to innovate.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>Student understands the role of innovation and technical change in enterprise and national level economic performance.</li> <li>Student understands the technological, human, economic, organizational, social and other dimensions of innovation.</li> <li>Student explores and better manages the effects of new technology on people and work systems.</li> <li>Student knows that the effective management of technological innovation requires integration of people, processes and technology.</li> <li>Student recognize opportunities for the commercialization of innovation.</li> <li>Student works in the intercultural and interdisciplinary environment.</li> <li>Student becomes part of ongoing dialogues on developments for the future of business.</li> </ol>	
	<b>COURSE CONTENT</b>	
<b>LECTURE:</b>	<b>PRACTICAL FORM - WORKSHOP:</b>	
<ol style="list-style-type: none"> <li>Setting the stage. An introduction to innovation management.</li> <li>Generating customer-focussed ideas.</li> <li>Selecting and managing an innovation portfolio. Implementing innovations.</li> <li>Developing an innovation strategy.</li> <li>Aligning people - culture and structure. Open innovation.</li> </ol>	<ol style="list-style-type: none"> <li>Generating customer-focussed ideas.</li> <li>Selecting and managing an innovation portfolio.</li> <li>Implementing innovations.</li> <li>Developing an innovation strategy.</li> <li>Aligning people - culture and structure.</li> <li>Open innovation.</li> </ol>	
<b>ASSESSMENT:</b> graded credit		
<b>DIDACTICAL METHODS:</b> lecture with multimedia presentation, case studies and discussions		
<b>COMPULSORY READINGS:</b>		
<ol style="list-style-type: none"> <li>Tidd J., Bessant J. (2015), Managing innovation (5th edition). Wiley: Chichester, United Kingdom.</li> <li>Ries E. (2011) The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses.</li> <li>Govindarajan V., Trimble Ch. (2010) The other side of innovation, HBR.</li> </ol>		

<b>MODE OF STUDY: Global Innovation Management</b>	<b>COURSE: Design Thinking</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. Making participants acquainted to DT method.</li> <li>2. Develop skills to design new solutions to problems generating value to customers and the business through the use of DT process.</li> <li>3. Experiencing exemplary DT process.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student understands Design Thinking framework and how it can be applied.</li> <li>2. Student has fundamental knowledge in the methods used for practicing Design Thinking.</li> <li>3. Student is able to plan and run Design Thinking project with small team.</li> <li>4. Student has fundamental capabilities in the methods used for practicing Design Thinking.</li> <li>5. Student is able to participate and lead Design Thinking process in creative and collaborative settings.</li> <li>6. Student is able to empathize with their users</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>PRACTICAL FORM - WORKSHOP:</b>	
	<ol style="list-style-type: none"> <li>1. Introduction – problems and challenges that can be resolved using DT method.</li> <li>2. Structure of DT method. Typical flow of DT project.</li> <li>3. Setting team collaboration, finding inspiration from the environment and learn how to identify problems.</li> <li>4. Learning techniques how to empathize with users.</li> <li>5. Learning how to brainstorm and use problem solving techniques effectively.</li> <li>6. Building prototypes and use them as communication tool.</li> <li>7. Evolving ideas and prototypes through user feedback and constructive criticism.</li> <li>8. Design challenge.</li> </ol>	
	<b>ASSESSMENT:</b> graded credit	
	<b>DIDACTICAL METHODS:</b> case studies and discussions, collaborative team assignment	
	<b>COMPULSORY READINGS:</b>	
	<p>Babbie E. (2014) The Basics of Social Research.</p> <p>Lyke-Ho-Gland H. (2018) Practical points of Design Thinking. It's not just empathic Design.</p> <p>Liedtka J. (2018) Why Design Thinking Works.</p>	
	<b>COURSE: International Tourism Trades and Conferences</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. To provide knowledge, analyze trends and learn best practice in MICE (Meetings, Incentives, Conferences, Events).</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
<ol style="list-style-type: none"> <li>1. Student defines and categorizes MICE Industry.</li> <li>2. Student understands the character and trends in MICE.</li> <li>3. Student is able to define and classify MICE Industry.</li> <li>4. Students understands the significance of the development of various forms of tourism in the modern world.</li> <li>5. Student becomes part of ongoing dialogues on developments for the future of tourism.</li> </ol>		
<b>COURSE CONTENT</b>		
<b>LECTURE:</b>	<b>PRACTICAL FORM - WORKSHOP:</b>	
<ol style="list-style-type: none"> <li>1. Organising Conferences</li> <li>2. Corporate Conferences</li> <li>3. Government and Political Conferences</li> <li>4. Exhibition Management</li> <li>5. Celebrity Events</li> <li>6. Fundraising Events</li> </ol>	<ol style="list-style-type: none"> <li>1. Organising Conferences</li> <li>2. Corporate Conferences</li> <li>3. Government and Political Conferences</li> <li>4. Exhibition Management</li> <li>5. Celebrity Events</li> <li>6. Fundraising Events</li> </ol>	
<b>ASSESSMENT:</b> exam		
<b>DIDACTICAL METHODS:</b> lecture with multimedia presentation, case studies		
<b>COMPULSORY READINGS:</b>		
<ol style="list-style-type: none"> <li>1. Davidson R. (2014) Winning Meetings and Events for your Venue.</li> <li>2. Raport of meetings and events <a href="http://download.polandconvention.pl/data/PDF/PrzemyslSpotkanwPolsce2016.pdf">http://download.polandconvention.pl/data/PDF/PrzemyslSpotkanwPolsce2016.pdf</a>.</li> <li>3. Travel and tourism Economic Impact in Poland, 2017, <a href="https://www.wttc.org/-/media/files/reports/economic-impact-research/countries-2017/poland2017.pdf">https://www.wttc.org/-/media/files/reports/economic-impact-research/countries-2017/poland2017.pdf</a>.</li> </ol>		

<b>COURSE: Marketing Innovations</b>		
<b>MODE OF STUDY: Global Innovation Management</b>	<p><b>COURSE OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Presentation of the basics of practical knowledge in the field of Marketing Innovation and understanding the complexity of this process.</li> <li>2. Shaping attitudes and presenting the idea of behavior characteristic of people who conduct marketing in their daily activities and familiarizing with the methods of developing effective marketing innovation strategies.</li> <li>3. Acquisition of skills: monitoring customer behavior, calculating the cost of customer acquisition, selection of marketing tools, defining a business model and its verification during campaigns.</li> </ol>	
	<p style="text-align: center;"><b>LEARNING OUTCOMES:</b></p> <ol style="list-style-type: none"> <li>1. Student has comprehensive knowledge of currently used marketing techniques by leading global corporations around the world (from various industries).</li> <li>2. Student understands the diversity of customer segments in European markets (including their needs and pressure points used during negotiations).</li> <li>3. Student is able to independently carry out the analysis of the brand, market and customer's evolution (both at the national and international level).</li> <li>4. Student can maximize the allocation of company resources through a deliberate choice of the target market and brand positioning strategies.</li> <li>5. Student has the ability to create communication strategies that take into account customer engagement.</li> <li>6. Student develops interpersonal competences and team building skills.</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. Marketing Innovation - Strategic level, Approaches.</li> <li>2. Marketing Innovation - Tactical level, Methods.</li> <li>3. Marketing Level - Operational level, Tools.</li> </ol>	<p><b>PRACTICAL FORM - WORKSHOP:</b></p> <ol style="list-style-type: none"> <li>1. Induction and deduction as Marketing Innovation Cycle.</li> <li>2. Stage-Gate and Agile Approach in Marketing Innovation process.</li> <li>3. Stage-Gate: Business plan as a classic form of Marketing Innovation.</li> <li>4. Agile: Business model and market experiments in Marketing Innovation.</li> <li>5. Team management for Marketing Innovation.</li> <li>6. Customer Tracking tools in Marketing Innovation.</li> </ol>
	<p><b>ASSESSMENT:</b> graded credit</p>	
	<p><b>DIDACTICAL METHODS:</b> lecture with multimedia presentation, case studies and discussions</p>	
<p><b>COMPULSORY READINGS:</b></p> <p>Ries E. (2011) The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses.</p> <p>Denning S. (2018) The Age of Agile: How Smart Companies Are Transforming the Way Work Gets Done.</p> <p>Maurya A. (2012) Running Lean: Iterate from Plan A to a Plan That Works (Lean Series).</p>		



### 4.3.2 STRATEGIC HUMAN CAPITAL MANAGEMENT

<b>SPECIALIZATION: STRATEGIC HUMAN CAPITAL MANAGEMENT</b>	<b>COURSE: INTERNATIONAL ASPECTS OF HUMAN CAPITAL MANAGEMENT</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. Familiarizing students with the role of human capital in contemporary organizations that operate within the realms of an international environment and factors differentiating national cultures, issues related to intercultural management as well as expatriation and repatriation, including practical aspects.</li> <li>2. Knowledge transfer regarding selected aspects of human capital management within the international environment, indicating the greater elaborateness of personnel processes.</li> <li>3. Student ought to understand key problems and main challenges regarding the area of human capital management faced by an organization operating within an international environment.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student possesses the ability to critically assess the usefulness of theories and practical examples in the field of human resource management within an international environment.</li> <li>2. Student is capable of developing a strategic approach to human capital management, contributing to the increase related to the competitiveness of the organization and achieving its goals.</li> <li>3. Student develops critical thinking, analysis and synthesis (has the ability to assess the importance of international human capital management within contemporary organizations).</li> <li>4. Student develops the ability of problem solving and decision making processes - identifies barriers hindering effective management of international human capital.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b>	<b>PRACTICAL FORM - WORKSHOP:</b>
<ol style="list-style-type: none"> <li>1. Contemporary human resource management - globalization and human resource management.</li> <li>2. Factors differentiating national cultures in the context of international human resource management - practical aspects.</li> <li>3. Phenomena related to intercultural management: culture shock, cultural collision and gap, cultural sensitivity, diversity management, expatriation and repatriation - practical aspects.</li> <li>4. Selected aspects of international human resources management: reward packages in international enterprises, motivating employees in international enterprises, factors and challenges affecting international human resource management.</li> </ol>	<ol style="list-style-type: none"> <li>1. Globalization towards human resource management - identifying key changes within the business environment that might affect human resources management.</li> <li>2. Factors differentiating national cultures in the context of international human resources management - identification of differences - development of diversity management.</li> <li>3. Organizational culture and international human resources management - good practices.</li> <li>4. Competences of international managers – cultivation and development - practical aspects.</li> <li>5. International recruitment and selection of employees.</li> </ol>	
<b>ASSESSMENT:</b> graded credit		
<b>DIDACTICAL METHODS:</b> lecture with multimedia presentation, team and individual project development, case studies, event analysis, discussion		
<b>OBLIGATORY READINGS:</b>		
<p>Briscoe D., Schuler R., Tarique I. (2012) International Human Resource Management. Policies and practices for Multinational Enterprises, Routledge.</p> <p>Harzing A-W, Pinnington A.H. (2011) International Human Resource Management, Sage Publications.</p> <p>Contemporary Issues and Challenges in Human Resource Management Scientific (2015) ed. Katarzyna Stankiewicz <a href="https://zie.pg.edu.pl/documents/10693/38995566/Contemporary%20Issues%20and%20Challenges.pdf">https://zie.pg.edu.pl/documents/10693/38995566/Contemporary%20Issues%20and%20Challenges.pdf</a>.</p>		

**COURSE: COACHING AND MENTORING**

**COURSE OBJECTIVES:**

1. Familiarizing students with the objectives, methodology and benefits of coaching and mentoring within the realms the organization, in reference to HR tools used in the development of employees within the organization.
2. Teaching students the practical application of coaching and mentoring models and tools, used by the organization management.
3. Gaining awareness of how to support the role of a coach and mentor to support the development of social capital within the society.

**LEARNING OUTCOMES:**

1. Student knows the ethical and organizational principles of conducting managerial coaching and mentoring within the frame of the organization.
2. Student knows and understands the methodology and tools of managerial coaching and mentoring as HR tools used within the development of employee competencies.
3. Student possesses the ability to use coaching and mentoring tools in appropriate management situations; acquaints the knowledge to conduct a conversation in the style of coaching and mentoring in an organizational context.

**COURSE CONTENT**

**LECTURE:**

1. The idea of employer branding (EB) - the beginnings and evolution of the approach. Employer branding as part of the organization's strategy.
2. The most crucial areas of EB. External and internal EB.
3. Creating an EB strategy. Planning and implementation of the EB campaign.
4. Basic methods, tools and channels for implementing activities regarding EB.
5. Measurement and evaluation EB activities.

**PRACTICAL FORM - WORKSHOP:**

1. Idea of employer branding (EB) - the beginnings and evolution of the approach. Employer branding as part of the organization's strategy.
2. The most crucial areas of EB.
3. External and internal EB.
4. Creating an EB strategy.
5. Planning and implementation of the EB campaign.
6. Basic methods, tools and channels for implementation of activities regarding EB.
7. Measurement and evaluation EB activities.

**ASSESSMENT:** Graded credit

**DIDACTICAL METHODS:** lecture with multimedia presentation, exercises in teams, solving case studies, discussion

**OBLIGATORY READINGS:**

Arnold J. (2009) Coaching skills for leaders in the workplace, [https://www.academia.edu/26813674/Jackie\\_Arnold\\_Coaching\\_Skills\\_for\\_Leaders\\_in\\_the\\_Workplace\\_Complete\\_Book](https://www.academia.edu/26813674/Jackie_Arnold_Coaching_Skills_for_Leaders_in_the_Workplace_Complete_Book).  
 Ackerman C.E. (2019) Your Ultimate Life Coaching Tools Library, <https://positivepsychology.com/life-coaching-tools/>  
 Principles and Guidelines for a Successful Coaching Partnership (2015), <http://w3.unisa.edu.au/staffdev/resources/Executive-coaching-Handbook-6th-edition2015.pdf>.



<b>SPECIALIZATION: STRATEGIC HUMAN CAPITAL MANAGEMENT</b>	<b>COURSE: EMPLOYER BRANDING</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. Familiarizing students with the EB concept.</li> <li>2. Familiarizing students with the basic methods, techniques and tools for building the employer's brand.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student is familiar with the basic methods and techniques as well as analytical tools used within the area of employer branding.</li> <li>2. Possesses the knowledge regarding building employer branding strategies and knows the basic methods and tools of employer branding.</li> <li>3. Possesses the ability to measure and evaluate the effects of ongoing employer branding activities.</li> <li>4. Possesses the ability to plan the employer's brand building strategy and can run an image or recruitment campaign.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b>	<b>PRACTICAL FORM - WORKSHOP:</b>
<ol style="list-style-type: none"> <li>1. Management in coaching and mentoring culture. Ethical principles of coaching and mentoring.</li> <li>2. Coach and mentor competences within the organization.</li> <li>3. Competences of the Coach and Mentor in the field of communication and building a developmental relation.</li> <li>4. Managerial coaching - methodology and basic tools.</li> <li>5. Theories of motivation.</li> <li>6. Auto coaching - development of the personal competence of the coach and mentor.</li> </ol>	<ol style="list-style-type: none"> <li>1. Basic diagnostic tools of the Coach and Mentor: professional competence model, value model, SWOT analysis.</li> <li>2. Improving communication competence.</li> <li>3. Conducting a coaching conversation - SMARTER goal setting model, K. Lewin model, work regarding objective and strategy.</li> <li>4. Making changes - R. Dilts model, KASH model.</li> <li>5. Recognizing the representation systems and metaprograms of the mentee.</li> <li>6. Coach manager's tools.</li> <li>7. Coach manager's tools.</li> </ol>	
<b>ASSESSMENT:</b> Graded credit		
<b>DIDACTICAL METHODS:</b> lecture with multimedia presentation, exercises in pairs, role playing: being coach and mentor, case study, analysis of coaching and mentoring situations, discussion		
<b>OBLIGATORY READINGS:</b>		
<p>Ind N. (2007) Living the Brand. How to transform every member of your organization into brand champion. London.</p> <p>Borrow S., Mosler R. (2005) The employer brand. Bringing the best of brand management to people work. London.</p> <p>World's most attractive employers index <a href="https://www.rankingthebrands.com/The-Brand-Rankings.aspx?rankingID=87&amp;year=1228">https://www.rankingthebrands.com/The-Brand-Rankings.aspx?rankingID=87&amp;year=1228</a></p>		
<b>SPECIALIZATION: STRATEGIC HUMAN CAPITAL MANAGEMENT</b>	<b>COURSE: HR PROJECT MANAGEMENT</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. Providing students with knowledge regarding HR project management - practical aspects.</li> <li>2. Acquisition of HR project management skills - practical aspects.</li> <li>3. Developing students' skills to work in a group, constructive polemics and jointly solving problems related to human resource management.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student obtains knowledge regarding HR project management: definitions, methods, techniques, benefits, good practices in the practical aspect.</li> <li>2. Obtains practical HR project management skills.</li> <li>3. Develops the ability to work in a group; solves problems and makes decisions.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>PRACTICAL FORM - WORKSHOP:</b>	
<ol style="list-style-type: none"> <li>1. Planning of HR projects, analyzing the needs of stakeholders, planning the scope and course regarding project phases.</li> <li>2. Creating teams and organizing work to implement HR projects.</li> <li>3. Motivating and assessing during the implementation of HR projects - creating incentive and evaluation systems. Control and evaluation of HR projects and management of acquired knowledge.</li> </ol>		
<b>ASSESSMENT:</b> Graded credit		
<b>DIDACTICAL METHODS:</b> team and individual development of tasks during exercises, case studies, event analysis, discussion		
<b>OBLIGATORY 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>		

<b>SPECIALIZATION: STRATEGIC HUMAN CAPITAL MANAGEMENT</b>	<b>COURSE: LABOR LAW IN THE INTERNATIONAL ASPECT</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. Providing students with knowledge regarding legal regulation of international employment issues.</li> <li>2. Indication of sources and specifics of the international labor law functioning.</li> <li>3. Acquainting with the most crucial judicial decisions regarding the analyzed issues.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student identifies international labor law regulations and is able to characterize the specificity of international labor law.</li> <li>2. Student solves simple actual states in the field of international labor law.</li> <li>3. Student understands and discusses the scope of application of international labor law as well as its individual structures.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b>	<b>PRACTICAL FORM - WORKSHOP:</b>
<ol style="list-style-type: none"> <li>1. European labor law.</li> <li>2. International Labor Organization conventions.</li> <li>3. Other regulations regarding the international labor law.</li> </ol>	<ol style="list-style-type: none"> <li>1. European labor law - practical aspects, case study.</li> <li>2. International Labor Organization conventions.</li> <li>3. Other regulations regarding the international labor law.</li> </ol>	
<b>ASSESSMENT:</b> Graded credit		
<b>DIDACTICAL METHODS:</b> lecture with multimedia presentation, text analysis, discussion		
<b>OBLIGATORY READINGS:</b>		
European Commission – Employment, Social Affairs & Inclusion <a href="https://ec.europa.eu/social/main.jsp?catId=157&amp;langId=en">https://ec.europa.eu/social/main.jsp?catId=157&amp;langId=en</a> . Labour Law and working conditions <a href="https://www.ab.gov.tr/files/ardb/evt/Labour-law-and-working-conditions-2014.pdf">https://www.ab.gov.tr/files/ardb/evt/Labour-law-and-working-conditions-2014.pdf</a> . Materials delivered by the teacher		
<b>SPECIALIZATION: STRATEGIC HUMAN CAPITAL MANAGEMENT</b>	<b>COURSE: MANAGEMENT DEVELOPMENT</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. Providing students with knowledge regarding the area of necessary competences managerial staff ought to be equipped with - practical aspects.</li> <li>2. Acquiring skills to develop managerial competences - practical aspects.</li> <li>3. Developing students' skills towards working in a group as well as constructive polemics and jointly solving problems related to human resource management.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student possesses extended knowledge regarding the nature of social sciences, their place in the systematic of sciences and relations to other sciences.</li> <li>2. Student knows and understands modern concepts and methods for measuring enterprise performance management.</li> <li>3. Student has the ability to identify complex and unusual managerial problems, allowing for practical analysis of processes and events in the scope of the organization, the national economy, as well as on a global scale.</li> <li>4. Student has the ability to act and think in an entrepreneurial manner. Knows and respects ethical principles regarding business, is capable of taking accountability to colleagues and the society for the tasks set, 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. Management development, key competences. The scope of the managerial authority, duties, proxies and responsibility.</li> <li>2. Classification of management staff by management level regarding responsibilities and duties.</li> <li>3. Development of managerial staff. Assessment center and Development centers.</li> <li>4. Prospects for the development of managerial.</li> </ol>	<ol style="list-style-type: none"> <li>1. Diagnosis of managerial competence, analysis of the results regarding the aforementioned diagnosis in selected industries: construction, energy, training, etc.</li> <li>2. Creating a training plan and managerial career paths.</li> <li>3. Implementing the development program. Stages of recognition and analysis of training needs (RAPs).</li> <li>4. Identification of talents within the realms of the enterprise as the key stages of the talent management process.</li> </ol>	
<b>ASSESSMENT:</b> Graded credit		
<b>DIDACTICAL METHODS:</b> lecture, case study, practical exercises in order to develop the intellect		
<b>OBLIGATORY READINGS:</b>		
Working today: What driver employee engagement (2003), The Towers Perrin Talent Report. Griffin R.W. (2017) Management. Cengage Learning. Mabey Ch. (2014) Developing effective managers and leaders, Edinburgh Business School & Heriot Watt University <a href="https://www.ebsglobal.net/EBS/media/EBS/PDFs/Developing-Managers-Leaders-Course-Taster.pdf">https://www.ebsglobal.net/EBS/media/EBS/PDFs/Developing-Managers-Leaders-Course-Taster.pdf</a> .		

#### 4.4 INTERNSHIP

COURSE: Internship	
MODE OF STUDY: Internship	<b>COURSE OBJECTIVES:</b> <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>
	<b>LEARNING OUTCOMES:</b> <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>
	<b>COURSE CONTENT</b>
	<b>CONSULTATION:</b> <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>
	<b>ASSESSMENT:</b> graded credit
	<b>DIDACTICAL METHODS:</b> description, case method, practical exercises in the development of intellect
<b>COMPULSORY READINGS:</b> Ordination of the Rector 15/16 of 5 December 2016 on apprenticeships	





#### 4.5. END-OF-STUDIES – MASTER DISSERTATION

<b>MODE OF STUDY: Master Dissertation</b>	<b>COURSE: Master Dissertation</b>
	<b>COURSE OBJECTIVES:</b>
	<ol style="list-style-type: none"> <li>1. To prepare students to writing a master’s thesis, being the final assignment of the master degree studies.</li> <li>2. To formulate scientific aims of the research and specify the procedure of conducting the research.</li> <li>3. To present effects of his/her own work and to critically evaluate his/her own and other scientists’ achievements.</li> </ol>
	<b>LEARNING OUTCOMES:</b>
	<ol style="list-style-type: none"> <li>1. Student knows all formal and substantial rules of preparing a master’s thesis.</li> <li>2. Student is able to find, understand and analyze different sources of science information</li> <li>3. Student formulate the scientific problem, aims and objectives of the research.</li> <li>4. Student accomplishes single stages of the research according to a logical order and hierarchy worked out earlier by himself.</li> <li>5. Student follows the rules of taking advantage from other scientists’ intellectual ownership.</li> <li>6. Student is a critical thinker and is able to formulate the doubts and recommendations for his/her science work.</li> </ol>
	<b>COURSE CONTENT</b>
	<b>SEMINAR:</b>
	<ol style="list-style-type: none"> <li>1. First semester: discussion about the thesis topic, main scientific aims, form and scope of the master’s thesis, preparation of a scientific methodology and basic stages of conducting the research.</li> <li>2. Second semester: presentation of results of scientific literature and materials investigation as well as discussion about the research procedure during preparation of the master’s thesis.</li> <li>3. Third semester: presentation of the results of student’s own research, critically presentation of the research outcomes, formulation of recommendations concerning the research.</li> </ol>
<b>ASSESSMENT:</b> exam	
<b>DIDACTICAL METHODS:</b> lecture with multimedia presentation, case-study	
<b>COMPULSORY READINGS:</b>	
<ol style="list-style-type: none"> <li>1. According to teachers’ recommendation, individually dedicated for every student.</li> </ol>	

Seminar is realized on the second, third and fourth semester.

In the end of the first seminar the student is choosing her / his supervisor based on the academic / business background and experience.

It is essential to check and know the effective **Regulation of the Dean of the Faculty of Economics and Management University of Business in Wroclaw with the rules for submission of diploma theses and diploma exam.**

The student has to check and respect:

- ✓ dates of submission of diploma theses (for winter and summer semester)
- ✓ planned dates of diploma exam (for winter and summer semester)
- ✓ formal requirements of the dissertation
- ✓ the anti-plagiarism program report
- ✓ the rules of computer edition and completion of diploma thesis
- ✓ the list of exam issues.



## 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. 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.

### **How many hours of student's internship has to be done?**

III semester - 375 teaching hours

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

The 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:**

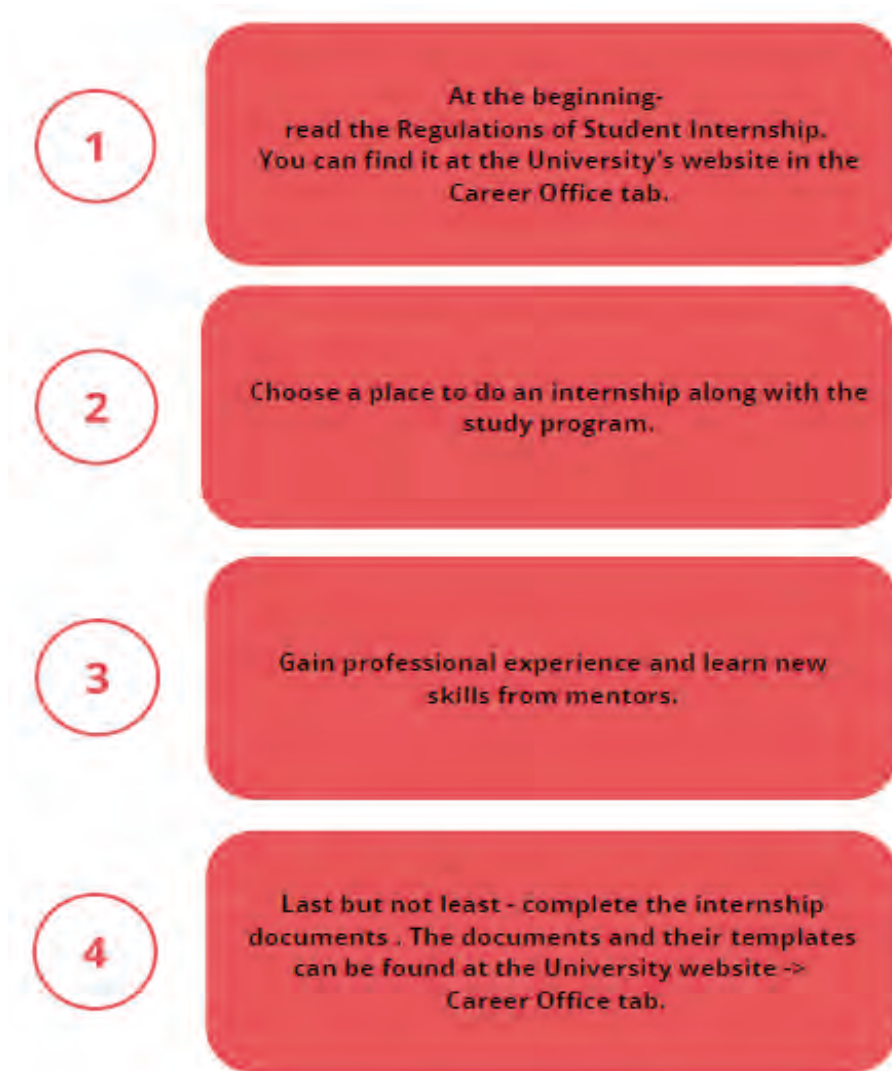
Carrier office can help students with:

- 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?

The graduate of second-degree studies in WSH is equipped with expanded theoretical and practical knowledge in the field of management.

In order to properly fulfil managerial roles and tasks, you acquire knowledge of the use of modern management concepts, project and process management. Additionally, you will expand managerial skills: quickly make accurate and responsible decisions predicting their consequences, as well as have the ability to work under pressure – all in accordance with ethical and social norms. You are prepared to work in a team as well as lead teams in intercultural environment.

As a master's degree graduate you have a lot of opportunities. You can:

- be employed as a mid-level manager,
- be employed as a department manager,
- work in managerial, analytical and operational positions in enterprises,
- work in financial institutions,
- work in public service departments,
- provide advisory and consultancy services,
- be employed as - depending on the specialty - marketing and sales manager, HR manager, specialist in a training company, project manager, CSR manager, etc.

Apart from a potential career 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 postgraduate studies or MBA studies at WSH, as today's labour market requires constant education and improvement of your skills.







# WSH

University  
of Business  
in Wrocław