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# MBA Program

University of Business in Wrocław

# STUDENT'S GUIDE



WSH

University  
of Business  
in Wrocław



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# 1. WHY WSH?

**The University of Business in Wrocław** (Wyższa Szkoła Handlowa we Wrocławiu – WSH) was established in **1997** as one of the first private schools in Wrocław. In the academic year 2014/2015, the University of Business joined the **Vistula Group of Universities**. Currently, we are educating together over **7,000** young people from over **100** countries, offering **30** courses of bachelor and master's degrees, **7** MBA courses and more than **20** postgraduate courses. The University of Business in Wrocław is a member of prestigious international organizations: **CEEMAN** and **AACSB**.

The University of Business in Wrocław is a non-public university with a **business-oriented program** of studying and a practical profile. In the offer of the institution there are: bachelor's degree, master's degree and postgraduate studies, including reputable MBA program. All study programs are co-created with business partners.

Thanks to a **long-term experience** (over 22 years in the educational market) a developmental and prospective curriculum that is a pillar of our institution has been created. A plan of every field of studies focuses on **learning by practicing**, thus, attractive workshops and internship classes are provided for students. They constitute as many as 70% of the didactic program. **Internships** take place in many prestigious companies, whereas workshops at the university are carried out by well-experienced lecturers, who are also business practitioners. This education method teaches such essential skills in business as: teamwork, entrepreneurship, solving problems, leadership, negotiations, decision-making, managing crisis situations, foreign languages applied in management, etc.

Moreover, an **innovative educational program** has been implemented, which has been created thanks to the cooperation of academic staff with experienced businesspeople and employers. In the scope of the developed program there are offered innovative and involving classes with the use of such teaching methods as: case studies, practical workshops, managerial trainings, business simulations, study visits to companies, as well as exploratory tours to other cities and abroad.

One of the strategic partners of WSH is **HHL-Leipzig Graduate School of Management**, which is Germany's first address for business education since 1898. According to students' votes, HHL is the Most Popular Business School and Germany's top University for Management Education. It is the hub for entrepreneurship in Germany (300 start-ups founded, 25 000+ jobs created). HHL is considered one of the **leading business schools**. The excellence of its programs (Master in Management, MBA, EMBA) has been proven by several rankings, in which the school is frequently ranked among the best. Our International MBA Program has been created on the basis of a close cooperation with HHL.

**The mission** of the University of Business in Wrocław is educating for the job market, close to practice, in international dimension, at a high-standard level.

Currently, education is carried out at **five faculties** in Polish and English:

- **first cycle** (bachelor) studies with a practical profile: Management, Tourism and Leisure, Computer Engineering, Finance and Accounting, and Logistics
- **second degree** (master's degree, including MBA) with a practical profile: Management and Tourism and Leisure.

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 			

In addition, the university offers several **postgraduate studies**, including **specialized MBA programs**, such as MBA Lean Management, MBA Process Management, MBA Project Management, MBA Digital Transformation and MBA in Public Administration.

*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*
  - *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*
- ✓ *On Polish-language courses, 25% of classes in English on two levels of English proficiency*





## 2. WHY MBA?

- The Master of Business Administration degree is considered to be one of the most prestigious and sought-after degrees in the world.
- MBA is the world's most valuable business qualification which can accelerate your career, prepare for a promotion or facilitate a complete career change, as well as higher responsibility and salary.
- Starting an MBA course is a life changing decision that can open for you different types of employment opportunities for executive and senior management positions, which would never be available for you without having an MBA degree.
- Students of MBA Programs study the theory and application of business and management principles. This type of study equips students with interdisciplinary knowledge that can be applied to a variety of real-world business situations.
- MBA Programs offer education in general management along with a more specialized curriculum. Because this type of education is relevant to all industries and sectors, it is valuable regardless of the career that is pursued after graduation.
- As today's business reality is getting more and more complex, diversified and demanding, an MBA degree is almost a necessity in the contemporary world of business.
- By obtaining an MBA degree you will benefit in many areas of your life. The core values you will obtain are:
  - prestige and acknowledgement,
  - learning from professionals,
  - diversity of opportunities,
  - leadership competences,
  - broadened experience,
  - communication skills,
  - networking system,
  - personal growth,
  - monetary value.



### 3. WHY MBA AT WSH?

Our MBA Program, created in cooperation with **high-class specialists** from the world of science and business and in compliance with **the best practices**, is a completely unique offer of **top quality**, adjusted to the expectations of contemporary students who want to reach for **the highest standards**:

- Our curriculum comprises almost **600 hours** of intensive and interactive activities such as lectures, classes, workshops, projects, presentations, discussions, business case studies and meetings with well-known business leaders
- All the classes are held **100% in English** and taught by **highly qualified English-speaking faculty** who have specialized experience in various fields of business
- The program is realised in cooperation with a strong foreign partner of a recognized global reputation – **Leipzig Graduate School of Management** – one of the top business schools in the world (**#1 Business School in Germany**)
- Our MBA Program has achieved **the quality standard of “Professional Class”** in MBA Programs Rating carried by the Association of Managerial Education “FORUM”
- In the latest **PERSPECTIVES Ranking**, our International MBA Program was ranked 14th in the general classification (out of 31 MBA programmes offered in Poland). What is more, in the opinion of the graduates, our program was ranked **8th in the country!** And in the category of "teaching staff" it reached as high as the **7th place!**
- Up to 50% of our lecturers come from our **foreign partner institutions** (Germany, Austria, Italy, Denmark, USA, Canada, etc.) and are also **business practitioners** with long-term experience
- Classes are held **every second weekend**, on Saturdays and Sundays, which will allow you to develop professionally and constantly use your knowledge to **solve the problems of your corporation**
- There is a strong emphasis on **teamwork**, superiority of **practice** over theory, as well as **a holistic approach to knowledge** and its efficient use in real-life situations
- Our MBA program is **international** in its nature – almost half of the students are foreigners – which gives it a huge **competitive advantage** and the ability to acquire **intercultural competences**
- Our students come from different countries, cultures, and business sectors – this **diversity** contributes to **brand new quality and freshness of view** on various aspects of business
- The added value comes from **networking** and learning not only from lecturers, but from each other – through **sharing knowledge and diverse experiences** during interactive classroom activities
- Every hour of the course brings new ideas, life experiences and interesting solutions, ensuring that time spent here is **productive, dynamic and fascinating**

#### Recognized faculty

The world-class faculty lecturing in the MBA course at our university have been conscientiously selected and they constitute a group of professionals deeply committed to students' success. Our lecturers are closely connected with business practice on the Polish and international market. They are in 50% Polish practitioners specialized in diverse areas of business and in 50% international specialists familiarized with the global market conditions.

#### Rich content

Courses are delivered in the form of interactive lecture sessions, group work, case studies and one-on-one mentoring to get the most out of the MBA program and specialize in target areas one may need to focus on. The program includes sectors such as business fundamentals, leadership and management skills, international challenges, managing investors, managing customers and employee processes, managing new ventures and growth, and managing global society.

#### Practical skills

Students do not only gain theoretical knowledge, but also acquire practical skills from the courses led by professionals, specialists and guest speakers – well-known business leaders. Our MBA classes provide an opportunity to obtain real hands-on experience

through the analysis of different case studies, real or hypothetical business scenarios, and recent events and opportunities in today's business world, as well as study visits in different companies.

### **Strong partners**

The University of Business in Wroclaw is partnered with Leipzig Graduate School of management, a well-known and established institution, which was founded in 1898. Our university has established successful cooperation with leading specialists in academic and business field from different countries. It also has a great number of business partners functioning not only on the domestic, but also international market.

### **Elitism and prestige**

Choosing to study MBA at the University of Business in Wroclaw has a dimension of elitism and exclusiveness. Our university is the best business school in the Lower Silesia and the most international school in the region. It is a prestigious private business school committed to educating future leaders and teaching how to succeed.

### **International dimension**

The University of Business in Wroclaw hosts the greatest number of international students every year, mainly because of the professional program in English developed especially for international students. Almost half of our MBA students and almost half of our MBA lecturers are foreigners – such combination of business professionals from around the globe guarantees a successful intercultural approach to business.

### **Accreditation**

Our Program in Management regularly accredited by the Polish Ministry of Science and Higher Education. Besides, our university is a member of CEEMAN (Central and East European Management Development Association), which was established with the aim of accelerating the growth in quality of management development in central and eastern Europe, as well as the American system of AACSB (The Association to Advance Collegiate Schools of Business).

### **Modern learning environment**

Our university's location is its major asset – it is one of the best business school objects in Wroclaw and it is situated not far from the city centre. If you decide to do an MBA with us, you will study in a comfortable venue – a well-equipped modern building with a multimedia assembly hall and computer labs, Internet access and free WI-FI connection on the campus, extensive library resources and a big parking space.

### **Great place to study**

Studying in Wroclaw will create for you tremendous opportunities – it is a fast growing city, which is more and more attractive to large businesses and attracts foreign investors. Wroclaw is the best place for graduates – it is considered to be the most attractive Polish city for the people who completed higher education.





## 4. WHO WILL TEACH ME?

The MBA lecturers at the University of Business in Wrocław are in majority international specialists and practitioners coming from our partner university – HHL in Germany and other foreign universities. They are highly regarded professors, doctors and specialists, gaining the years of expertise from their institution and consultancy agencies, and merging it with the opportunities of ours. The Polish lecturers are also very competent, highly qualified and experienced in various fields of business, also internationally.

The University of Business in Wrocław has partnered with HHL, Leipzig Graduate School of Management. HHL, founded in 1898, is the oldest business school in Germany and today ranks among the top three private business schools in the German-speaking world. The Leipzig Graduate School of Management is frequently ranked number one in Germany as well as among top European business schools and the first choice for an MBA in Germany. It holds the prestigious accreditation by AACSB International, which is the hallmark of excellence in management education and represents the highest standard of achievement for business schools. HHL is also accredited by ACQUIN accreditation, assuring high standard and quality degrees in Germany.

HHL is one of the top and most prestigious business schools in Europe and students will surely benefit from this partnership as well as the other great opportunities awarded to them by the University of Business in Wrocław. Our MBA Program is based on HHL's MBA curriculum, which combines a true leadership focus with global experience. Together with the Leipzig Graduate School of Management we have been striving to create a top-quality MBA Program, which is highly competitive thanks to the contribution of HHL's professors and their many years of experience and expertise.

Our international faculty is the answer to increasing requirements and needs of contemporary students. In present-day globalized world an intercultural approach to business is very important. That is why we are determined to attract business professionals from around the globe. Worldly experts allow participants to learn about various global solutions and methods, which are successfully used on the international level.

Our lecturers are practitioners who demonstrate a high ability to apply theory to solve performance problems of companies. They possess the ability to use interactive and activating teaching methods. They also constantly increase their competences and qualifications in the area of practical teaching skills used in working with students on the basis of specialized programs and methods.

Our lecturers provide students with didactic materials, case studies, presentations and recommended bibliography before classes are held. These materials are uploaded on our educational platform. In this way students can get to know these items in advance, prepare well for classes and broaden acquired knowledge. Students can also consult with the lecturers to satisfy their needs for developing abilities and enriching their knowledge.







## 5. HOW DO I STUDY?

### 5.1 PROGRAM CURRICULUM

Course type	Subject block	Course name	ECTS		number of hours						ECTS
			contact hours				student's workload	total no. of hours			
			compulsory	elective	lecture	practical form (e.g. exercise, project, seminar, etc.)			consultations	total	
SEMESTER 1											
Major	Contemporary management	Management of Organization	3		6	12	6	24	51	75	3
		Strategic HR Management	4		8	12	6	26	74	100	4
Major	Business competences	Marketing Management	3		6	12	3	21	54	75	3
		Intercultural Communication	2			12	3	15	35	50	2
Foreign languages	Foreign Language	Polish/German/Spanish/English		4		18	3	21	79	100	4
Major	Contemporary management	Financial Management of Enterprises	3		6	12	6	24	51	75	3
		Managerial Economics	4		6	12	6	24	76	100	4
		Quantitative Managerial Techniques	4		6	12	3	21	79	100	4
TOTAL			23	4	38	102	36	176	499	675	27
SEMESTER 2											
Foreign languages	Specialistic language	Foreign Language in Management		5		30	3	33	92	125	5
Major	Practical aspects of management	Negotiations in Business	3		6	9	3	18	57	75	3
		Innovations in Organizations	4		9	15	3	27	73	100	4
Major	Contemporary management	Project Management in Practice	2		6	9	3	18	32	50	2
		Sustainable Development & CSR in Practice	2		6	9	3	18	32	50	2
		Strategic Management	5		6	12	6	24	101	125	5
		Contemporary Management Concepts	4		6	12	6	24	76	100	4
		Managerial Accounting	5		6	15	6	27	98	125	5
Diploma	Seminar	Seminar 1		3		15	6	21	54	75	3
TOTAL			25	8	45	126	39	210	615	825	33

SEMESTER 3											
Major	Contemporary management	Managing Public Relations	2		6	12	6	24	26	50	2
	Internship	Internship	15			375	6	381	0	381	15
Specialization	MBA specialisation	Public Speaking		3	6	12	3	21	54	75	3
	MBA specialisation	Coaching in Business		3	6	12	3	21	54	75	3
	MBA specialisation	Supply Chain Management		3	6	12	3	21	54	75	3
Major	Contemporary management	Process Management	3		6	12	6	24	51	75	3
		Change Management	2		6	12	3	21	29	50	2
		Business Law	2		6	6	3	15	35	50	2
Diploma	Seminar	Seminar 2		3		21	6	27	48	75	3
SUMA			24	12	42	474	39	555	351	906	36
SEMESTER 4											
Major	Coaching zawodowy	Teambuliding and Leadership	2		6	9	3	18	32	50	2
		Business Skills and Competences Assessment	1			6	3	9	16	25	1
	Practical aspects of management	E-business	3		6	9	6	21	54	75	3
		Applied Corporate Finance	4		6	12	6	24	76	100	4
Specialization	MBA specialisation	Risk Management		2		12	3	15	35	50	2
	MBA specialisation	International Business		3	6	12	3	21	54	75	3
	MBA specialisation	International Marketing		3	6	12	3	21	54	75	3
Diploma	Seminar	Seminar 3		6		30	12	42	108	150	6
TOTAL			10	14	30	102	39	171	429	600	24
TOTAL SUMMARY			82	38	155	804	153	1112	1894	3006	120



## 5.2 LIST OF COURSES

MODE OF STUDY: MAJOR	COURSE: MANAGEMENT OF ORGANIZATION	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. To focus on selected management theories, concepts and tools of strategic management in large multibusiness firms, operating in a global environment.</li> <li>2. To adopt a general management perspective by concentrating on the strategic issues established multinationals face in a globalizing market.</li> <li>3. To learn how to assess the attractiveness of foreign markets and develop a structured recommendation for market entry.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Students understand the basic dimensions and the current state of globalization as a context of firm internationalization.</li> <li>2. Students understand and evaluate entry mode strategies based on relevant theories of the field of international management.</li> <li>3. Students understand how specific functions of a firm are affected by internationalization.</li> <li>4. Students have improved their ability to work in teams.</li> <li>5. Students have improved their ability to address intercultural issues.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b> <ol style="list-style-type: none"> <li>1. Introduction, Corporate Strategy in Multibusiness Firms.</li> <li>2. Globalization, Cross-Cultural Aspects of Management</li> <li>3. Acquisitions and Synergy Management</li> <li>4. Adaptation of Business Models in Foreign Markets, Aldi/Lidl Case discussion</li> </ol>	<b>PRACTICAL FORM - WORKSHOP:</b> <ol style="list-style-type: none"> <li>1. Group presentation on Aldi/Lidl case</li> <li>2. Oral participation in discussion</li> </ol>
	<b>ASSESSMENT:</b> Exam (Case study), Group presentation	
	<b>DIDACTICAL METHODS:</b> Lecture with multimedia presentation. Teamwork presentation of case study. Case studies, analysis of events, discussion.	
	<b>COMPULSORY READINGS:</b> <ol style="list-style-type: none"> <li>1. R. W. Griffin: Management fundamentals, Cengage Learning, Andover 2012.</li> <li>2. R. L. Daft, M. Kendrick, N. Vershinina: Management, Cengage Learning, Andover 2010.</li> <li>3. H. Deresky: International management managing across borders and cultures, 17<sup>th</sup> ed., SAGE Publications Ltd, Los Angeles 2011.</li> </ol>	





MODE OF STUDY: MAJOR	COURSE: STRATEGIC HR MANAGEMENT	
	<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 understand the fundamentals of managing and leading organizations.</li> <li>2. Get knowledge about the importance and roles of the top management.</li> <li>3. Student can create a convincing vision and mission.</li> <li>4. Student has ability to structure organizational activities.</li> <li>5. Students understands the importance and evolution of corporate culture.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b> <ol style="list-style-type: none"> <li>1. Principles of HRM.</li> <li>2. Vision and Leadership.</li> <li>3. Individuals and Groups.</li> <li>4. Organization Design.</li> <li>5. Design of HRM Systems</li> <li>6. Influencing Organization Culture.</li> </ol>	<b>PRACTICAL FORM - WORKSHOP:</b> <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> case study, participation and proactivity, case study, group work	
	<b>DIDACTICAL METHODS:</b> Lecture with multimedia presentation. Teamwork project. Case studies, analysis of events, discussion.	
	<b>COMPULSORY READINGS:</b> <ol style="list-style-type: none"> <li>1. G. T. Milkovich, J. W. Boudreau: Human resource management, 8<sup>th</sup> ed., Richard D. Irwin, Times Mirror Higher Education Group, Inc., Chicago 1997.</li> <li>2. A.-Wil Harzing, A. H. Pinnington: International human resource management, 3<sup>rd</sup> ed., SAGE Publications Ltd, Los Angeles 2011</li> <li>3. D. Briscoe, R. Schuler, I. Tarique: International human resource management: policies and practices for multinational enterprises, 4<sup>th</sup> ed., Routledge, New York 2012.</li> </ol>	



MODE OF STUDY: MAJOR	COURSE: MARKETING MANAGEMENT	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. Familiarization with marketing management principles as a strategic and tactical business concept (strategy formulation, tool selection, result control and evaluation).</li> <li>2. Developing the skills needed to manage an enterprise in various aspects of its business - as a starting point by adopting a customer orientation.</li> <li>3. Shaping social competencies for the correct setting of goals, the selection of means for marketing tasks, and the control of the organization.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. A student is familiar with modern marketing management principles, concepts and methods of measuring the management of business performance.</li> <li>2. A student knows the mechanisms of consumer behavior in the market and market research methods.</li> <li>3. A student has detailed knowledge of the elements of marketing mix and their application in various types of marketing.</li> <li>4. A student has all the necessary skills to plan a marketing strategy for an organization.</li> <li>5. A 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> <ol style="list-style-type: none"> <li>I. Marketing concept in the 21st century; 1. Conceptual scope of marketing; 2. Basic Marketing Principles and Models. 3. Areas of marketing applications. New trends in the development of marketing in the context of value-based concepts. 4. The premise of marketing management concept.</li> <li>II. Marketing management process; 1. Analysis of the market situation of the organization; 2. Marketing planning, strategy formulation and operational marketing plans; 3. Types of marketing strategies; 4. Marketing-mix instruments (traditional and modern concepts).</li> <li>III. Market segmentation as a determinant of marketing strategy; 1. The essence and premises of market segmentation; 2. Segmentation criteria; 3. Basic market segmentation procedures.</li> <li>IV. Marketing program instruments - 1. Objectives, functions, product strategy instruments; 2. Strategies and pricing tactics in companies; 3. Objectives and functions of the distribution strategy; 4. Objectives, communication tools between the organization and the environment</li> <li>V. V. Organization and control of marketing activities within an enterprise; 1. Ways of organizing a marketing-oriented company; 2. organization and distribution of marketing cells within the company structure; 3. Control of efficiency and effectiveness.</li> </ol>	<b>PRACTICAL FORM - WORKSHOP:</b> <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> activity in classes, case study preparation (group grade), case study presentation (individual grade)	
	<b>DIDACTICAL METHODS:</b> Lecture with multimedia presentation. Teamwork project. Case studies, discussion.	
	<b>COMPULSORY READINGS:</b> <ol style="list-style-type: none"> <li>1. Ph. Kotler, K.L. Keller: <i>Marketing Management</i>, 15th ed., Pearson Education, Inc., New York, NY 2015.</li> <li>2. H. Kasper, P. van Helsdingen, M. Gabbott: <i>Services Marketing Management: a strategic perspective</i>, John Wiley &amp; Sons Ltd, 2006.</li> <li>3. J.P. Peter, J.H. Donnelly: <i>Marketing Management. Knowledge and Skills</i>, 11th ed., McGraw-Hill/Irwin 2012.</li> </ol>	

MODE OF STUDY: MAJOR	COURSE: INTERCULTURAL COMMUNICATION	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. To learn cultural patterns of business behavior 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> activity, presentation, group exercises	
	<b>DIDACTICAL METHODS:</b> Lecture with multimedia presentation. Teamwork project. Case studies, workshop exercises, discussion.	
	<b>COMPULSORY READINGS:</b>	
	<ol style="list-style-type: none"> <li>1. Gesteland R. R.: Cross-Cultural Business Behavior. A Guide for Global Management, 5<sup>th</sup> ed., Copenhagen Business School Press, 2012.</li> <li>2. Dumetz J. (et al): Cross-cultural management: textbook, CreateSpace Independent Publishing Platform, 2012.</li> <li>3. Deresky H.: International management managing across borders and cultures, 17th ed., SAGE Publications Ltd, Los Angeles 2011.</li> </ol>	

MODE OF STUDY: FOREIGN LANGUAGES	COURSE: FOREIGN LANGUAGE	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. To develop skills in reading comprehension.</li> <li>2. To develop intuition and expertise on how to deal with financial challenges in practice.</li> <li>3. To develop writing skills necessary in business (mails, reports, surveys, offers, formal letters etc.)</li> <li>4. 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 specialised 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. Students 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> written assignments, oral participation, discussion	
	<b>DIDACTICAL METHODS:</b> Synchronic e-learning. Teamwork project. Case studies, analysis of events, discussion.	
	<b>COMPULSORY READINGS:</b>	
	<ol style="list-style-type: none"> <li>1. Market Leader Upper-Intermediate 3rd Edition, Cotton David et al., Longman 2011.</li> </ol>	

MODE OF STUDY: MAJOR	COURSE: FINANCIAL MANAGEMENT OF ENTERPRISES	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. To introduce the basic concepts of financial management (investment decisions, risk &amp; return, capital structure).</li> <li>2. To develop intuition and expertise on how to deal with financial challenges in practice.</li> <li>3. 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>1. Students will be able to assess and to take investment decisions by applying the most famous theoretical financial concepts.</li> <li>2. Participants will know what the difference between earnings and cash flows is, and why the latter one is relevant for financial decisions.</li> <li>3. Students 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>4. Students will know how to run basic linear regressions in MS Excel, a basic tool in financial analysis.</li> <li>5. Students 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>6. Students 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>1. Introduction: Corporate Goals &amp; Corporate Finance</li> <li>2. Investment Decisions: Value, Risk &amp; Return</li> <li>3. Financing Decisions: Capital Structure &amp; Payout Policy</li> <li>4. Course Wrap</li> </ol>	<ol style="list-style-type: none"> <li>1. Project Valuations &amp; Fin. Markets</li> <li>2. Derivation of the Optimal Debt Policy</li> </ol>
	<b>ASSESSMENT:</b> written final paper, active attendance/participation	
	<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> <ol style="list-style-type: none"> <li>1. Brigham E. F., Gaspenski L. C.: Financial management, 6<sup>th</sup> ed. The Dryden Press, Chicago 2016.</li> <li>2. Gitman L. J., Zutter Ch. J.: Principles of managerial finance, 13<sup>th</sup> ed., Pearson Education, London 2012.</li> <li>3. 3. Weston J. F., Brigham E. F.: Managerial finance, 7<sup>th</sup> ed., The Dryden Press, Hinsdale, Illinois 1981.</li> </ol>	





MODE OF STUDY: MAJOR	COURSE: MANAGERIAL ECONOMICS	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. 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>2. 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>1. Student understands the output decisions for monopolists and perfectly competitive firms</li> <li>2. Can apply game theory as well as the basic understandings on 2-sided markets to real business situations</li> <li>3. Can use economic reasoning to enhance business decisions</li> <li>4. Can present a business strategy in Business English</li> <li>5. Can initiate and actively participate in the work of interdisciplinary teams</li> <li>6. 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>1. Introduction</li> <li>2. Costs</li> <li>3. Monopoly and perfect competition</li> <li>4. Pricing</li> <li>5. Game theory and oligopoly</li> <li>6. Networks and two-sided markets</li> <li>7. Introduction to the business simulation</li> </ol>	<ol style="list-style-type: none"> <li>1. Demand and supply</li> <li>2. Monopoly and pricing</li> <li>3. Quiz</li> <li>4. Business simulation</li> </ol>
	<b>ASSESSMENT:</b> Take-home group assignment, Multiple choice quiz, Business simulation (Result of the simulation), Business simulation (Strategy outline and review of strategy)	
	<b>DIDACTICAL METHODS:</b> Discussion of business cases during lectures, Exercises based on case studies, Group work in the business simulation	
	<b>COMPULSORY READINGS:</b> <ol style="list-style-type: none"> <li>1. N. G. Mankiw and M. P. Taylor: Economics, 2<sup>nd</sup> ed., South-Western Cengage Learning, London 2010.</li> <li>2. D. Begg, S. Fischer, R. Dornbusch: Economics, 8<sup>th</sup> ed., McGraw-Hill Companies, New York 2005</li> <li>3. S. Ch. Maurice, Ch. W. Smithson: Managerial economics, Richard D. Irwin, Inc, Homewood, Illinois 1981.</li> </ol>	



MODE OF STUDY: MAJOR	COURSE: QUANTITATIVE MANAGERIAL TECHNIQUES	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. To familiarize with the quantitative managerial methods used to collect, analyze and present business data.</li> <li>2. To introduce to basic concepts, general methodology and application of simulation, regression and optimization methods in business.</li> <li>3. To acquire knowledge about quantitative tools and analytical skills to inform managerial decision-making.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. The student knows how to apply the selected methods of data analysis to support decision making.</li> <li>2. The student has skills to formulate simple simulation, regression and optimization models, implement them in Excel spreadsheet and interpret their results.</li> <li>3. The student has social competences to use quantitative tools to assess risk associated with the decision process.</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 and inferential statistics.</li> <li>2. Introduction of computer simulation to business practice.</li> <li>3. Simple linear regression.</li> <li>4. Introduction to (linear) optimization.</li> </ol>	<ol style="list-style-type: none"> <li>1. Basic statistical (inferential) analysis in Excel</li> <li>2. Simulation model // Case: Gentle Lentil</li> <li>3. Linear regression model // Case: Predicting Executive Compensation</li> <li>4. Optimization model // Case: Filatoi Riuniti</li> </ol>
	<b>ASSESSMENT:</b> pre-course exam in the form of a closed test, observation, teamwork, activity during class, simulation, demonstration of practical skills	
	<b>DIDACTICAL METHODS:</b> Lecturer-directed self-study // working with books. Slideshow-based lecture / instruction with problematic discussions. Practical exercise // application of software packages to solve practical problems. Group work and conversations on case studies.	
	<b>COMPULSORY READINGS:</b> <ol style="list-style-type: none"> <li>1. Data, Models, and Decisions: The Fundamentals of Management Science by Dimitris Bertsimas and Robert Freund, Dynamic Ideas, 2004, ISBN: 978-0975914601.</li> <li>2. MBA Fundamentals STATISTICS by Paul W. Thurman, Kaplan Publishing, New York, 2008, ISBN-13: 978-1-4277-9659-2</li> </ol>	



MODE OF STUDY: FOREIGN LANGUAGES	COURSE: FOREIGN LANGUAGE IN MANAGEMENT	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. Training in listening comprehension and reading comprehension skills.</li> <li>2. Develop the ability to compose written statements (e-mails, reports, surveys, offers, formal and informal letters, etc.).</li> <li>3. Training in communication skills in everyday and professional life (telephone calls, meetings, travel, negotiations, etc.).</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student understands foreign language spoken language (e.g. business orders, announcements, telephone calls, presentations, reports, etc.).</li> <li>2. Student understands general written texts (e.g. e-mails, articles, reports, documents, case studies, etc.).</li> <li>3. Student selects an appropriate form of written expression and is able to use it.</li> <li>4. Student can participate in conversations on daily and professional matters.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>PRACTICAL FORM - WORKSHOP:</b>	
	<ol style="list-style-type: none"> <li>1. Discussing the semester work schedule. Reminder of previous semester's news.</li> <li>2. Life's experiences. Present Perfect and Past Simple.</li> <li>3. School and education.</li> <li>4. Duties and skills - modal verbs.</li> <li>5. Giving advices.</li> <li>6. Science and technology.</li> <li>7. Modern technologies and gadgets.</li> <li>8. Memories from the journey - Past Simple and Past Continuous.</li> <li>9. Pointing the way.</li> <li>10. Food – groceries, meals.</li> <li>11. A visit to the restaurant.</li> <li>12. Keeping fit, healthy lifestyle.</li> <li>13. Health - health problems.</li> <li>14. Doctor's visit.</li> <li>15. A career in logistics.</li> <li>16. Repeat the lexical-grammatical material.</li> <li>17. Checking Colloquium.</li> <li>18. Summary of the semester's work.</li> </ol>	
	<b>ASSESSMENT:</b> Examination/colloquium in the form of a closed test. Examination/colloquium in the form of an open task. Teamwork. Presentation. Activity.	
	<b>DIDACTICAL METHODS:</b> Description, chatting, working with a book. Slideshow, film, listening to tape recordings. Problematic discussion, brainstorming, case method.	
	<b>COMPULSORY READINGS:</b> <ol style="list-style-type: none"> <li>1. Clare A. Wilson JJ., Speakout 2nd Edition Pre-intermediate. Pearson 2015</li> </ol>	





MODE OF STUDY: MAJOR	COURSE: NEGOTIATIONS IN BUSINESS	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. To practice basic negotiation skills</li> <li>2. To explain the methods and techniques that can be effectively used in the process of negotiation</li> <li>3. To demonstrate how to deal with the obstacles and complicating factors</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Students can discuss, persuade, negotiate, and also provide specialized content in a way understandable to recipients from different environments</li> <li>2. Students can define and explain the basic types of negotiation</li> <li>3. Students can understand and apply the methods and techniques that can be effectively used in the process of distributive negotiation</li> <li>4. Students can understand and apply principle-based negotiation (Harvard method)</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b>	<b>PRACTICAL FORM - WORKSHOP:</b>
	<ol style="list-style-type: none"> <li>1. Nature of Negotiation - General introduction into the nature, structure, and course of negotiations</li> <li>2. Distributive Negotiation - Characteristics of distributive negotiation, strategies and tactics for claiming value in negotiation.</li> <li>3. Integrative Negotiation – The Harvard Method - Characteristics of integrative negotiation, strategies and tactics for maximizing economic and social outcomes (creating and claiming values), the Harvard method.</li> <li>4. Multiparty Negotiation - Increasing the complexity of negotiation by increasing the number of parties. Dealing with differing interest structures, coalition building and satisfaction of constituencies.</li> </ol>	<ol style="list-style-type: none"> <li>1. Transformer Sale; Escalation Game</li> <li>2. Fast, faster, fastlegs</li> <li>3. Knudsen Printing Angels</li> <li>4. Oasis Shipping, Inc.</li> <li>5. Bird Industries</li> </ol>
	<b>ASSESSMENT:</b> class active participation, written assignment	
	<b>DIDACTICAL METHODS:</b> Lecture with multimedia presentation. Negotiation role plays and exercises. Case studies, analysis of events, discussion.	
	<b>COMPULSORY READINGS:</b> <ol style="list-style-type: none"> <li>1. Fisher, R., Ury, W.L., &amp; Patton, B. 1991. Getting to Yes: Negotiating Agreement without Giving In. 2nd Edition. New York: Penguin Books.</li> <li>2. Lewicki, R.J., Barry, B. and Saunders, D.M. 2010. Negotiation. New York: McGraw-Hill.</li> <li>3. Thompson, L.L. 2005. The Mind and Heart of the Negotiator. Upper Saddle River, NJ: Pearson Education.</li> </ol>	





MODE OF STUDY: MAJOR	COURSE: INNOVATIONS IN ORGANIZATIONS	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"><li>1. Familiarisation with the role of innovation in global business and conditions necessary to implement an innovation culture within an organisation.</li><li>2. Familiarisation with different methodologies for the creation of innovative business models and stimulating a culture of creativity in an organisation.</li><li>3. Gaining practical skills of utilising the Value Proposition Canvas and Design Thinking in the creation of new products and services.</li></ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"><li>1. Student has gained knowledge regarding the role of innovation in global business and conditions necessary to implement an innovation culture within an organisation.</li><li>2. Student knows how to use different methodologies for the creation of innovative business models and stimulating a culture of creativity in an organisation.</li><li>3. Student has practical skills of utilising the Value Proposition Canvas and Design Thinking in the creation of new products and services.</li></ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b>	<b>PRACTICAL FORM - WORKSHOP:</b>
	<ol style="list-style-type: none"><li>1. Definition and role of innovation in business.</li><li>1. Innovation culture. Case studies of business innovation.</li><li>2. Innovative Business Models. Business model canvas.</li><li>3. Creating value proposition. Disruptive business models.</li><li>4. Design Thinking as a systematic framework for innovation.</li><li>5. Human centered innovation. Role of design in innovation.</li></ol>	<ol style="list-style-type: none"><li>1. Marshmallow challenge. Teamwork, prototyping.</li><li>2. Business model generation. Utilization of the Business Model Canvas.</li><li>3. Innovation challenge. Designing a wallet in accordance to the Design Thinking methodology.</li></ol>
	<b>ASSESSMENT:</b> group exercises, written take-home exam, individual project during class	
	<b>DIDACTICAL METHODS:</b> Lecture with multimedia presentation. Teamwork project. Case studies, analysis of events, discussion.	
<b>COMPULSORY READINGS:</b>		
<ol style="list-style-type: none"><li>1. T. Mroczkowski: The new players in life science innovation: best practices in R&amp;D from around the world, Pearson Education, Hudson, NY 2012.</li><li>2. T. Proctor: Creative problem solving for managers: developing skills for decision making and innovation, 2nd ed., Routledge, London 2006.</li><li>3. E. Jędrych: Personnel innovation in organizations issues for managers, Grupa Uczelni Vistula. Szkoła Główna Turystyki i Rekreacji, Akademia Finansów i Biznesu Vistula, Warszawa 2015.</li></ol>		



MODE OF STUDY: MAJOR	COURSE: PROJECT MANAGEMENT IN PRACTICE	
	<b>COURSE OBJECTIVES:</b>	
	<div><div>1. This course focuses on novel, complex projects and problems that occur quite frequently in every-day management situations. 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.</div><div>2. Once participants know how projects can be identified, the second objective is that they will learn how to systematically define and structure them. Structuring is the basis for any systematic analysis and solution development process.</div><div>3. The third objective is that students can use the developed project structure to drive sound, academic and scientifically proven analyses. This is the basis for developing a solution for novel, complex projects.</div><div>4. Fourth, a central premise of this course is, however, that any solution is only valuable if it is also communicated effectively – in other words: managing projects, solving problems and the communication of solutions have to go hand in hand. Therefore, participants of this course will also learn how to structure and design convincing presentations.</div><div>5. Finally, students will learn how the previous course objectives (identifying, structuring, analyzing, developing a solution and communicating it) can be managed. The success of any project can be measured by three criteria (on time, on budget &amp; high quality). Students will learn how to manage the factors influencing these criteria to make their project a success.</div></div>	
	<b>LEARNING OUTCOMES:</b>	
	<div><div>1. Identify projects: How to initiate a project? How to identify the important tasks to be solved? How to separate causes from effects in a project?</div><div>2. Structure projects: How to segment a project? How to identify the most important.</div><div>3. Analyze projects: How to gather the necessary information? Which tools should be used? How to develop ideas for solutions?</div><div>4. Communicate solutions: How to structure a sound recommendation? How to present information visually on slides? How to present effectively?</div><div>5. Manage projects: How to ensure a project is done in the scheduled time frame? How can a project’s costs be kept on budget? How is a project completed on a high qualitative level (with the right results)?</div></div>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b>	<b>PRACTICAL FORM - WORKSHOP:</b>
	<div><div>1. Introduction: Identifying projects (lecture introducing the course and basic concepts on how projects can be identified; practising the problem identification sheet).</div><div>2. Structuring projects (lecture on principle frameworks for structure projects; practicing basic structuring frameworks; project work where students apply the framework to a case study).</div><div>3. Analyzing projects (lecture on basic tools/concepts how projects can be analyzed; discussion &amp; practice of tools; project work applying knowledge to a case study).</div><div>4. Communicating solutions (lecture on basic project communication techniques; practising these tools; project work on a case study).</div><div>5. Managing projects (lecture on the factors influencing the success factors of managing a project; how these factors can be influenced; project work on a case study).</div></div>	<div><div>1. Problem Identification Sheet Analysis</div><div>2. MECE structure &amp; logic tree exercise</div><div>3. Analysis Plan Exercise</div><div>4. Exercise on practising different communication structures (logical group vs. logical chain)</div><div>5. Project &amp; team management exercise</div><div>6. Applying Problem Identification Sheet to McDonalds Case Study</div><div>7. Developing a logic tree for McDonalds case.</div><div>8. Developing an analysis plan for McDonalds case</div><div>9. Project plan, solution development &amp; communication guidelines for McDonalds case</div></div>
	<b>ASSESSMENT:</b> class participation & activity, Take Home Assignment	
	<b>DIDACTICAL METHODS:</b> Lecture with multimedia presentation. Teamwork project. Case studies, analysis of events, discussion.	
<b>COMPULSORY READINGS:</b>		
<div><div>1. Dąbrowski P. [transl.]: A guide to the project management body of knowledge: (PMBOK Guide) / Project Management institute, 4th ed., Management Training &amp; Development Center, Warszawa 2009.</div><div>2. Minto, B.: The Pyramid Principle, London, 1987.</div><div>1. 3. Zelazny, G.: Say it with charts, 3rd ed., New York 1996.</div></div>		

MODE OF STUDY: MAJOR

COURSE: SUSTAINABLE DEVELOPMENT AND CSR IN PRACTICE	
<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. Students 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 social enterprise commitment is.</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 - WORKSHOP:</b> <ol style="list-style-type: none"><li>1. World Game</li><li>2. Self-regulation in practice</li><li>3. Finance management – educational program</li><li>4. Responsible HR Management</li></ol>
<b>ASSESSMENT:</b> proactivity / project preparation, teamwork / project presentation	
<b>DIDACTICAL METHODS:</b> Lecture with multimedia presentation. Teamwork project. Case studies, analysis of events, discussion.	
<b>COMPULSORY READINGS:</b> <ol style="list-style-type: none"><li>1. Berniak-Woźny J., Cause-related marketing as a corporate image building tool, Akademia Finansów i Biznesu Vistula, Warszawa 2015.</li><li>2. 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></li><li>3. Smith N. Craig, Corporate Social Responsibility: Not whether, but how? What’s wrong with Corporate Social Responsibility? Corporate Watch Report 2006. <a href="http://www.corporatewatch.org/?lid=2670">http://www.corporatewatch.org/?lid=2670</a></li></ol>	





MODE OF STUDY: MAJOR	COURSE: STRATEGIC MANAGEMENT	
	<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. Understanding the fundamentals of strategic management and its origins.</li> <li>2. Gaining in-depth knowledge of the strategic management process.</li> <li>3. Knowing how to create and sustain a competitive advantage in a business.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</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>	<b>PRACTICAL FORM - WORKSHOP:</b> <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> activity, case study preparation, case study presentation	
	<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> <ol style="list-style-type: none"> <li>1. L. Moutinho &amp; G. Southern: Strategic marketing management: a business process approach, Cengage Learning, Hampshire 2010.</li> <li>2. J. Thompson, F. Martin: Strategic management: awareness and change, 5th ed., Thomson Learning, London 2005.</li> <li>3. F. R. David: Strategic management, 6th ed., Prentice-Hall, Inc., A Simon &amp; Schuster Company, Upper Saddle River, New Jersey 1997.</li> </ol>	





MODE OF STUDY: MAJOR	COURSE: CONTEMPORARY MANAGEMENT CONCEPTS	
	COURSE OBJECTIVES:	
	<div>1. Identifying new trends and directions emerging in organizational and management learning.</div> <div>2. Indication of experience to date in applying selected management concepts and methods in relation to: strategies, organizational structures, human resources, interpersonal relations, production processes and changes.</div> <div>3. Shaping the ability to apply contemporary management concepts in describing and explaining management phenomena.</div>	
	LEARNING OUTCOMES:	
	<div>1. Distinguishes and characterizes the basic management approaches and concepts that have been developed over the last hundred years.</div> <div>2. Knows the basic management techniques and the reasons for their use.</div> <div>3. Applies contemporary management concepts in describing and explaining management phenomena.</div> <div>4. Solves management problems based on modern and classic management concepts.</div> <div>5. Is prepared for lifelong learning.</div>	
	COURSE CONTENT	
	LECTURE:	PRACTICAL FORM - WORKSHOP:
	<div>1. Organization management - introduction. The concept and method of management: Management concepts - basic concepts. Evolution and diffusion of management concepts, methods and techniques. The direction of scientific management: Pioneers of scientific organization. Scientific organization of work. Theoreticians of classical school. Methods of scientific management. Administrative direction: Henri Fayol and classical theory of organization. The theory of bureaucracy - a concept of an ideal type of organization. Power in organization according to M. Weber. Methods of management of administrative direction.</div> <div>2. The direction of human relations: Experiment at Hawthorne. Assumptions of psychological approach. Management methods used in a psychological approach. System and situational school: System - concept, hierarchy of systems. Systemic point of view. Organization as an open system. Situational approach. Management methods used in system and situational approach.</div> <div>3. The concept of the organization game: Game and resources in the game. Tender and negotiation as a form of game. Player model. Features of the management game.</div> <div>4. Concept of organizational balance: The concept of organizational balance - outline theory. Basic elements of organizational balance. Instruments for restoring balance.</div> <div>5. New wave in management. Postmodernism in management: A new wave and 7 "S" theory. Theory "Z" in a new wave. Postmodernism in organizational theory. Metaphorical understanding of organization.</div> <div>6. Modern methods of managing organizations. From reengineering to process management - the characteristics of modern methods.</div> <div>7. Evolution of the concept of management: the Japanese approach; the American approach. Process in selected management concepts.</div>	<div>1. Management concepts - basic concepts. Evolution and diffusion of management methods and concepts.</div> <div>2. Structural management methods and concepts: Management by delegation of powers and responsibilities. Management by exceptions. Case study</div> <div>3. Management by results. Management by objectives. Management by motivation. Integrative management methods and concepts: Management by conflict. Management by communication. Management by participation. Case study.</div> <div>4. Reengineering and process orientation: Business Process Reengineering - concept and essence. Key concepts. Basic principles of re-engineering.</div> <div>5. Benchmarking: Benchmarking - a concept, essence, types. Outsourcing: Outsourcing is a concept, essence. Types of Outsourcing. Advantages and disadvantages of the method. Case study</div> <div>6. Lean management: Lean management - a concept, an essence. Features of Lean management. TQM: Quality in management. The assumptions of the TQM concept. Comprehensive quality management.</div> <div>7. Modern management concepts and orientations: Orientation to innovation and know-how. Case study</div> <div>8. High performance systems. Virtual organization. Selected management orientations: Customer orientation. Financial result orientation. Case study</div> <div>9. High performance systems. Virtual organization. Selected management orientations: Customer orientation. Financial result orientation. Case study. Passing the exercises</div>
	<b>ASSESSMENT:</b> Activity, case study, written assignment	
	<b>DIDACTICAL METHODS:</b> Lecture with multimedia presentation, case study. Case study, event analysis, discussion. Problem discussion; brainstorming; case method.	
<b>COMPULSORY READINGS:</b>		
<div>1. Czerska M., Szpitter A., Konceptcje zarządzania. Podręcznik akademicki, Wydawnictwo C. H. Beck, Warszawa 2010.</div> <div>2. Zimniewicz K., Konceptcje zarządzania, Wydawnictwo Forum Naukowe, Poznań 2008.</div> <div>3. Stabryła A. (red.), Konceptcje zarządzania współczesnym przedsiębiorstwem, Mfiles.pl, Kraków 2010.</div>		

MODE OF STUDY: MAJOR	COURSE: MANAGERIAL ACCOUNTING	
	<b>COURSE OBJECTIVES:</b> Profound understanding what tasks managerial accounting embraces and how it is applied in the corporate environment. The following learning objectives are pursued to help students to evaluate information, think critically, solve problems and make accounting data relevant for the decision-making: <ol style="list-style-type: none"> <li>1. Evaluate the role of managerial accounting in society and organization.</li> <li>2. Be able to plan marketing activities, use appropriate marketing tools and evaluate marketing performance in international environment.</li> <li>3. Advance understanding of managerial accounting frameworks, measurement issues and corporate steering strategies.</li> <li>4. 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: tasks of Controllers, basic technical terms, the cycle of corporate steering (cost analysis, planning &amp; budgeting, reporting etc.).</li> <li>2. Student has knowledge about Cost-Volume-Profit: cost structures, break-even calculation, target-costing.</li> <li>3. Student is familiar with the corporate steering framework: how managerial accounting helps to translate business strategies into operational excellence.</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. Students is able to perform Predictive Analytics: how time series analysis boosts the efficiency of planning and budgeting processes, algorithm-based business analytics.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b> <ol style="list-style-type: none"> <li>1. The Role of Managerial Accounting: tasks of Controllers, basic technical terms, the cycle of corporate steering (cost analysis, planning &amp; budgeting, reporting etc.</li> <li>2. Cost-Volume-Profit: cost structures, break-even calculation, target-costing</li> <li>3. Becoming a Business Partner: how managerial accounting works in modern multi-national corporates</li> <li>4. Controlling and Digitalization: the impact of digitalization on controllers' tasks and skill set</li> <li>5. Predictive Analytics and Big Data: how the new data economy revolutionize planning and forecasting</li> </ol>	<b>PRACTICAL FORM - WORKSHOP:</b> <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> activity, exam, written exercises	
	<b>DIDACTICAL METHODS:</b> Lecture with multimedia presentation and videos. Teamwork project. Case studies, analysis of events, discussion.	
	<b>COMPULSORY READINGS:</b> <ol style="list-style-type: none"> <li>1. G. F. Dominiak, J. G. Louderback: Managerial accounting, 5<sup>th</sup> ed., PWS-KENT Publishing Company, Boston 1988.</li> <li>2. P. M. Fischer, W. J. Taylor, J. A. Leer: Advanced accounting, 3<sup>rd</sup> ed., South-Western Publishing Co, Cincinnati 1986.</li> <li>3. P. E. Fess, C. S. Warren: Accounting principles, 15<sup>th</sup> ed., South-Western Publishing Co, Cincinnati 1986.</li> </ol>	



MODE OF STUDY: DIPLOMA	COURSE: SEMINAR	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. Defining the principles for writing the thesis and becoming aware of the legal requirements relating to intellectual property.</li> <li>2. Formulating the research problem and characterizing the research process based on the research methodology.</li> <li>3. To present the results of the research analysis in an understandable and convincing way.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student knows the rules of writing the thesis. He understands the legal and organizational aspects of preparing thesis and knows research methods to solve specific research problems.</li> <li>2. Can discuss the research process, define the aim and area of research, put forward a scientific thesis and a research hypothesis. Can apply selected research methods, tools and techniques and select a research sample.</li> <li>3. Can: describe the subject of research and its specificity; make an empirical identification of problems; specify the problems and place of the subject of research in the organizational system; describe the relations of the subject of research with the environment; collect statistical data; perform statistical analysis; relate data to a representative research group; verify hypotheses.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>SEMINAR:</b> <ol style="list-style-type: none"> <li>1. Master's thesis planning - an initial description of problematic assumptions, including a general description of the subject, aim and structure of the thesis.</li> <li>2. Determining the subject, purpose and structure of the thesis.</li> <li>3. Writing technique - presentation of requirements.</li> <li>4. Working with source materials.</li> <li>5. Preparation of the final title of the thesis and its structure.</li> <li>6. Working with the literature on the subject - principles, norms in this area. Consultation with a promoter when writing theoretical content.</li> <li>7. Developing work theory. Literature research. Working with text. Consultation.</li> <li>8. Research process - introduction, review of research methods, techniques and tools.</li> <li>9. Justification of the purpose of the research. Justification of the need to undertake research. Research hypotheses. Presentation of methodological assumptions of the thesis. Consultation.</li> <li>10. Construction of research tools, principles of research results development. Research tool - presentation of solutions. Consultation.</li> <li>11. Identification of a representative study group. Characteristics of the test object. Presentation. Substantive discussion.</li> <li>12. Development of research results. Consultation.</li> <li>13. The structure of the research report. Synthetic presentation of the research process and conclusions from the analysis. Verification of hypotheses. Visualization. Indication of directions of improvements or new solutions. Consultation.</li> <li>14. Rules for editing work. Analysis of the formal and language side of the thesis. Passing the draft version.</li> <li>15. preparing a report documenting conclusions and proposals. Monitoring of the thesis writing. Consultation.</li> <li>16. Preparation for the master's exam. Consultations.</li> </ol>	
	<b>ASSESSMENT:</b> developing the topic and structure of work, practical task (development of work theory), the oral exam	
	<b>DIDACTICAL METHODS:</b> Conversion lecture with multimedia presentation. Presentation. Case study, discussion.	
	<b>COMPULSORY READINGS:</b> <ol style="list-style-type: none"> <li>1. Buglear, J., Lowry, D., Mutch, A., Tansley, C., Researching and Writing a Dissertation: A Guidebook for Business Students, Prentice Hall, Harlow, England, 2007</li> <li>2. According to teachers' recommendation, individually dedicated for every student.</li> </ol>	



MODE OF STUDY: MAJOR	COURSE: MANAGING PUBLIC RELATIONS	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. To present recent theories and contemporary practice in the public relations field with the particular interests in PR programme planning.</li> <li>2. To give participants an opportunity for improving skills such as communication, media relations, writing and presentation.</li> <li>3. To provide to participants significant information about the contemporary methods and techniques of public relations practice.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Has basic knowledge of communication management in the company and communication management techniques in public relations.</li> <li>2. Knows the basic methods of researching and evaluating which are necessary to assess the situation of the company in its relationships with the stakeholders.</li> <li>3. Has the ability to use the tools and management techniques for communication management activities in public relations activities.</li> <li>4. Is able to teamwork, freely communicates with partners, providing his/her requirements and expectations and the needs within the realized public relations projects.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b>	<b>PRACTICAL FORM - WORKSHOP:</b>
	<ol style="list-style-type: none"> <li>1. The Role and Evolution of Public Relations. Communication and Public Opinion. Publics in Public Relations. Public Relations Process.</li> <li>2. Research in Public Relations. Media and Social media.</li> <li>3. PR and Marketing. Integrated Marketing Communications.</li> <li>4. Crisis Management. Ethics and Social Responsibility in Public Relations. Employer branding and Personal branding.</li> </ol>	<ol style="list-style-type: none"> <li>1. Introductory exercises: terms and definitions connected with PR, similarities and differences between PR and marketing, advertising, journalism, publicity, corporate identity, corporate social responsibility, etc.</li> <li>2. Practical case studies dealing with the application of PR tools in building good relationships with different publics.</li> <li>3. Program planning: elements of a PR plan (situation, objectives, audience, strategy, tactics, calendar, budget, evaluation).</li> <li>4. Problem recognition and identifying PR issues for group projects.</li> <li>5. PR in crisis situations: solving problems connected with crisis communications. Press conference: role-playing exercise.</li> <li>6. Group presentations. Feedback and evaluation.</li> </ol>
	<b>ASSESSMENT:</b> Presentation, Exam/colloquium in the form of a closed test (quiz), Activity during classes, Project	
	<b>DIDACTICAL METHODS:</b> Specifying: lecture, conversation, pre-class reading. Exposing: slideshow, film, video case study. Problematic: problematic discussion, brainstorming, case method. Practical: practical exercises for developing intelligence.	
	<b>COMPULSORY READINGS:</b> <ol style="list-style-type: none"> <li>1. F. P. Seitel: <i>The Practice of Public Relations</i>, 13th ed., Pearson, 2013</li> <li>2. D. L. Wilcox, G. T. Cameron: <i>Public Relations. Strategies and Tactics</i>, 11th ed., Pearson Education 2014</li> <li>3. E. Grunig; T. Hunt: <i>Managing Public Relations</i>. Harcourt Brace Jovanovich College Publishers: San Diego 1984</li> </ol>	





COURSE: INTERNSHIP	
MODE OF STUDY: MAJOR	<b>COURSE OBJECTIVES:</b> 1. Use of directional and specialization knowledge, in particular for: <ul style="list-style-type: none"> <li>major knowledge: <ol style="list-style-type: none"> <li>determining the organizational structure in a given enterprise,</li> <li>definition of business processes,</li> <li>familiarizing with the management process,</li> <li>acquaintance with the infrastructure of the enterprise;</li> </ol> </li> <li>specialization knowledge: <ol style="list-style-type: none"> <li>definition of the management methods used,</li> <li>definition of management decisions.</li> </ol> </li> </ul> 2. Verification and improvement of work skills, in particular concerning <ol style="list-style-type: none"> <li>responsibilities in basic occupations</li> <li>the ability to operate IT management systems, e.g. warehouse programs, accounting, transport planning, etc.</li> <li>compliance with health and safety regulations, basic activities of the employee, etc.,</li> </ol> 3. Acquisition of social competences necessary for future employees in the activity, including: <ol style="list-style-type: none"> <li>the acquisition of confidence in making decisions,</li> <li>understanding the need for development</li> </ol> 4. Group work and co-responsibility. Verification and improvement of work skills, in particular concerning <ol style="list-style-type: none"> <li>responsibilities in basic jobs</li> <li>the ability to operate IT management systems, e.g. warehouse programs, accounting, transport planning, etc.</li> <li>compliance with health and safety regulations, basic activity of an employee, etc., for the effects of work.</li> </ol>
	<b>LEARNING OUTCOMES:</b> 1. Student can obtain information from the place of professional practice, integrate it and use it in education: <ul style="list-style-type: none"> <li>discuss organizational solutions for the management of the enterprise,</li> <li>identify and discuss the information systems used,</li> <li>discuss the infrastructure elements of the undertaking concerned,</li> <li>discuss modern management methods and concepts,</li> <li>present the structure and types of processes in the company.</li> </ul> 2. He constantly broadens its professional and personal competences by participating in additional forms of training at the workplace and in particular: <ul style="list-style-type: none"> <li>in quality management;</li> <li>for KAIZEN,</li> <li>within the 5S,</li> </ul> as regards management information systems. 3. Can solve the most common problems related to his/her profession. 4. Can organize and manage teamwork and solve problems in the work environment. 5. Student can take responsibility for the tasks entrusted to him/her before his/her colleagues.
	<b>COURSE CONTENT</b>
	<b>PRACTICAL FORM - WORKSHOP:</b> 1. Familiarizing with the Rector's Order and the internship syllabus. 2. Documentation of internship and rules for its settlement. 3. Learning outcomes during internship and their achievement. 4. Settlement of internship records and their credit.
	<b>ASSESSMENT:</b> internship report
	<b>DIDACTICAL METHODS:</b> Given - description. Problematic - case method. Practical - practical exercises in developing the intellect.
	<b>COMPULSORY READINGS:</b> 1. Ordinance of Rector 15/16 of 5 December 2016 on professional internship.

MODE OF STUDY: SPECIALIZATION	COURSE: PUBLIC SPEAKING	
	<b>COURSE OBJECTIVES:</b> <ol style="list-style-type: none"> <li>1. Gaining knowledge on the essence and conditions of effective speech and presentation in the business environment.</li> <li>2. Getting to know effective tools that can be used in public speeches.</li> <li>3. Acquire the ability to plan, develop and deliver speeches and present business data through presentations in business situations.</li> </ol>	
	<b>LEARNING OUTCOMES:</b> <ol style="list-style-type: none"> <li>1. Student has knowledge of the essence of public speeches, in particular speeches and presentations, and factors that affect their effectiveness.</li> <li>2. Student is able to write and deliver a speech and plan, prepare and present a presentation using various communication tools.</li> <li>3. Student has social competences necessary to influence and convince the audience and is able to apply appropriate techniques of audience management during various forms of public speaking.</li> <li>4. Demonstrates an active attitude towards independent acquisition and improvement of knowledge and professional skills.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b> <ol style="list-style-type: none"> <li>1. Types of business presentations and their characteristics.</li> <li>2. Professional preparation for business presentations.</li> <li>3. Attractive opening and captivating ending of a speech.</li> <li>4. Transparent message and persuasive language of speech.</li> <li>5. Managing of the audience during the speeches.</li> <li>6. Public speaking in various situations.</li> </ol>	<b>PRACTICAL FORM - WORKSHOP:</b> <ol style="list-style-type: none"> <li>1. Workshop for writing and making speeches.</li> <li>2. "Body language" - workshop with a camera</li> <li>3. Workshop for creating professional slides.</li> </ol>
	<b>ASSESSMENT:</b> activity during classes, preparation of a group presentation, implementation of the presentation, written assignment	
	<b>DIDACTICAL METHODS:</b> Lecture with multimedia presentation. Individual and group exercises. Workshops with a camera. Workshops with presentation software.	
	<b>COMPULSORY READINGS:</b> <ol style="list-style-type: none"> <li>1. Bly R.W.: Persuasive Presentations for Business, Entrepreneur Press, Irvine, CA 2008.</li> <li>2. Duarte N.: slide:ology: The Art and Science of Creating Great Presentations, O'Reilly Media, Sebastopol, CA 2008.</li> <li>3. Gabrielle B. R.: Speaking PowerPoint: The new language of business, Insights Publishing, Cape Town 2010.</li> </ol>	



MODE OF STUDY: SPECIALIZATION	COURSE: COACHING IN BUSINESS	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. Understanding the role of mentor and coach by the manager.</li> <li>2. Improvement of business communication skills as a coach and mentor.</li> <li>3. Developing managerial competencies related to employee development in mentoring programs.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student will learn how to model their behavior by acting as a mentor in the organization and how to set an example of behavior and attitudes for others.</li> <li>2. Student has knowledge how to build business relations.</li> <li>3. Student is able to apply appropriate models and mentoring techniques in relations with employees.</li> <li>4. Student is able to communicate empathically in the work environment.</li> <li>5. Student has knowledge about the importance of mentoring programs in the organization and is able to plan them.</li> <li>6. Student is able to create a social environment supporting the mentoring culture.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b> <ol style="list-style-type: none"> <li>1. Introduction to modern mentoring.</li> <li>2. Mentor profile - knowledge, skills and attitude.</li> <li>3. Mentoring in organizations - implementation strategy and tactics.</li> <li>4. Types and models of mentoring.</li> </ol>	<b>PRACTICAL FORM - WORKSHOP:</b> <ol style="list-style-type: none"> <li>1. GROW model - conducting a mentor conversation.</li> <li>2. Target setting model - STARTER.</li> <li>3. GOLD development feedback model.</li> <li>4. Model of knowledge sharing.</li> <li>5. Model of mentoring questions.</li> <li>6. The holistic listening model.</li> <li>7. The model of providing support.</li> <li>8. Model of a mentoring program in an organization.</li> </ol>
	<b>ASSESSMENT:</b> activity during classes, group elaboration, presentation of a group project (individual responsibility of each student in the project group)	
	<b>DIDACTICAL METHODS:</b> Lecture with multimedia presentation. Team project development. Case studies. Workshop exercises. Discussion.	
	<b>COMPULSORY READINGS:</b> <ol style="list-style-type: none"> <li>1. Czarkowska L. (red.): Coaching as a method of developing human potential, Wydawnictwa Akademickie i Profesjonalne - Wydaw. Wyższej Szkoły Przedsiębiorczości i Zarządzania im. L. Koźmińskiego, Warszawa 2010.</li> <li>2. Łączay M., and Fatuła D.: Social aspects of management: personal development, cultural changes, economic progress, Krakowskie Towarzystwo Edukacyjne - Oficyna Wydawnicza AFM, Kraków 2014.</li> <li>3. Mintzberg H., Kotter J. P., Zaleznik A. (et al.): Harvard Business Review on Leadership, Harvard Business Review, Boston 2009.</li> </ol>	





MODE OF STUDY: SPECIALIZATION	COURSE: SUPPLY CHAIN MANAGEMENT	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. Presentation of the elements of supply chain management and familiarization with the key supply chain factors affecting the competitiveness of the company.</li> <li>2. Acquiring by students the ability to identify the essential elements of logistics processes and systems, interpret - in a systemic perspective - the logistic dependencies of the economic situation of the company and the selection of supply chain management tools.</li> <li>3. Developing skills in recognizing differences in the process of creating, planning and managing inventories in order to make effective managerial decisions.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student understands the essence of supply chain management and basic issues related to the influence of external factors on the supply chain in an enterprise.</li> <li>2. Students knows the principles of demand planning and purchasing, production, inventory, distribution and quality management within supply chain management.</li> <li>3. Student is able to apply appropriate models and mentoring techniques in relations with employees.</li> <li>4. Student is able to develop team solutions to problems in the process of making managerial decisions in the supply chain management.</li> <li>5. Students 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. Introduction to supply chain management: logistics, logistics management, supply chain management. External factors influencing the company.</li> <li>2. Process management: supply chain participants, needs and conflicts.</li> <li>3. Planning of material requirements: MRP, purchasing (procurement) and supply process (transport, warehouse).</li> <li>4. Production and inventory management: production process, production capacity, balancing, ABC and XYZ material analysis.</li> <li>5. Distribution: design of a logistics network, organization of logistics.</li> <li>6. Quality and purchasing management: quality costs, product quality, problem-solving methods.</li> <li>7. Just-in-Time Production, Some Lean Manufacturing Tools.</li> </ol>	<ol style="list-style-type: none"> <li>1. Supplier selection strategies, inventory management, ABC/XYZ method.</li> <li>2. Material planning, product tree.</li> <li>3. Task preparation and presentation.</li> </ol>
	<b>ASSESSMENT:</b> Quizzes, activity (participation and proactivity shown during the class), preparation and presentation of the group project (GSCM Simulation)	
	<b>DIDACTICAL METHODS:</b> Lecture with multimedia presentation. Team project development. Case studies. Workshop exercises. Simulation, exercises, quizzes, discussion.	
	<b>COMPULSORY READINGS:</b> <ol style="list-style-type: none"> <li>1. W. A. Ruch, H. E. Fearon, D. C. Wieters: Fundamentals of production/operations management, Wyd. 5, West Publishing Company, St. Paul 1992.</li> <li>2. J. B. Dilworth: Production and operations management, Wyd. 5, McGraw-Hill Book Company, New York 1993</li> <li>3. E. S. Buffa: Modern production/operations management, Wyd. 6, John Wiley &amp; Sons, New York 1980.</li> </ol>	



MODE OF STUDY: MAJOR	COURSE: PROCESS MANAGEMENT	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"><li>1. Understanding the concept of process and the relationship between processes in an organization</li><li>2. Practical use of the process approach in the organization and its plus / minus points</li><li>3. Identify the best process approach for your organization</li></ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"><li>1. Knows modern concepts and methods of measuring the management of business performance in the process.</li><li>2. Knows the principles of analyzing, diagnosing and making changes to economic organizations, including processes of restructuring and renewal of strategic organization in the process.</li><li>3. 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.</li><li>4. Has the ability to diagnose the situation of organization and design possible variants of its strategy in process perspective.</li><li>5. Is able to adequately prioritize the priorities for performing specific tasks in the context of process management.</li></ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b>	<b>PRACTICAL FORM - WORKSHOP:</b>
	<ol style="list-style-type: none"><li>1. Process definition, process approach; What is Process Management, Business Process Management (BPM)</li><li>2. Types of processes and their parameters; Business Process Management Chart.</li><li>3. Process optimization – 4 criteria<ul style="list-style-type: none"><li>• Assess strategic relevance of each process</li><li>• Render high-level judgments of the “health” of each process</li><li>• Qualify the culture and politics of each process</li><li>• Define manageable process innovation scope</li></ul></li><li>4. Process management BPM Lifecycle; The link with process modeling.</li><li>5. Implementation methods; The 10 Principles of Process Management.</li></ol>	<ol style="list-style-type: none"><li>1. Project</li><li>2. CASE STUDY „Logistic of propane for ZA POLICE PDH plant.”</li><li>3. Case-study analysis</li></ol>
	<b>ASSESSMENT:</b> activity / written test, activity during classes / project	
<b>DIDACTICAL METHODS:</b> Lecture with multimedia presentation. Individual tasks + workshop with panel discussion. Case study/discussion		
<b>COMPULSORY READINGS:</b>		
<ol style="list-style-type: none"><li>1. N. Slack, A. Brandon-Jones, R. Johnston, A. Betts: Operations and Process Management, 4th ed., Upper Saddle River, NJ 2015.</li><li>2. Improving business processes, Harvard Business School Press.</li><li>3. A. Grosskopf, G. Decker, M. Weske: The process: Business process modeling using BPMN.</li></ol>		



MODE OF STUDY: MAJOR	COURSE: CHANGE MANAGEMENT	
	<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. Getting an overview on challenges and success factors of change management.</li> <li>2. Organizing a 'change project'.</li> <li>3. Planning and designing a change management process.</li> <li>4. Becoming acquainted with change management tools and techniques.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b> <ol style="list-style-type: none"> <li>1. Introduction <ul style="list-style-type: none"> <li>• Definition of change – role of change – change situations today</li> <li>• Challenges in change situation, reasons for failed change processes</li> <li>• Definition change management</li> <li>• Success factors in change management</li> </ul> </li> <li>2. The 'change project' <ul style="list-style-type: none"> <li>• Organizational setup</li> <li>• Change manager</li> </ul> </li> <li>3. Change management process <ul style="list-style-type: none"> <li>• Decision to change</li> <li>• Analysis</li> <li>• Change strategy and architecture</li> <li>• Planning</li> <li>• Implementation</li> </ul> </li> </ol>	<b>PRACTICAL FORM - WORKSHOP:</b> <ol style="list-style-type: none"> <li>1. Mini case: Change situations</li> <li>2. Tools and instruments <ul style="list-style-type: none"> <li>• Communication</li> <li>• Participation</li> <li>• Training and enablement</li> </ul> </li> <li>3. Case discussion – Anna Frisch: Pitfalls in change management</li> </ol>
	<b>ASSESSMENT:</b> Case study as take-home written assignment, evaluation of activity during classes	
	<b>DIDACTICAL METHODS:</b> Lecture with multimedia presentation, case discussions, group work	
	<b>COMPULSORY READINGS:</b> <ol style="list-style-type: none"> <li>1. Harvard Business Review (2011): HBR's 10 Must Reads on Change Management. Harvard Business Press, 2011.</li> <li>2. Hayes, J. (2010): The Theory and Practice of Change Management. 3rd ed. Palgrave Macmillan, 2010.</li> <li>3. Kotter, J. P. (1996): Leading Change. Harvard Business Review Press, 1996.</li> </ol>	





MODE OF STUDY: MAJOR	COURSE: BUSINESS LAW	
	<b>COURSE OBJECTIVES:</b> <ol style="list-style-type: none"> <li>1. This course is to provide students with the knowledge to understand the institutions and principles of Business Law.</li> <li>2. This course is 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. This course is 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> <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>	<b>PRACTICAL FORM - WORKSHOP:</b> <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> oral deliverance, preparation of contract, presentation of a given task	
	<b>DIDACTICAL METHODS:</b> Lecture with multimedia presentation. Group exercises. Analysis of contracts, discussion.	
	<b>COMPULSORY READINGS:</b> <ol style="list-style-type: none"> <li>1. R. August, D. Mayer, M. Bixby: International business law: text, cases, and readings, 5<sup>th</sup> ed., Pearson Education International, New Jersey 2009.</li> <li>2. A. Krois-Lindner, International Legal English, Cambridge University Press 2006</li> <li>3. A. Santa Maria, European economic law, 2nd EDT, Kluwer International</li> </ol>	

MODE OF STUDY: MAJOR	COURSE: TEAMBUILDING AND LEADERSHIP	
	<b>COURSE OBJECTIVES:</b> <ol style="list-style-type: none"> <li>1. To provide students with the knowledge about the difference between a leader and a manager and the role the leader plays in building the team.</li> <li>2. To get students acquainted with the concepts constituting the basis for solving problems of managerial practice and show practical examples of effective teambuilding and leadership experience.</li> <li>3. To prepare students for the role of a leader so they should be able to choose their own leadership style and build their effective teams.</li> </ol>	
	<b>LEARNING OUTCOMES:</b> <ol style="list-style-type: none"> <li>1. Student knows individual leadership styles and their application in team management and individual phases of team building.</li> <li>2. Student knows the most important theories and concepts related to leadership and team management.</li> <li>3. The student is able to plan the process of changes and the way of their implementation in the team.</li> <li>4. The student is able to initiate activities and organize teamwork, delegate qualifications and assess the progress of work.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b> <ol style="list-style-type: none"> <li>1. Manager vs. Leader</li> <li>2. Role of the leader in team building</li> <li>3. Leadership in crisis</li> </ol>	<b>PRACTICAL FORM - WORKSHOP:</b> <ol style="list-style-type: none"> <li>1. Presentations of the chosen leaders</li> <li>2. Different leadership styles</li> <li>3. Strategic leadership of Jack Welch – GE</li> <li>4. Case studies</li> </ol>
	<b>ASSESSMENT:</b> activity, presentation, case study	
	<b>DIDACTICAL METHODS:</b> Lecture, slideshow. Paper, case method. Discussion, brainstorming.	
	<b>COMPULSORY READINGS:</b> <ol style="list-style-type: none"> <li>1. G. C. Avery: Understanding leadership, SAGE Publications LTD, Los Angeles 2011.</li> <li>2. H. Mintzberg, J. P. Kotter, A. Zaleznik (et al.): Harvard Business Review on Leadership, Harvard Business Review, Boston 2009.</li> <li>3. M. D. Ashby, S. A. Miles: Leaders talk leadership: top executives speak their minds, Heidrick and Struggles International, Inc., Oxford University Press, Oxford 2002.</li> </ol>	

ODE OF STUDY: MAJOR	COURSE: BUSINESS SKILLS AND COMPETENCES ASSESSMENT	
	<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> <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>	<b>PRACTICAL FORM - WORKSHOP:</b> <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> activity, colloquium in the form of a closed test, practical task, case study <b>DIDACTICAL METHODS:</b> case method, brainstorming, problematic discussion <b>COMPULSORY READINGS:</b> <ol style="list-style-type: none"> <li>1. Stephen P. Robbins, Timothy Campbell, Timothy A. Judge, <i>Organizational Behaviour, Secon Edition</i></li> <li>2. Harvard Business Review, <i>On Leadership, 2011,</i></li> <li>3. 3. David Kelly, <i>Creative Confidence: Unleashing the Creative Potential Within Us All, 2013</i></li> </ol>	

MODE OF STUDY: MAJOR	COURSE: E-BUSINESS	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. Understand different digital technologies as enabler of value provision.</li> <li>2. Provide additional marketing tools for the digital environment.</li> <li>3. 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> <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>	<b>PRACTICAL FORM - WORKSHOP:</b> <ol style="list-style-type: none"> <li>1. Electronic quiz (open book, 30 Minutes).</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> activity, quiz, final presentation <b>DIDACTICAL METHODS:</b> Lecture with multimedia presentation. Teamwork project. Quizzes, case studies, discussions. <b>COMPULSORY READINGS:</b> <ol style="list-style-type: none"> <li>1. What So Many Strategists Get Wrong About Digital Disruption, Freek Vermeulen, 2017  <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> </li> </ol>	

MODE OF STUDY: MAJOR	COURSE: APPLIED CORPORATE FINANCE	
	<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>	
	COURSE CONTENT	
	<b>LECTURE:</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>	<b>PRACTICAL FORM - WORKSHOP:</b> <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> activity and attendance, case study, take-home exam	
	<b>DIDACTICAL METHODS:</b> Lecture with multimedia presentation. Case studies and discussions. Exercises.	
	<b>COMPULSORY READINGS:</b> <ol style="list-style-type: none"> <li>1. L. J. Gitman, C. J. Zutter: Principles of managerial finance, Wyd. 13, Pearson Education, 2012. Warszawa 2015.</li> <li>2. J. F. Weston, E. F. Brigham: Managerial finance, Wyd. 7, The Dryden Press, Hinsdale, Illinois 1981.</li> <li>3. M. Bojańczyk: Corporate finance in the unstable world, Akademia Finansów i Biznesu Vistula, Warszawa 2015</li> </ol>	

MODE OF STUDY: SPECIALIZATION	COURSE: RISK MANAGEMENT	
	<b>COURSE OBJECTIVES:</b> <ol style="list-style-type: none"> <li>1. Explaining the meaning of risk and its specificity in business management.</li> <li>2. Preparing students for risk management in enterprises.</li> <li>3. Presentation of techniques and means of risk assessment and management.</li> </ol>	
	<b>LEARNING OUTCOMES:</b> <ol style="list-style-type: none"> <li>1. Student understands the notion of risk and its importance in managing an enterprise.</li> <li>2. Student knows the basic principles and methods of risk assessment in business.</li> <li>3. Student is able to assess the risk in managing an enterprise and plan the procedures of managing it.</li> <li>4. Student is able to develop team solutions to problems in the process of taking risks in managing an enterprise.</li> </ol>	
	COURSE CONTENT	
	<b>LECTURE:</b> <ol style="list-style-type: none"> <li>1. Concept of risk, risk management stages, risks.</li> <li>2. Risk identification and measurement methods, prevention.</li> <li>3. Response procedures and changes in risk management.</li> </ol>	<b>PRACTICAL FORM - WORKSHOP:</b> <ol style="list-style-type: none"> <li>1. Risk management plan for a selected project - identification of threats to the project implementation.</li> <li>2. Risk management plan for a selected project - risk assessment tools.</li> <li>3. Risk management plan for the selected project - prevention methods.</li> <li>4. Risk management plan for a selected project - monitoring tools and reactions.</li> </ol>
	<b>ASSESSMENT:</b> activity during classes, group project, presentation	
	<b>DIDACTICAL METHODS:</b> Lecturer-directed self-study // working with books. Slideshow-based lecture / instruction with problematic discussions. Practical exercise // application of software packages to solve practical problems. Group work and conversations on case studies.	
	<b>COMPULSORY READINGS:</b> <ol style="list-style-type: none"> <li>1. Introduction to risk and value management in projects / Marcin Wojtysiak-Kotlarski. - Warszawa 2015.</li> <li>2. Enterprise valuation and value-based management in conditions of instability / Mirosław Bojańczyk - Akademia Finansów i Biznesu Vistula, Warszawa 2016.</li> <li>3. Risk Management: Challenge and Opportunity / Michael Frenkel, Ulrich Hommel, Markus Rudolf (red.), Springer, Heidelberg 2005.</li> </ol>	



MODE OF STUDY: SPECIALIZATION	<b>COURSE: INTERNATIONAL BUSINESS</b>	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. Presentation of knowledge about the principles of functioning of the global market.</li> <li>2. Build capacity for bilateral communication in an international and multicultural environment.</li> <li>3. Development of public presentation skills, including advantages of internationalization of the company's activity.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student understands the causes, benefits and threats resulting from the globalization of markets.</li> <li>2. Student knows the rules of competing on international markets in the process of internationalization.</li> <li>3. Student is able to develop team solutions concerning the choice of an appropriate strategy of competing in the international business.</li> <li>4. Student has the ability to analyze the presentation as a result of group work on the international market.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b>	<b>PRACTICAL FORM - WORKSHOP:</b>
	<ol style="list-style-type: none"> <li>1. Globalization of the global economy.</li> <li>2. International economic organizations with a global and regional character.</li> <li>3. Influence of cultural differences on business - communication, negotiations, etiquette.</li> <li>4. Security in international transactions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Creation of an international business strategy.</li> <li>2. Marketing strategies of an international company.</li> <li>3. International market research methods. Analysis of data and trends.</li> </ol>
	<b>ASSESSMENT:</b> activity during classes, preparation of a draft business and marketing strategy (teamwork), presentation of a selected case study	
	<b>DIDACTICAL METHODS:</b> Lecture with multimedia presentation. Team project development. Case study, event analysis, discussion.	
	<b>COMPULSORY READINGS:</b> <ol style="list-style-type: none"> <li>1. International business and management / Phil Kelly. - Andover: Cengage Learning, 2009.</li> <li>2. International business / John D. Daniels, Lee H. Radebaugh - Wyd. 7. - Reading, Massachusetts: Addison-Wesley Publishing Company, 1996.</li> <li>3. Reinventing Organizations, Frederic Laloux - <a href="http://a.co/d/jlkOyQr">http://a.co/d/jlkOyQr</a></li> <li>4. Servant Leadership, Robert K.Greenleaf - <a href="http://a.co/d/7KZ2O8j">http://a.co/d/7KZ2O8j</a></li> <li>5. Good capitalism, bad capitalism, W.JBaumol et la - <a href="http://a.co/d/ODCpWSy">http://a.co/d/ODCpWSy</a></li> </ol>	



MODE OF STUDY: SPECIALIZATION	COURSE: INTERNATIONAL MARKETING	
	<b>COURSE OBJECTIVES:</b>	
	<ol style="list-style-type: none"> <li>1. To develop students' understanding of the nature and complexities of conducting marketing activities locally and globally.</li> <li>2. To learn how to develop well defined marketing strategies applicable to real life scenarios.</li> <li>3. To be able to plan marketing activities, use appropriate marketing tools and evaluate marketing performance in international environment.</li> </ol>	
	<b>LEARNING OUTCOMES:</b>	
	<ol style="list-style-type: none"> <li>1. Student has a comprehensive knowledge of the marketing techniques currently used by leading global corporations around the world (from various industries).</li> <li>2. Student understands the diversity of customer segments in European markets (taking into account their needs and pressure points used during negotiations).</li> <li>3. Student is able to carry out the analysis of the brand, market and customer evaluation on his own (both at the national and international level).</li> <li>4. Student is able to maximize the allocation of company resources through a thoughtful choice of target market and brand positioning strategy.</li> <li>5. Student has the ability to create communication strategies that take into account the client's involvement.</li> <li>6. Student developed interpersonal competences and team-building skills.</li> </ol>	
	<b>COURSE CONTENT</b>	
	<b>LECTURE:</b>	<b>PRACTICAL FORM - WORKSHOP:</b>
	<ol style="list-style-type: none"> <li>1. Introduction to Exponential Marketing.</li> <li>2. Understanding customers insights.</li> <li>3. Brand Assessment.</li> <li>4. Customers Assessment (B2B and B2C).</li> <li>5. Market Assessment.</li> <li>6. From Segmentation to High Value Targeting.</li> <li>7. Building the right Brand Positioning: Creative Excellence – Bridging the gap between strategy and execution.</li> <li>8. Exponential Communication: Pre-Purchase, Purchase and Post-Purchase.</li> <li>9. The Challenger Sales Model.</li> </ol>	<ol style="list-style-type: none"> <li>1. Consumer Profiling.</li> <li>2. Brand Assessment (The Orbiter).</li> <li>3. Guerrilla Marketing.</li> <li>4. The Challenger Sale Workshop.</li> </ol>
	<b>ASSESSMENT:</b> participation and proactivity shown during the class, preparation and presentation of the group project (individual responsibility), preparation and presentation of the group project (total group work – consistency and completeness), written test	
	<b>DIDACTICAL METHODS:</b> Lecture with multimedia presentation. Workshops in class (applying in practice the knowledge just gathered). Teamwork projects. Real World Case studies from different industries and very recent (all occurred in the past 5 years).	
	<b>COMPULSORY READINGS:</b> <ol style="list-style-type: none"> <li>1. Cateora P. R., Graham J. L.: International marketing, 13<sup>th</sup> ed., McGraw-Hill Companies, New York 2007.</li> <li>2. Garrison, P.: Exponential Marketing. Capturing Sustainable Growth in an Environment of Constant Change. New Edition, Manager Publishing, 2009.</li> <li>3. Dixon, M., Adamson, B.: The Challenger Sale: How to take control of the customer conversation, Penguin Books Limited, 2012.</li> </ol>	





### 5.3 END-OF-STUDIES

The MBA Program at the University of Business in Wrocław lasts 2 years (4 semesters). During the 2-nd, 3rd and 4th semester you will be writing your master's thesis on a chosen topic. The thesis usually has a form of a lengthy paper (60-90 pages), in which you will be trying to solve a particular business problem, most probably concerning the company you are currently working for.

The studies will finish with Final MBA Exam, which will be an oral exam, during which you will be asked to answer 3 questions, including the issues regarding your master's thesis.

After successful finishing of the MBA Program and passing the Final Exam, you will receive a diploma of master's degree (in the field of Management; specialization MBA). The diploma will be officially awarded to you during the Graduation Ceremony.



## 6. WHAT NEXT?

There are numerous advantages of holding MBA diploma and multiple opportunities open up:

- The Master of Business Administration degree is considered to be one of the most prestigious and sought-after degrees in the world.
- Due to its interdisciplinarity, the acquired knowledge in the field of management, can be used in every business regardless of the industry or sector.
- It increases the chance for a more dynamic career development as well as opens the door to previously unachievable positions of high management staff, which is associated with higher remuneration and prestige.
- MBA salaries are some of the highest on the job market – you will have a chance to receive a monetary value for your upgraded knowledge, skills and competences.
- Thank to MBA program you will develop advanced and flexible management skills, which will allow you for a career change or finding thriving business opportunities.
- You will be well prepared to start your own company from scratch – using all the practical tools acquired during studying.
- MBA studies will allow you to gain valuable business contacts, potentially lasting a lifetime, which can make way to many business transactions and successful ventures.
- After graduation you will become a member of MBA Alumni Club, which will give you access to an extensive business network and many integration events.







# WSH

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