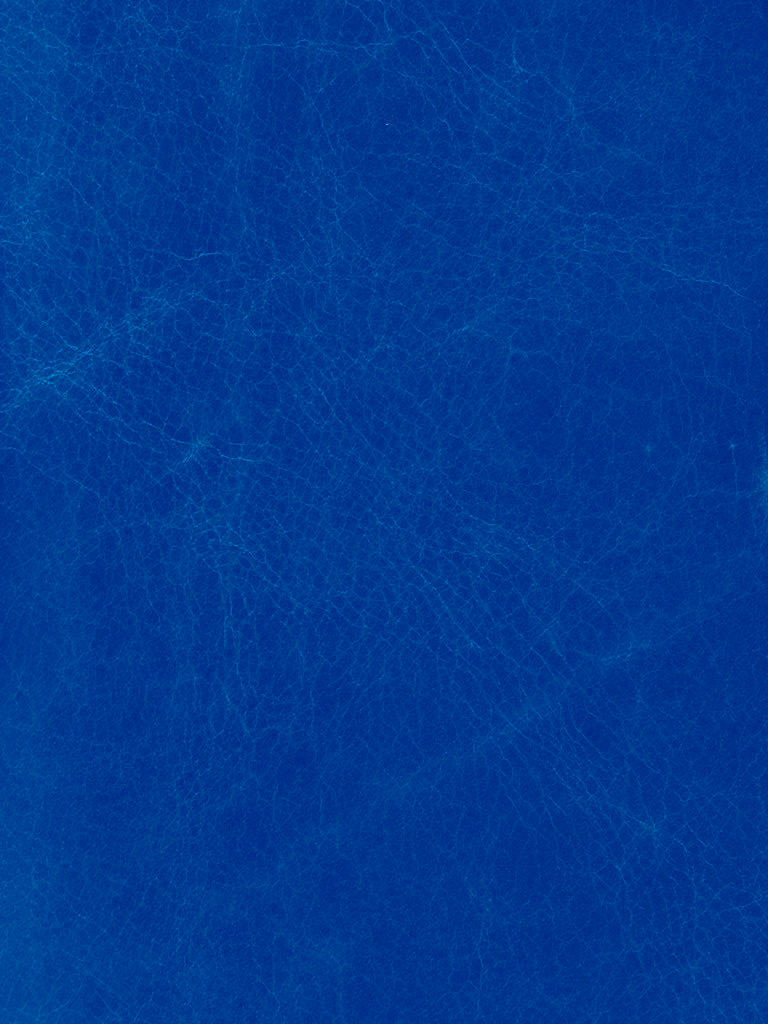
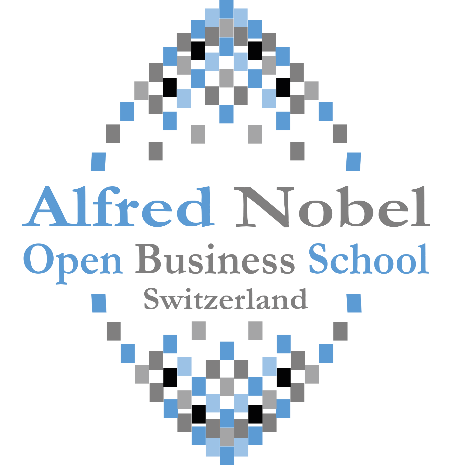
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**Innovation Management MSc**

**Curriculum Plan**

**Alfred Nobel University**

**Alfred Nobel Open Business School Switzerland**

**Objectives**

This Masters programme is designed to provide you with the skills and knowledge of the major business sectors to enable you to apply strategic approaches of business operations. You will gain an in-depth understanding of changing trends in international economy and, based on this knowledge, you will be able to manage human resources and other corporate activities successfully.

Upon completion of the course you will have the academic skills to continue studying at one of our Doctoral programmes. In addition, you will be equipped with all the specialized skills to devise, organize and manage workflows at an international level, both in the business and public sectors, with specialialised knowledge in your selected pathway. You will develop the professional skills to recognise business problems, to carry out informed decision-making by collecting and analysing the necessary information.

**Course structure**

**Masters’ (MSc) degree:**

1. Economics, business and methodological knowledge (30 credits)
2. Foundation courses (30 credits)
3. Advanced courses (30 credits)

Specialisations

## Enterprise and Innovation Management

The programme is designed for individuals with an interest in developing and implementing business initiatives. The courses cover all aspects of enterprise operation management, providing a sound basis of marketing, financial, HR and information management knowledge with a focus on continous

nme**Assignments**

For modules assessed via assignments students must study the entire content of the course and provide a detailed analysis of it in the form of a written assignment. Indicative content, learning outcomes and assessment criteria are set for each course. Successful assignments will present analytical thinking along with the ability to assess theories and apply them for relevant complex business cases. Assessment is primarily based on the level of fulfilling the learning outcomes through the realization of the assessment criteria. Four grades are applied in the assessment: fail, pass, merit and distinction. In case of failure, students may review their assignment based on the assessment received and they may resubmit the revised work.

(Find the „a” sign in the curriculum)

**Exams**

Closed book written examinations take place on the premises of the college. The required learning outcomes and several relevant tasks are issued at the beginning of the course. At the exam, students are requested to complete tasks in respect of each learning outcome. Exam papers are assessed along the fulfilment of the learning outcomes at four grades: fail, pass, merit and distinction. Students who fail the exam may retake it in the next exam period set by the college.

(Find the „e” sign in the curriculum)

**Presentations and case studies**

At practice-based courses students are required to prepare presentations of case studies along the models and examples studied during the course. Assessment is based on the quality of the content and delivery of the presentation, in terms of its accuracy and compliance to the prevailing academic discourse in the specific field.

(Find the „p” sign in the curriculum)

Curriculum of the Innovation Management MSc programme

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| **Management**  **in English Master of Science (MSc)** | | | | | | | | | | | | | | | | | | | | |
| **Economics, business and methodological knowledge** | | | | | | | | | | | | | | | | | | | | |
| course name | year I | | | | | | | | | | | | | year II | | | | | | |
| sem 1 | | | | | | sem 2 | | | | | | | sem 3 | | | | | | |
| hours | | cr | | ex | | hours | | | cr | | ex | | hours | | | cr | | ex | |
| th | pr | |  | |  | | th | pr | |  | |  | | th | pr | |  | |  | |
| Economics |  |  | |  | |  | | **3** | **0** | | **3** | | **a** | |  |  | |  | |  | |
| Ethics in Business | **2** | **2** | | **3** | | **a** | |  |  | |  | |  | |  |  | |  | |  | |
| Business Law | **2** | **0** | | **3** | | **e** | |  |  | |  | |  | |  |  | |  | |  | |
| Business Model |  |  | |  | |  | | **2** | **2** | | **3** | | **e** | |  |  | |  | |  | |
| Corporate Management |  |  | |  | |  | |  |  | |  | |  | | **0** | **1** | | **3** | | **a** | |
| Issue Management |  |  | |  | |  | | **0** | **2** | | **3** | | **a** | |  |  | |  | |  | |
| Cashflow |  |  | |  | |  | |  |  | |  | |  | | **2** | **1** | | **3** | | **a** | |
| Sales | **2** | **1** | | **3** | | **a** | |  |  | |  | |  | |  |  | |  | |  | |
| Political Economy |  |  | |  | |  | | **2** | **0** | | **3** | | **a** | |  |  | |  | |  | |
| Geopolitics |  |  | |  | |  | |  |  | |  | |  | | **2** | **0** | | **3** | | **a** | |
| **Summary** | **6** | **3** | | **9** | |  | | **7** | **4** | | **12** | |  | | **4** | **2** | | **9** | |  | |

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| **Innovation Management – Foundation courses** | | | | | | | | | | | | |
| course name | year I | | | | | | | | year II | | | |
| sem 1 | | | | sem 2 | | | | sem 3 | | | |
| hours | | cr | ex | hours | | cr | ex | hours | | cr | ex |
| th | pr | th | pr | th | pr |
| Business Research | **3** | **0** | **3** | **a** |  |  |  |  |  |  |  |  |
| Corporate Development and Incubation | **3** | **1** | **3** | **a** |  |  |  |  |  |  |  |  |
| Talent Management |  |  |  |  | **2** | **0** | **3** | **a** |  |  |  |  |
| Idea to Market |  |  |  |  |  |  |  |  | **2** | **0** | **3** | **a** |
| Business Planning |  |  |  |  | **3** | **0** | **3** | **a** |  |  |  |  |
| Innovation and Patents | **2** | **0** | **3** | **a** |  |  |  |  |  |  |  |  |
| Management Skills |  |  |  |  | **2** | **0** | **3** | **a** |  |  |  |  |
| Change Management |  |  |  |  |  |  |  |  | **0** | **4** | **3** | **p** |
| Sales online | **2** | **1** | **3** | **p** |  |  |  |  |  |  |  |  |
| Financial Planning and Decision-making |  |  |  |  |  |  |  |  | **2** | **0** | **3** | **a** |
| **Summary** | **10** | **2** | **12** |  | **7** | **0** | **9** |  | **4** | **4** | **9** |  |
| |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Innovation Management – Advanced courses** | | | | | | | | | | | | | | course name | year I | | | | | | | | year II | | | | | sem 1 | | | | sem 2 | | | | sem 3 | | | | | hours | | cr | ex | hours | | cr | ex | hours | | cr | ex | | th | pr | th | pr | th | pr | | Marketing | **3** | **0** | **5** | **a** |  |  |  |  |  |  |  |  | | Human Resource Management | **3** | **1** | **5** | **a** |  |  |  |  |  |  |  |  | | Project Management |  |  |  |  | **4** | **0** | **5** | **a** |  |  |  |  | | Time Management |  |  |  |  |  |  |  |  | **4** | **4** | **5** | **p** | | Quality Management |  |  |  |  | **3** | **0** | **5** | **a** |  |  |  |  | | Stakeholder management |  |  |  |  |  |  |  |  | **3** | **0** | **5** | **a** | | **Summary** | **6** | **1** | **10** |  | **7** | **0** | **10** |  | **7** | **4** | **10** |  | | | | | | | | | | | | | |

**Course descriptions**

ECONOMICS, MANAGEMENT AND METHODOLOGICAL KNOWLEDGE

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| **Name of the Unit: Economics** | **Credit value: 3** |
| **Type of unit, number of hours:** 3 theory 0 practice | |
| **Assessment:** assignment | |
| **Course curriculum location:** semester 2 | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  To enhance student’ knowledge of the economic environment and its impact on business organizations.  **2. Assessment**  In the form of a written assignment, students must prove their comprehensive knowledge of the entire course content. Following the systematic explanation and assessment of the theoretical foundation, the economic environment of a selected business organization or sector must also be analysed accordingly.  **3. Course content**   1. micro-economics      * Defining and applying terms of supply and demand and their flexibility, pricing, marginal revenue, factors affecting production and produced quantity * Corporate objectives: profit-related and further objectives, strategic governance, corporate and product life cycle; types of organizations and their respective objectives * Market strctures and respective legislation: monopoly, monopolistic competition, perfect competition  1. macro-economics  * Defining and measuring macroeconomics, collecting and analysing trustworthy economic data, international comparison, inflation, deflation adnd their impacts on the corporate environment * Government measures and their impact: monetary and fiscal policy, taxation, government expenditure, interest rates, unemployment rate, balance of payment, economic growth * Market research, competitors, customer surveys, observing, forecasting and analysing trends of customer behaviour and social changes  1. international business environment  * Multinational companies and international organizations, multinational and global operations, international trade and partnerships, exchange rates, free trade vs. protectionism, trading blocks and trade agreements * Authority and impact of international organizations, e.g. World Trade Organizations, World Bank, International Monetary Fund * Global sustainable strategies, interface and cooperation of different economic systems, interdependence of emerging and developed markets | |

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| **Name of the Unit: Ethics in Business** | **Credit value: 3** |
| **Type of unit, number of hours:** 2 theory 2 practice | |
| **Assessment:** assignment | |
| **Course curriculum location:** semester 1 | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  To introduce students to the concept of values, morality, as well as cultural beliefs and approaches in all areas of business, from consumer rights, through strategic business decisions to corporate social responsibility.  **2. Assessment**  In the form of a written assignment, students must prove their comprehensive knowledge of the entire course content. Following the systematic explanation and assessment of the theoretical foundation, the ethical considerations and market behaviour of a selected business organization or sector must also be analysed accordingly.  **3. Course content**   1. corporate social responsibility      * Roots and emergence of the concept of corporate social responsibility, the role of emerging markets * Interdependence of people, planet and profit, definition and segments of coporate social responsibility, impact of social activities on customers, local community and further stakeholders * Case studies – analysis ot CSR activities, their benefits and limitations, measuring the impact of these activities  1. corporate compliance  * Strategic areas of compliance; legal, quality, environmental and trade issues, benchmarking, benefits and cost of compliance * Observing and meeting these requirements, monitoring; implications of non-compliance in the diverse areas * The role of media, social media and public relations in meeting or failing to meet ethical or legal requirements - Case studies * International operations – ethical considerations in poorly codified legal environments, supply chain management, intercultural communication and approach in business  1. consumer rights  * Laws governing consumer rights in the European Union and in selected countries, case studies * Defining consumer rights and identifying areas of relevance – case studies * Role of promotion and public relations in preventing issues and complaints * Approaches, techniques and strategies of managing complaints at the corporate, sectorial and national level – case studies | |

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| **Name of the Unit: Business Law** | **Credit value: 3** |
| **Type of unit, number of hours:** 2 theory 0 practice | |
| **The method of reckoning:** exam | |
| **Course curriculum location:** semester 1 | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  To enhance student’ knowledge of the legal environment of the business with a focus on European legislations and through case studies on selected localities.  **2. Assessment**  In the form of an exam, students must prove their comprehensive knowledge of the course content. Exam questions systematically cover the key areas of business legislation, requesting the presentation of examples of practical considerations.  **3. Course content**   1. Basic terms      * Introduction, definition and objectives of law, sources of legislation, Civil versus criminal law, Ethics * Government regulation of business, purpose of regulation, antitrust, environmental protection * Contracts – nature and classification, definition of contracts, Express and implied, Valid, void and voidable, Executory and executed, Unilateral and bilateral, Quasi contract * Offer and acceptance - Requirements of a valid offer, the offer, Parties - offeror – offeree, essential elements of a valid offer, invitations to make offers, duration of an offer, The acceptance, Counteroffers, Inquiries not constituting rejection, Manner of acceptance * Defective agreements: mistakes, render agreement defective, not affecting the validity of the agreement, Fraud: definition, expressing misrepresentation, concealment of material facts, silence when it is one's duty to speak, duress, undue influence, remedies  1. The structure of court systems  * Functions, Jurisdiction and classification of courts, court officers, procedures in courts of records * The European court system, structure, authority and effective operation  1. laws, conditions and regulations in national and international work environments  * Capacity to contract: minors, insane persons, intoxicated person, convicts * Consideration: definition, nature of consideration, adequacy of consideration, insufficient or invalid consideration, promise to perform existing obligations, forbearance, past performance, exceptions to requirement of consideration * Illegal agreements: gambling contracts, usurious contracts, contracts of unlicensed operator, contracts for the sale of articles that cannot be the subject matter of an ordinary sale, contracts in unreasonable restraint of trade, contracts contrary to public policy * The written contract: statute of frauds, note or memorandum, parole evidence role * Third parties and contracts: third party beneficiary, novation, assignment, delegation, technicalities of an assignment, form of assignment, effect of an assignment, warranties of the assignor, joint, several, and joint and several contracts * Termination of contract: performance, discharge by operation of law, voluntary agreement of parties, impossibility of performance, acceptance of breach of contract, remedies for breach of contract, malpractice * Consumer protection: traditional protection, usury laws, antitrust laws, regulatory agencies, expansion of consumer protection, product safety, disclosure and uniformity, truth in advertising, truth in lending, product uniformity, statutes prohibiting unconscionable contracts, warranty protection, fair credit reporting, state consumer protection agencies * Nature of personal property: personal property, methods of acquiring personal property, bailments, the bailment agreement, delivery and acceptance | |

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| **Name of the Unit: Business Model** | **Credit value: 3** |
| **Type of unit, number of hours:** 2 theory 2 practice | |
| **The method of reckoning:** exam | |
| **Course curriculum location:** semester 2 | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  To explore and develop business models that encompass an innovative product or service, the customers and the economic environment that will enable business organizations to meet their profitability and growth objectives. Business model analysis is specially important for startups, new and established businesses which need to discover, defend or evolve their business  **2. Assessment**  In the form of an exam, students must prove their comprehensive knowledge of the course content. Exam questions will focus on practical examples of business models and the need to present their feasibility.  **3. Course content**   1. Business models  * Definition and structure of business models using recent case studies, characteristics ad analysis of a few common types of business models, value creation model, profit model, and logic of the business. Case studies * The extended concept of the business model, customer acquisition through viral marketing and the "freemium" revenue model. * Emergence of business models, the importance of business models and business model innovation to value creation in 21st Century businesses  1. Network Effects  * The concept of network effects underlying the logic of many technology-based business models in technology markets. Application of the concept and its ramifications for adoption * Partnerships required for and generated by business models, modifying existing business models as a method of differentiating the business  1. Presenting Business Models  * Preparing and presenting a business model designed by students. Fundamental and desirable components and structures of a business model, establishing the model through environment analysis and modeling * Testing certain aspects of the business model before widespread roll out * Developing new business models as a method of create competitve advantage * Limitations of the models taking into consideration the size of the market and of the venture, the features of the target market, product life cycle and the available resources  1. critical evaluation of Business Models  * Delivering presentations on business models, raising attention and stakeholder interest * Reflecting on new business models, providing critical and justified contributions to peers * Accepting and analyzing feedback, embedding it into the design * Review and adjustment of business models based on feedback or environmental changes. * Sustainability in business strategies | |

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| **Name of the Unit: Corporate Management** | **Credit value: 3** |
| **Type of unit, number of hours:** 0 theory 1 practice | |
| **The method of reckoning:** assignment | |
| **Course curriculum location:** semester 3 | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  To enable students to understand and apply different management strategies, to identif the role and functions of corporate management and the indvidual, team-based, departmental and corporate skills required in this regard.  **2. Assessment**  In the form of a written assignment, students must prove their comprehensive knowledge of the entire course content. Following the systematic explanation and assessment of the theoretical foundation, different management strategies and their applications must also be analysed accordingly.  **3. Course content**   1. Strategic management  * Definition and functions of strategic management, roles and functions and managers and leaders; differences in sectors and sizes of businesses * Review of management theories with a focus on their primary field of application: process theories, functional leadership, transactional and situational theories * Review of management styles: autocratic, bureaucratic, lasses-faire, persuasive, democratic, charismatic  1. Motivation  * The importance and impact of motivation on employees, team performance and corporate objectives, leadership skills and knowledge required for efficient motivation * Motivation theories of behaviourism, social constructivism and power, practical aspects of motivation, incentives and further remuneration-related elements * Performance management: clarity of end results and goal setting, agreement with staff, reward, performance monitoring and measurement, gathering feedback, use of data and outputs, job design and characteristics and employee needs * Integrated performance appraisal systems  1. Team management  * Development of teams: stages of team development along with their characteristics and challenges * High performance teams: shared purpose and established goals, clear roles, strong interdependencies; agreed decision making process, use of review and feedback, stable team membership, strong learning environment, team based rewards system * Team leadership: roles and models of team leadership, establishing the culture of team performance, giving direction, establishing reporting lines, celebrating success, managing conflict, communications, collaboration and team decision making, creativity of teams; monitoring performance and measuring team success * Impact on organisational performance: utilising skills of individual members, shared goals and ambitions, working with and supporting colleagues, wanting success for the team, common understanding of the plan and its impact on the organisation; individual performance of a team member and impact on the work of others * Underperforming teams and negative impact on organisational performance, goals not achieved, blame culture; conflict; staff absence, retention * Virtual teams: Working with real time; common message and communication; lack of clarity and direction and second guessing; lack of empathy and personal connection; different work ethic and culture in team members; hidden incompetence; diminished productivity; availability. | |

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| **Name of the Unit: Issue Management** | **Credit value: 3** |
| **Type of unit, number of hours:** 0 theory 2 practice | |
| **The method of reckoning:** assignment | |
| **Course curriculum location:** semester 2 | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  Globalisation has increased interest and attention for the environment and public image of businesses. Issue management has become an essential management skill across all sectors. The aim of this course is to introduce the students to the principles, ethics and strategies of risk, crisis and issue management.  **2. Assessment**  In the form of a written assignment, students must prove their comprehensive knowledge of the entire course content. Following the systematic explanation and assessment of the theoretical foundation, different risk, crisis and issue management strategies and their applications must also be analysed through business case studies.  **3. Course content**   1. The effects of risks on business organisations  * Risk assessment: analysis, identification, description, estimation, control measures and evaluation, review * Risk management frameworks: ERM programmes, ISO 3001, corporate governance/compliance, actuarial approaches, insurance, legal issues * Classification: Strategic risks (e.g. competition, changes in society or markets), financial risks (e.g. liquidity, foreign exchange, credit risk), operational risks (e.g. product failure), hazard risks (e.g. natural Disasters), information risks (e.g. computer hacking). * Operations: Identifying risks in business operations, high risk areas: data, systems integrity, reputation, financial theft, health and safety, risks varying between organisations in different sectors e.g. primary – importance of mitigating risks associated with health and safety * Risk management strategies: employment practices, fraud prevention measures, health and safety policy, protection of physical assets and business continuity, process and product management, benchmarking, disaster management  1. Risk management function in organisations      * Business risk, Internal and external risks i.e. events taking place within the organisation; risks outside the control of the organisation * Role of risk management: review of activities and internal environment, setting objectives, risk assessment (impact and likelihood), risk response plans and control, monitoring * Functions that have a role in managing risk: strategic planning, marketing, compliance operations, legal and accounting, insurance, treasury/accounting, management and quality assurance, internal audit, health and safety, environmental * Risk management process: risk assessment, risk reporting, decisions, risk treatment, residual risk reporting, monitoring – ongoing and formal audit, modification  1. Approaches to crisis management and business continuity planning  * Vulnerability: Factors – size of business, operating environment, physical environment etc.; Impacts – loss of profits, loss of assets, inability to trade, * Approaches - Business continuity planning, impact assessment, threat assessment, scenario definition, recovery solution design (including customer / stakeholder management), implementation and communication, testing * Risk management strategies: Employment practices, fraud prevention measures, health and safety policy, protection of physical assets and business continuity, process and product management, benchmarking, disaster management  1. risk management plan  * Potential risks: Uncertainty in profits e.g. legal issues, market trends, stock market fluctuations, increase in production costs, changing trends and fashions, inadequate forecasting; Danger of loss e.g. natural disasters such as floods and earthquakes, technology failures, physical factors such as machine failure, fire, theft; personnel issues such as strikes, talent management; Events e.g. political factors such as change of government, compliance and regulations, global incidences, security breaches * Business impact analysis: Analysing level of risk (consequence x likelihood), rating risks e.g. severe, high, moderate, low * Risk management plan: prevention, preparedness, response, recovery | |

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| **Name of the Unit: Cashflow** | **Credit value: 3** |
| **Type of unit, number of hours:** 2 theory 1 practice | |
| **The method of reckoning:** assignment | |
| **Course curriculum location:** semester 3 | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  To explain the critical role cash plays in determining eventual success or failure of a business model. The course will enable students to define the contact points of business and the cash cycle, integrating the business process flow with cash flow and accentuate the critical success factors which will help organisations perform better with a limited cash resource.  **2. Assessment**  In the form of a written assignment, students must prove their comprehensive knowledge of the entire course content. Following the systematic explanation and assessment of the theoretical foundation, a sound and well-established cashflow and a respective analysis must be prepared.  **3. Course content**   1. definition, concept and use of cashflow  * Role of the cash flow, Cash and profit – striking a balance between cash, payments and profits, Cash flow cycle – Receipt Cycle and Disbursement Cycle, Float management, Linking balance sheet, profit and loss, and cash * Cash flow statements, Fund flow statements, Preparing cash flow statements, Cash from operating, investing and financing activities, Cash flow forecasts and cash budgets, Master budgets and cash flow, Optimal cash holding, Liquidity analysis * Cash-focused performance analysis, Financing cash flow, Short-term financing alternatives, Foreign exchange markets  1. Factors affecting the Preparation of the cashflow      * Business Costs: Fixed costs, Indirect costs, Direct costs, Semi-variable costs, Stepped costs, Total costs, Unit costs, Marginal costs. * Pricing Methods: Cost-plus pricing, Discounting, Competitive pricing. * Break-even analysis including: Break-even formulae, Contribution per unit, Total contribution, Margin of safety, Contribution to sales ratio, Profit / loss, Break-even charts, Contribution / Sales (profit/volume) charts. * Budgeting: Types of budgets, Purposes of budgeting, Preparation and revision of budgets, Calculation of variances, Analysis and evaluation of variance results.  1. Cash flow cycles  * Accelerating cash inflows, delaying cash outflows until they come due * Investing surplus cash to earn a rate of return. * Borrowing cash at the best possible terms. * Maintaining an optimal level of cash that is neither excessive nor deficient. * Transaction amounts and compensating balances * Precautionary Amounts and Speculative Amounts * Financial Amounts  1. Cash Flow planning  * Case studies and their evaluation | |

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| **Name of the Unit: Sales** | **Credit value: 3** |
| **Type of unit, number of hours:** 2 theory 1 practice | |
| **The method of reckoning:** assignment | |
| **Course curriculum location:** semester 1 | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  To provide learners with knowledge and understanding of sales and the principles and practices of professional selling in the business environment.  **2. Assessment**  In the form of a written assignment, students must prove their comprehensive knowledge of the entire course content. Following the systematic explanation and assessment of sales models and techniques, a well-established sales strategy must be devised for a new service or product.  **3. Course content**   1. principles of selling and different selling methods  * Definitions: the term ‘sales’ and the importance of a sales policy in an organisation; definition of the term ‘sales’, purpose and objectives of sales, sale transaction, sales pipeline, sales cycle, the role of sales in marketing; definition and purpose of a sales policy * Sales function and the role of selling within the marketing mix: elements of sales function: order-takers, order-creators and order-getters; sales strategy framework, 7 ‘P’s of marketing (product, price, place, promotion, people, process, physical evidence), push and pull sales strategies, channels of distribution * Differences between marketing, negotiating and selling: Negotiation strategy, tactics and behaviour; levels of power and authority, and the impact on negotiation; integrated marketing communications (IMC), value-added selling * Characteristics of different methods of selling: Professional selling, personal selling, transaction vs relationship selling, stimulus response approach to selling, mental states selling, need satisfaction selling, problem-solving selling, consultative selling, adaptive selling  1. principles of of the sales process  * Characteristics of the sales process: steps in selling process (selling cycle) and their characteristics; sales analysis and plan, SMART objectives * The steps in customer-buying process: influences on buying behaviour; Kotler’s five-stage buying decision process * Differences and similarities between sales in a business-to-business and business-to-consumer context: types of customers, market structure and demand, business-to-business (organisational) buying process, business-to-consumer buying process.  1. The importance of sales technologies for organisations  * Utilisation of new technologies and their impact on the performance of organisations: sales channel strategy; organisational influences on technology acceptance and usage; Davis's Technology Acceptance Model (TAM); impact of new technologies on productivity and performance effectives * Benefits and downfalls of different sales technologies to drive sales: sales force automation, Internet selling, social media, networking * Differences between online and offline selling: e-commerce vs. retail, Customer Experience Management (CEM), Customer Relationship Management (CRM), benefits and downfalls  1. The financial dimensions of sales  * Financial principles and the role of portfolio management: increasing, diminishing and negative marginal returns; product portfolio management * Purpose of the sales budget and differences between top-down and bottom-up forecasting approaches: elements of sales budget and role in performance effectiveness of the salesforce; planning, coordination and control; types of sales forecast, sales forecasting methods, top-down forecasting approach, bottom-up forecasting approach. * Role of sales variance in performance management: sales performance measurements, sales margin price variance and sales margin volume variance.  1. Understand sales structures in organisations  * Different concepts of sales organisation structures: objectives of sales organisation structure, sales organisation structures; geographic, product, market, functional, salesforce deployment; allocating selling effort, determining salesforce size, designing territories; sales organisation audit. * Benefits of account management within sales structures: purpose of account management, managing accounts, Customer Relationship Management (CRM) * Elements of sales force deployment: alignment of sales force deployment and sales strategy, sales force specialisation, sales territories * Different ways of managing organisation’s sales force and the function of a sales manager: sales force motivation objectives, motivational factors, Maslow hierarchy of needs, McClelland's Theory of Needs, Equity Theory, Expectancy Theory, demotivators. Sales manager responsibilities inside and outside the company, levels of authority, people’s skills, performance review and feedback. | |
| **Name of the Unit: Political Economy** | **Credit value: 3** |
| **Type of unit, number of hours:** 2 theory 0 practice | |
| **The method of reckoning:** assignment | |
| **Course curriculum location:** semester 2 | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  The subject has dual objectives: to familiarize students with the theoretical frameworks, and contents of Political Economy and to inform students about the market-economical tools, current arguements, and results of Political Economic management.  **2. Assessment**  In the form of a written assignment, students must prove their comprehensive knowledge of the entire course content. The assignment must be structured around the systematic analysis of a selected country.  **3. Course contents:**   1. Introduction, historical hindsight and basic concepts  * The definition and tools of Political Economy. The bases of macroeconomical legislation of market-economy * History of selected political economies: the Political Economical features of market socialism, and the transformation between the requirements and contradictions of Political Economy * The border between the present and the future: the Political Economical challenges of the European Union membership: learning and/or adapting  1. Special operation of the political economy  * The most important areas and tools of Political Economy: fiscal and monetary policies, tax systems and the sectoral components of the economy, and the possible tools (price and wage, incoms and their usage) of Political Economy. * The current problems of the Political Economical choices based on the students’ concrete interests and questions. * Case studies – joint analysis of selected economies.  1. The Economics of trade  * Theoretichal aspects regarding the international integration process with a focus on European trade. * The origin and the evolution of European Union. Specific integrational stages of European history. On the way to the Single Market * General aspects regarding the European governance. European institutions, current issues regarding the European politics * Enlargement of the European Union, trade relationships * Export and import within the European Union, spillover effects of enhanced political and economical relations. * Competition in the global market, European Union as a united player on the market  1. The Role of trade in Economics  * The place, role and importance of commerce inside the economy, the implications of market mechanism in trade activity, goods and services Market * Consumption, its structure and economic laws, goods demand, goods offer, the Prices in Commerce * Tipological approach in wholesale trade activity, tipological approach in retail activity, trade services, organisation systems for the trade apparel * The microeconomic approach of trading economy science – fundaments of trading companies | |

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| **Name of the Unit: Geopolitics** | **Credit value: 3** |
| **Type of unit, number of hours:** 2 theory 0 practice | |
| **The method of reckoning:** assignment | |
| **Course curriculum location:** semester 3 | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  Studying the geographical-spatial, and environmental circumstances and impacts of the economy, political processes, and international relations. Analysing the elements and relationships of the Geopolitics and neighbour policy in the purpose of the perspective development and increase of the country.  **2. Assessment**  In the form of a written assignment, students must prove their comprehensive knowledge of the entire course content. The assignment must be structured around the systematic analysis of a selected country.  **3. Course contents:**   1. Introduction  * Concept and elements of geopolitics, strengths and weaknesses of thinking about the world in geopolitical terms * Different ages of geopolitics: features of the historical periods before and after the World Wars, Cold War, new age * Critical geopolitics – objectivity of facts, politicization  1. Power relations  * Great Powers - assumptions and facts about power relationships, different interpretations, balance of power, multipolarity, unipolarity * The structure of the current international system – impacts of the Cold War, the rise of new Great Powers, the rise of new regional powers and the regionalization of world politics * Transformation of world politics  1. Strategies for foreign policies  * Strategies formulated in policy documents and the behaviour of the Great Powers, analysis of realization of foreign policies * National interest – objectivity and elasticity of the national interest, examples of manifestation, possible impacts of the specific government in power * Interpretation of the role of states as unitary actors or as influenced by domestic and transnational interests * Foreign policy behaviour of the Great Powers, freedom of action in implementing grand strategies  1. Global strategies  * Recurring factors that have historically exerted the greatest influence on the behaviour of great powers, the importance of a long-term view of history in understanding current developments in world politics, * Differences and similarities of global strategies of the Great Powers, the significance of a world-historical perspective for strategic studies * The major elements of a World Historical analysis of grand strategy in the 21st century * Globalization versus a world of Great Powers, the status of Great Powers and their determining factors: economic might, military capabilities, and global relationships * Increasingly scarce natural resources and global environmental threats | |

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| **Name of the Unit: Business Research** | **Credit value: 3** |
| **Type of unit, number of hours:** 3 theory 0 practice | |
| **The method of reckoning:** assignment | |
| **Course curriculum location:** semester 1 | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  To develop the knowledge, understanding and skills required to produce a research question and carry out independent research using appropriate research techniques. The learner will analyse and present their research findings, evaluate the research methodology and their personal learning.  **2. Assessment**  In the form of a written assignment, students must prove their comprehensive knowledge of the entire course content. The students will be required to identify a research area in any business field, and undertake a pragmatic research based on sound theoretical introduction and methodological consideration.  **3. Course contents:**   1. Research methodologies and the research proposal  * Possible questions or hypothesis; identifying the purpose of the research and the objectives; the desired outcomes and scope * Research methods e.g. survey, questionnaire, observations; literature review. Application of Saunders’ Research Onion; ways to test reliability and validity; definitions of data e.g. primary and secondary sources, qualitative and quantitative; ways to reference sources. Research methods in view of the purpose, objectives and outcomes of the research  1. Analysis of the research findings  * Using primary sources, secondary sources, sampling * Methods of collating information including electronic and paper-based for example; note taking, photographs, video recordings, mind mapping * Legal aspects of data collection including confidentiality, data protection, ethics * Analysis of data including trend analysis, coding or grouping of types  1. Presentation of reseacrh findings  * Appropriate report format so research findings are presented logically to aid understanding, for example; title, acknowledgements, contents page, introduction, summary of literature review, research methods used, findings, recommendations, references, bibliography, appendices including questionnaires, surveys, etc. * Methods for statistical data for example graphs and charts * Research leads to realistic recommendations and evaluative conclusions linked to stated objectives of the research * Potential audience for example colleagues, external stakeholders and tutors.  1. Case studies  * Presentation of completed research cases and discussion of students’ own research ideas | |

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| **Name of the Unit: Corporate Development and Incubation** | **Credit value: 3** |
| **Type of unit, number of hours:** 3 theory 1 practice | |
| **The method of reckoning:** assignment | |
| **Course curriculum location:** semester 1 | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  To provide practitioners with the foundational knowledge and resources they need to launch successful business ideas with sustainable enterprises.  **2. Assessment**  In the form of a written assignment, students must prove their comprehensive knowledge of the entire course content. The assignment must provide a systematic business development plan.  **2. Course contents:**   1. Successful enterprises  * Foundational concepts and methodologies for establishing and maintaining a successful enterprise in a variety of markets. * Trending industry models for developing a strong, market-driven value proposition, mission and goals. * Identifying the entrepreneurial ecosystem and the components that drive a sustainable market, corporate application and selection processes and aligning organizational mission statements and community interests  1. Leveraging resources and strategies  * Implementing industry best practices to ensure an entrepreneurship program is providing high-impact programs and services; company selection and retention, development and deployment of relevant services and programs, and establishment of effective resource and mentor networks * Showing to stakeholders and potential clients the connection between the services they offer and the value they provide to startup organizations * Proper allocation of resources across programs to aid companies in various stages  1. Finance and Operations for Sustainable Entrepreneurship Programs  * Developing sustainable financial models in different types of entrepreneurship programs, including incubators, coworking spaces and accelerators * Operational fundamentals (e.g., policies and procedures) that aid in developing sustainable financial models * Financial forecasting and cash management, new program capital needs, implementation of diversified revenue streams, managing operational expenses, and banking needs, diversifying courses of funding and revenue based on program type and nature of the community engagement  1. Design and Management of Facilities that Serve Entrepreneurs  * Selecting, managing and maximizing the facilities in which entrepreneurship programs reside * Best practices for site selection, necessary facility specifications, operational agreements, furniture/fixture/equipment (FF&E) budgeting, maintenance, and service contracting * Space design and layout to maximize program revenues and building systems to save energy, outlining standard maintenance and operations procedures, outsourcing, contracts and practices for a multi-company facility | |

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| **Name of the Unit: Talent Management** | **Credit value: 3** |
| **Type of unit, number of hours:** 2 theory 0 practice | |
| **The method of reckoning:** assignment | |
| **Course curriculum location:** semester 2 | |
| **Course description** | |
| 1. **The purpose of teaching the subject**   To equip students with the necessary skills and knowledge required for talent recognition, management, retention and development; a sure way to ensure continuity and success.  **2. Assessment**  In the form of a written assignment, students must prove their comprehensive knowledge of the entire course content. The assignment must provide a detailed analytical report of talent management in a large multinational company.  **3. Course contents:**   * Talent Management: definition of talent, identifying types of talent, defining skills and knowledge, differentiating between talent, skill, and knowledge * Interpretation of talent management: key phases for implementing a talent management program, guidelines for managing talent, the importance and benefits of talent management, comparing talent management with replacement planning * Challenges in managing talent, key elements in developing a winning talent strategy * Clarifying talent: methods to determine talent for a position, guidelines for drafting a good job profile, questions to help recognizing talent, ways to reward employees * Recruitment strategies, selecting, filtering and hiring talents * Reasons for employees leaving an organization. * Reasons for retaining talent, measures to retain talent * Retraining top talents: common mistakes made by companies and how to avoid them, integrating compensation with talent management, keeping talented people * Conflict management at the workplace, communication patterns, diversity in workplace communication * Performance management: setting objectives, monitoring, appraisal, underperformance | |

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| **Name of the Unit: Idea to Market** | **Credit value: 3** |
| **Type of unit, number of hours:** 2 theory 0 practice | |
| **The method of reckoning:** assignment | |
| **Course curriculum location:** semester 3 | |
| **Course description** | |
| 1. **The purpose of teaching the subject**   Students gain parctical knowledge on how to convert an innovative business idea into a profitable product or service.   1. **Assessment**   In the form of a written assignment, students must prove their comprehensive knowledge of the entire course content. Students must present a detailed business plan for an innovative product or service of as high feasibility as possible.   1. **Course contents**  * Convergent vs. divergent thinking, brainstorming, generating and linking ideas, thinking independently and in teams, encouraging innovative thinking in teams * Developing an idea into a marketable product or service, criteria of a marketable product or service * Identifying target groups and their market demand, real market demand, market niche, market survey * Marketing support, marketing and PR tools at the outset of a new business; traditional and modern marketing tools, use of the social media, advantages and disadvantages, added value of the social media, pitfalls * Human resource management of a starting company, human resource development, cross-training, progressive development * Change management, product life cycle, company development stages, potential areas of conflict or change * Upscaling – from the laboratory to the factory, prototype, product ready for the market, serial production, features of these stages, areas in need of attention * Sales support, sales techniques and strategies * Preparing an investors’ pitch, elements, samples, case study * Unique Selling Points and ways of highlighting them | |

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| **Name of the Unit: Business Planning** | **Credit value: 3** |
| **Type of unit, number of hours:** 3 theory 0 practice | |
| **The method of reckoning:** assignment | |
| **Course curriculum location:** semester 2 | |
| **Course description** | |
| 1. **The purpose of teaching the subject**   To provide sound fundamental knowledge and skills for students to develop business strategies based on a thorough and reliable business environment analysis. Students will become familiar with several tools to analyse the business environment.  **2. Assessment**  In the form of a written assignment, students must prove their comprehensive knowledge of the entire course content. The assignment must present the foundation, detailed structural plan and implementation of the business strategy of a selected company, product or service.  **3. Course contents:**   1. The impact of the business environment on the success of an organization  * The importance of internal environmental analysis, models of internal environmental analysis * Stakeholder analysis: expectation of suppliers, competitors, owners, authorities, customers, partners, intermediaries, employees, local population, pressure groups and strategies, solutions to meet these expectations * Financial institutions, their role, benefits and expectations * External environmental analysis: industry life cycle, PESTEL analysis, Porter’s Five Forces model – use and limitations of these models  1. Development of a strategic plan  * Considering, selecting and applying growth strategies: Ansoff Matrix, BCG Matrix * Competitive Strategies: Porter’s Generic Strategies – with examples and case studies, critical evaluation * Planning a strategy: devising a business strategy plan for a selected company and applying the models of environmental analysis to justify the feasibility of the strategy, critical establishing and refining the plan  1. Implementation plan  * Concepts and perspectives of strategic management, process and elements of strategic management: vision, mission, SMART objectives – corporate, functional, operational, financial, HR, marketing objectives * Product and service development process, top down and bottom up planning process, strategic fit and resources analysis * Implementation – action and communication plan, barriers to implementation, culture * Control – targets and budgets | |

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| **Name of the Unit: Innovation and Patents** | **Credit value: 3** |
| **Type of unit, number of hours:** 2 theory 0 practice | |
| **The method of reckoning:** assignment | |
| **Course curriculum location:** semester 1 | |
| **Course description** | |
| 1. **The purpose of teaching the subject**   To provide students an introduction to the concept of the ‘creative economy’, which is central this MSc programme. It introduces students to fundamental crossdisciplinary questions and debates concerning the relationship between culture, innovation, technology and the law. The course encourages students to make connections across specialist disciplines, while teaching core ideas and concepts that are central to engaging with specialist research to evaluate the performance and impact of the creative economy.   1. **Assessment**   In the form of a written assignment, students must prove their comprehensive knowledge of the entire course content. The assignment must provide a process analysis of an innovation of intellecal property.   1. **Course contents:** 2. Introduction  * Dynamics of the digital, global, creative economy, concept of intellectual property, competition, data protection, critical analysis of their impact * Relationship between core economics and creative production, application in   specific case settings, relationship between technology, culture and the market, and develop new theory and understanding - specific organisational challenges at the level of students’ own professional workplace or chosen career   1. The Economicsof innovation  * The fundamental determinants of economic performance and innovation * Measuring key economic variables and evaluating policy interventions based on evidence * Processes and biases of technical change and its link to skills and innovation * The economic basis of the copyright regime, using historical and contemporary evidence * Developing solutions to current challenges for the formulation and implementation of innovation enhancing policies.  1. Information law and data management  * Legislation, conventions and cases governing e-commerce, rights management, and information management * Application of relevant laws and regulations relating to ecommerce, rights management, and information management as they function within the digital economy * Areas of controversy and current academic debates within these areas of law. | |

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| **Name of the Unit: Management Skills** | **Credit value: 3** |
| **Type of unit, number of hours:** 2 theory 0 practice | |
| **The method of reckoning:** assignment | |
| **Course curriculum location:** semester 2 | |
| **Course description** | |
| 1. **The purpose of teaching the subject**   To help learners develop their own personal leadership and management skills to support the achievement of organisational objectives and personal progression.   1. **Assessment**   In the form of a written assignment, students must prove their comprehensive knowledge of the entire course content. The assignment must provide a detailed personal development plan and implementation plan.   1. **Course contents:** 2. Organisational objectives and management skills  * Different organisational visions and aims, for example; financial, customer focused, product focused etc.: stakeholder requirements, for example; profitability, ethical operation, legal compliance, strategic plans, accountability of leaders and managers for organisational objectives, impact of organisational type, purpose, values and culture on leadership and management roles, the wider environment requirements affecting organisation * Personal leadership and management skills: leadership and management characteristics, skills, competence and knowledge required, behaviours, attitudes associated with effective leadership, personal skills  1. Organisational objectives and management skills  * Development opportunities: coaching, mentoring, networking, professional bodies and professional recognition, formal training, education opportunities, formal qualifications, reflective learning models and techniques, feedback – obtaining, evaluating, using feedback, carrying out different tasks in an organisation, taking on different roles * Personal development plans: contents of plans – activities, timescales, milestones, deadlines, aims and objectives, writing SMART objectives * Personal development: cContinual review and reflection, different opportunities for learning including formal (organised training activities) and informal (on-the-job experience, personal reading, learning from colleagues), learning from activities, using feedback on activities, recording achievement  1. effectiveness of personal development plans  * Review of original objectives, review of achievement against original objectives, competences and results, importance of review, identifying objectives not yet achieved * Evaluation: measuring effectiveness, evaluating effectiveness, benchmarking with others. * Identifying activities that were not effective, areas needing further development. * Further development needs and opportunities, building on success, addressing areas of weakness, updating plans, the importance of continuous development and reflection. | |

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| **Name of the Unit: Change Management** | **Credit value: 3** |
| **Type of unit, number of hours:** 0 theory 4 practice | |
| **The method of reckoning:** presentation | |
| **Course curriculum location:** semester 2 | |
| **Course description** | |
| 1. **The purpose of teaching the subject**   To enable students to understand the fundamentals of managing and bringing about positive change within a business environment.   1. **Assessment**   In the form of a presentation, students must prove their comprehensive knowledge of the entire course content. They must critically analyse an international company from the point of view of emerging and potential change.   1. **Course contents:**  * Fundamentals of change management: Basics of change management, levels of changem identifying misconceptions about change, importance and benefits of change, identifying essential areas of change * Leading change, promoting successful change, understanding resilience. * Change process: steps of a change process, analyze a situation, understanding the aspects of change, choosing and implementing an action * Creating a sense of urgency, motivating employees, preventing failure, monitoring the progress * Obstacles to change: resistance, understanding negative reactions, easing the tension * Complacency, identifying causes of complacency, crisis, reacting to a crisis, preparing for a crisis * Managing change: creativity, encouraging creativity, developing commitment, communicating during a change, demonstrating support by listening, controlling the grapevine * Adapting to change: truths and misconceptions, identifying truths and misconceptions, understanding the transition process, factors affecting response, understanding response styles, the endings phase * Coping with uncertainty: the exploration phase, understanding responses, understanding needs, management of the exploration phase, managing uncertainty * Moving forward: the new beginnings phase, understanding needs, management of the new beginnings phase, understanding communication guidelines | |

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| **Name of the Unit: Sales online** | **Credit value: 3** |
| **Type of unit, number of hours:** 2 theory 1 practice | |
| **The method of reckoning:** presentation | |
| **Course curriculum location:** semester 1 | |
| **Course description** | |
| 1. **The purpose of teaching the subject**   To present concepts and skills for the strategic use of e-commerce and related information technology from three perspectives: business to consumers, business-to-business, and intra-organizational. Examination of e-commerce in altering the structure of entire industries, and how it affects business processes including electronic transactions, supply chains, decision making and organizational performance.   1. **Assessment**   In the form of an assignment, students must prove their comprehensive knowledge of the entire course content. They must prepare an online sales strategy for a selected company or product.   1. **Course contents:**  * E-commerce web sites and their quality, reliability and effectiveness, evaluating e-commerce markets and transactions, including supply chains * The effect of changing technology on traditional business models and strategy, the impact e-commerce is having on how firms are organized and behave * Ethical and legal issues related to e-commerce technologies such as manipulation of graphic and sound information, privacy and control of electronic media * Designing and preparing informative, organized, and accurate e-commerce related presentations of text, audio and graphical information taking into account technical and aesthetic considerations * Ethical decisions related to e-commerce considering laws, privacy, and security. * Effective and ethical communication using electronic media, transmission of text, graphics, and sound data electronically * The basic components of a network, differences in regulatory and legal environments as it relates to e-commerce, e-commerce vocabulary * Critical thinking, problem-solving, and decision-making skills in evaluating e-commerce technologies * Using a web page editor to create effective web pages, designing a simple e-commerce web site; creating, modifying, enhancing and publishing a simple e-commerce web site * E-commerce business needs and resources and technology considering human factors and budget constraints, various e-commerce trading relationships | |
| **Name of the Unit: Financial Planning and Decision-Making** | **Credit value: 3** |
| **Type of unit, number of hours:** 2 theory 0 practice | |
| **The method of reckoning:** assignment | |
| **Course curriculum location:** semester 3 | |
| **Course description** | |
| 1. **The purpose of teaching the subject**   To develop knowledge, understanding and skills required to make financial decisions to meet business needs.   1. **Assessment**   In the form of an assignment, students must prove their comprehensive knowledge of the entire course content. They must prepare the financial analysis of a selected middle-sized company, including a comparative analysis of the major financial reports of the past 3 years and preparation of a cashflow.   1. **Course contents:** 2. published financial statements  * Different forms of business ownership: Sole traders, Partnerships, Private limited companies, Public limited companies, Public sector organisations, Third sector organisations – clubs and societies / charities, Co-operatives, International and multinational businesses * Financial statements: Structure of financial statements for different forms of business ownership, Reporting requirements (UK and/or international law/standards) * Structure, format and requirement of publicly available accounts: Role of auditors, Publicly available accounts vs internal financial records. * Elements of Public Limited Companies’ annual report: Corporate information, Accounting policies, Income Statement, Statement of Financial Position, Statement of Cash Flows, Notes to the financial statements, Chairperson’s report, Director’s report, Auditor’s report. * Ratio analysis: Profitability, Liquidity, Efficiency, Investor, Gearing, limitations of ratio analysis * Interpretation: Comparison over time, Comparison with other similar businesses, Comparison against industry benchmarks.  1. sources of finance      * Business organisations finance needs: Long term requirements – capital investment – purchase of non-current assets, Short term requirements – working capital; revenue income and expenditure; importance of working capital for business organisations. * Implications: Cost of finance, Effect on financial statements – substance over form, Risk. * Appropriate sources of finance (External, internal, long-term and short-term): Savings, Reserves, Overdraft, Loan, Leasing, Mortgage, Credit card, Debentures, Hire purchase, Trade credit, Venture capitalist, Share issue, Crowd funding, Advantages and disadvantages of each source of finance. * Recommendations: Matching appropriate source of finance to business project, Justified recommendations.      1. Analysis of financial information to inform decision making      * Cash flow forecasts * Budgeting: Cash budgets, Budgetary control systems, Budget formation, Cash flow management. * Capital investment appraisals including discounted cash flows: Payback, Accounting rate of return (ARR), Net present value (NPV), Internal rate of return (IRR), advantages and disadvantages of capital investment appraisal techniques. * Justified recommendations: Assessment of external factors (e.g. inflation, interest rates, exchange rates, etc.), Assessment of qualitative factors (e.g. legislation, industry standards, staff motivation, stakeholder relationships, etc.), Interpretation of capital investment appraisal results | |

ADVANCED COURSES ON INNOVATION MANAGEMENT

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| **Name of the Unit: Marketing** | **Credit value: 5** |
| **Type of unit, number of hours:** 3 theory 0 practice | |
| **The method of reckoning:** assignment | |
| **Course curriculum location:** semester 1 | |
| **Course description** | |
| 1. **The purpose of teaching the subject**   To enable learners to understand the principles, practice and components of integrated marketing communications and how they are used to optimize marketing messages, including the use of digital media. Learners will be able to develop an integrated marketing communications plan.   1. **Assessment**   In the form of an assignment, students must prove their comprehensive knowledge of the entire course content. They must provide a comprehensive marketing strategy for a selected company based on sound environmental analysis.   1. **Course contents:** 2. The principles of marketing communications  * Communications process, communications theories and characteristics; communications process model; scope of and platforms for marketing communications * Strengths and weaknesses of marketing communications information (quantitative and qualitative data) that derives from different sources: interviews, surveys, observations, experimentation, internet; uses of marketing information; role in the setting of communications objectives; improving effectiveness of each part of the communications mix * Marketing communications strategy: long and short term goals; fit with corporate strategy and business plans; use of balanced score cards; viability of implementation; marketing strategy controls * Marketing mix: interrelationship between aspects of the marketing mix and their coherence with the marketing strategy; application of 3 Ps (physical evidence, process and people) to service marketing; use of service quality standards and models (GAPs and SERVQUAL) in marketing services; relationship and requirements of marketing and sales functions within an integrated marketing plan  1. Integrated marketing communications  * Integrated marketing communications advantages, distinction between marketing communications and integrated marketing communications (IMC); advantages, challenges, uses and benefits of integrated marketing communications (IMC); tactical and strategic uses; evaluation problems: multiple causation, time lags * Role of paid advertising within an IMC campaign; considerations: budget; location; publication; reach/circulation/readership; cost-effectiveness; copy writing techniques; response mechanisms (e.g. coupons) * Public relations, concepts and characteristics of lobbying, influencing and campaigning; role of PR in promoting products and services; role of PR in crisis management; integration of PR into an integrated marketing plan; PR KPIs * Direct marketing: definition, characteristics, benefits, challenges and uses; use of technology and media; response mechanisms; measurement of response rates and evaluation criteria;  1. The use of digital media for marketing purposes      * Technology as a means of creating new ways of marketing and conducting market research: exploitation of new markets through internet-related services, e-marketing, new media, JIT, mobile technology, interactive television, databases; e-commerce, online surveys and social networks as sources of marketing information; technologies enhancing customer focus and targeting * Scope, benefits and drawbacks * Advantages and disadvantages of different platforms; transparency of customer feedback and possible reputational damage; Data Protection issues; consumer privacy; push and pull digital marketing * Factors in a digital marketing campaign: skills requirements; writing marketing messages for use by digital media; connectivity and hardware requirements; etiquette for engaging consumers via digital media; development and use of customer profiles; Search Engine Optimization (SEO); use of CRM * Evaluation: budgets; targeting; cost per unit and value of digital marketing; evaluating the effectiveness and cost-effectiveness of campaigns  1. Integrated marketing communications plan      * Objectives, targets etc. * DAGMAR framework; Target Group Index, socio-demographic tools; setting evaluation criteria; pre- and post-testing e.g. portfolio tests, aided recall tests; contingency planning techniques * Marketing mix and intelligence: application of the marketing mix to integrated marketing strategy; use of sales promotions, critical success factors and integration into marketing communications plans * Factors in the alignment of marketing communications plans and strategies; responses to misalignment * Monitoring mechanisms: principles of risk identification, assessment and treatment options; Key Performance Indicators, operational and financial monitoring; identification of shortfalls, deviations and unexpected outcomes (good and bad) possible responses to deviations | |

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| **Name of the Unit: Human Resources Management** | **Credit value: 5** |
| **Type of unit, number of hours:** 3 theory 1 practice | |
| **The method of reckoning:** assignment | |
| **Course curriculum location:** semester 1 | |
| **Course description** | |
| 1. **The purpose of teaching the subject**   To develop knowledge, understanding and skills in human resource management and consider contemporary issues that affect human resource management within organisations.   1. **Assessment**   In the form of an assignment, students must prove their comprehensive knowledge of the entire course content. They must provide a comprehensive human resource strategy for a selected middle-sized company.   1. **Course contents:** 2. The contribution of human resource management to organisational effectiveness  * Definitions of strategic HR management, contribution human resource management makes to organisational effectiveness, for example: supporting achievement of organisational strategy, direction and achievement of organisational vision; appropriate human resources in place with the knowledge, experience and skills required, productivity, achievement of KPIs, competitiveness, meeting legal requirements * Staff recruitment and selection internal v external recruitment, use of agencies, use of technology, social media, press advertising, skills audit, job analysis, job description, personal specification, competency frameworks. Selection procedures, shortlisting against criteria, interview process and techniques, references. * Monitoring processes: KPIs, quantitative data and qualitative feedback and data, attendance monitoring, productivity, achievement of stated outcomes in HRM plans and strategic plans, appraisal systems, compliance with changes in legislation, fit with future plans. * Approaches to planning: alignment with strategic direction, soft planning, forecasting, employee data e.g. turnover, forecasting future needs, gap analysis, outsourcing strategies, restructuring, collaboration, training and development of staff, monitoring and evaluation.  1. **The formulation and implementation of human resource management plans**      * Process: setting direction, long term v short term, organisational design, audits, designing the management system, planning total workforce/demand forecasting, generating required human resource, developing people and performance/reward management systems, assessing organisational, competence, performance/development strategies. * Roles: strategic HR role, member of senior management group, operational and front-line management, administrators, HR specialists/consultants, outsourcing. * Development and implementation: conducting a strategic review of business objectives and current plan, agreeing HR requirements, taking account of external developments with e.g. legislation, competitors, economic situation, education, setting out the HR plan, short, medium, long term, SMART targets, Implementing HR strategies * Monitoring processes, criteria for success, cost/benefit analysis, milestones and review, monitoring against targets, making adjustments to suit changed circumstances.      1. **Contemporary issues affecting human resource management**      * Internationalism and challenges for strategic human resource management, diversity management and equal opportunities, downsizing and its strategic implications, legal, globalisation, ethics, culture/equality and diversity, work life balance, communication/IT, multigeneration, retention, skills shortages, political changes, implications of developments for example Brexit. * Employee relations management; contracts of employment, workers’ councils. | |

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| **Name of the Unit: Project Management** | **Credit value: 5** |
| **Type of unit, number of hours:** 4 theory 0 practice | |
| **The method of reckoning:** assignment | |
| **Course curriculum location:** semester 2 | |
| **Course description** | |
| 1. **The purpose of teaching the subject**   To enable learners to understand the process of identifying appropriate and feasible projects. Learner will also understand how the projects can be planned and monitored in order to achieve business objectives.   1. **Assessment**   In the form of an assignment, students must prove their comprehensive knowledge of the entire course content. They must provide a comprehensive project plan and implementationtion and evaluation.   1. **Course contents:** 2. **Analysis of business objectives to identify potential projects, their feasibility and the methodology which may be used**  * Analysis of business needs: reviewing operations and procedures, business data, business performance, bench marking, market analysis, strategic and operational plans, vision and mission, strategic direction. * Project identification and feasibility: criteria to steer selection of projects, alternative project cost-benefit analyses * Project methodology: traditional approach, critical change approach, event change approach or proprietary/ formalised approaches, for example PRINCE, AGILE. * Feasibility: risk Management; identifying risk, impact analysis, risk management/planning, review costbenefit and risk equation for projects. Consider other issues impacting on project e.g. issues of globalisation (advantages and disadvantages of cross-country/culture projects).  1. **Designing systems and plans for initiating and managing projects**  * Team structures: hierarchical, virtual, networked, functional team, pure project teams, matrix management. * Change control: formal change requests, review of critical path, impact on resources and timelines. * Roles and responsibilities of project manager: managing team and stakeholders, change management, project environment, understanding life cycle of projects, setting schedule, budget and timing, developing the project plan, managing project risks, interfaces with other projects, conflict resolution including role of project manager and sponsor, constructive vs. destructive conflicts, compromise, skill complementarities, goal congruence. * Project plan: value proposition, sponsorship, accountability, deliverables, responsibilities, resource allocations, timeline, milestones, critical path project sub-division: work breakdown, identifying time scales, identifying resources, project budgeting, reporting and accountability. * Interpersonal and Communication Skills: leadership, for example motivating others, delegation, and decision-making; networking, for example network building, communication skills, teamwork, collaboration, mentoring; communication for example negotiating, persuasion, assertive, listening skills, effective writing and oral skills.  1. **Monitoring and controling the progress of projects**  * Issues and risks: project creep, gaps in the scope or accountability of the project, changing dependencies (other projects, business conditions etc.), delays, planning errors, skills or other resource deficits. * Financial constraints, lack of decision making, lack of ownership for the project, communication failures, ‘meaningless’ plan without buy-in, changes to project team, priority changes within the organisation. * Project monitoring: status and plan documentation and regular monitoring meetings, performance management against targets, defining responsibilities and accountability, communications, traceability, audit trails, formalised frameworks and stages, contingency planning.  1. **Closing and reviewing the success of a project**  * Project closeout: Formal evaluation of project and team performance, application of PERT, review of project process and outcomes, feedback from stakeholders, document learning points for future, assess success factors, post-implementation report, sign off on deliverables, hand over/archive documentation, contract closures, closing out financial accounts, reassign team. | |

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| **Name of the Unit: Time Management** | **Credit value: 5** |
| **Type of unit, number of hours:** 4 theory 4 practice | |
| **The method of reckoning:** presentation | |
| **Course curriculum location:** semester 3 | |
| **Course description** | |
| 1. **The purpose of teaching the subject**   To broaden students’ time perspetives and to improve their awareness of time-efficient and time-stealing activtities.   1. **Assessment**   Students are requested to present time management issues and strategies in a series of presentation at individual, departmental and corporate level.   1. **Course contents:**  * Time as a unique resource and critical success factor, areas of time management, factors and people involved in time management * Time-stealing activities, techniques to identify and eliminate them, social media and how it affects workstyle; dealing with unexpected events that use time * Spaghetti diagram and its benefits for using time efficiently at diverse levels * Pareto principle and its implications for time-efficient daily routines * Barriers of efficient time management in teamwork, conflict of interest, impact of leadership styles on time management * Destructions and managing them at the workplace, in case of teleworking * Time perspectives and paradoxes and their impact on performance and attitude to work and sense of achievement * The significance of deadlines and their relevance, setting achievable as well as challenging deadlines, importance of agreement of stakeholders; the importance of setting agreed goals and monitoring them * Cases, manners and techniques of rejecting requests if deemed justified, avoiding deflection from priorities * Tools and techniques for effective delegation * Self-motivation as a time management tool | |

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| **Name of the Unit: Quality Management** | **Credit value: 5** |
| **Type of unit, number of hours:** 3 theory 0 practice | |
| **The method of reckoning:** assignment | |
| **Course curriculum location:** semester 2 | |
| **Course description** | |
| 1. **The purpose of teaching the subject**   To enable learners to develop the knowledge and understanding required to manage and deliver excellent customer service.   1. **Assessment**   In the form of an assignment, students must prove their comprehensive knowledge of the entire course content. They must provide a comprehensive quality management review of a selected company with justified recommendations for improvement.   1. **Course contents:**  * Stakeholder needs in view of managing quality and service delivery: identification of different stakeholder groups and their needs; External customers, Internal customers, Other business stakeholder groups, for example, employees, Perceptions, Expectations, Individual needs. * Impact of poor quality service; Organisational reputation, Brand loyalty, Organisational position in the market, Meeting of organisational strategic aims, Accountabilities, for example, public sector –stakeholders, Government; private sectors – shareholders, lenders, Meeting required standards, for example, healthcare impacts of failure in delivering healthcare services, impact on financial figures. * Meeting the needs of stakeholder groups: Balancing needs of different stakeholder groups, * Delivering and measuring excellent service, Setting service standards and Service Level Agreements, The importance of managing and monitoring service delivery, How to manage and record service delivery, customer driven management. * Manageing quality and service delivery: quality and Quality Standards: Quality definition, Dimensions of quality for service delivery, Quality systems, ISO9000/9001, Other quality systems, for example, IIP Quality management, Total quality management. * Implementing standards; Excellence model, Theories of quality – Deming, Juran, Crosby, Quality strategies in service delivery, Developing a quality led organisation, Job roles in quality management, Staff involvement in organisational quality management. * Setting, monitoring and maintaining standards: How standards are set, Implementation of ISO9000/90001, Auditing quality feedback mechanisms, for example, questionnaires and surveys, Good practice in standard setting and methods for evaluating quality, service delivery. * Embedding quality improvement and service delivery: concept of continuous quality improvement, history in manufacturing and application to service delivery, theories and techniques, for example, Kaizen, Total Quality Management, Lean Production and Lean Management, Deming Cycle, Benchmarking, Pareto analysis, Force Field Analysis, etc. * Investment in staff and resources, value for money and best practice * Embedding and implementation: Encouraging staff involvement and rewarding it, Competence standards, implementing change in the business organisation, Managing and monitoring continuous quality improvement, Performance management. | |

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| **Name of the Unit: Stakeholder Management** | **Credit value: 5** |
| **Type of unit, number of hours:** 3 theory 0 practice | |
| **The method of reckoning:** assignment | |
| **Course curriculum location:** semester 3 | |
| **Course description** | |
| 1. **The purpose of teaching the subject**   To enable the learner to develop the knowledge and understanding required to engage with stakeholders and to learn how to manage stakeholders in projects and organisations.   1. **Assessment**   In the form of an assignment, students must prove their comprehensive knowledge of the entire course content. They must provide a comprehensive plan for engaging diverse stakeholders in a specific corporate or non-profit project.   1. **Course contents:**  * Analysis: key stakeholders, the concept of stakeholder and underpinning principles, determinants of key stakeholders for a project, process or organisation, range of stakeholders e.g. internal and external stakeholders; other organisations, individuals (depending on organisation - patients, service users, customers), groups (interest groups, user groups, pressure groups etc.), statutory requirements to involve specific stakeholders, industry guidance on stakeholder involvement, change ineffective, lack of support for service, products etc. * Mapping and evaluation: stakeholder maps, grids, matrices, RACI analysis – responsible, accountable, consulted and informed and stakeholder roles * Reasons to involve stakeholders – statutory, guidance, support for change implications of not engaging effectively with stakeholders * Effective stakeholder engagement strategy to implement policy, ways to engage, establishment of long-term stakeholder groups, establishment of specific ‘action’ groups, role of communications and marketing specialists, ensuring comprehensive representation, equality and diversity issues and reaching ‘hard to reach’ groups and individuals * Methods of communication with stakeholders – face to face (meetings, presentations, focus groups, interviews); telephone (interviews, using questionnaires); electronic (email, social networking, websites etc.); written (questionnaires, reports), managing communications – in-house (is contact with organisational representatives important?); outside specialists (is, independence/ neutrality important?) and identifying suitable communications methods for specific stakeholder groups * Building and maintaining stakeholder relationships, building relationships, valuing stakeholders and making stakeholders feel valued, appropriate methods and timings of contact, maintaining contact – methods and importance and managing stakeholder expectations * Monitoring and review: importance of monitoring and reviewing stakeholder engagement e.g. to ensure still engaged with process, to gain continued support, to engage with new stakeholders that emerge and how to obtain feedback e.g. interviews, questionnaires and focus groups, reviews of policy, Importance of acting on feedback – re-engaging stakeholders where necessary and changing policies/strategies for engagement * Issues: political and legal issues, economic and social issues, equality and diversity, resource issues, barriers to engagement – physical (location or spread of stakeholder group); non-physical (attitudes, disengagement, cultural, social) * Conflicts that may arise e.g. between organisation goals and stakeholder expectations; between stakeholders; between resource availability and resource needs, Resolution of conflicts – dealing with conflicts on an individual and group level * Methods of engagement: determining outputs required from engagement – opinions, ideas and agreement etc., choosing suitable methods; meetings, presentations, focus groups, interviews, electronic methods, telephone methods, written methods, assigning responsibility and accountability, recording and analysing results, reporting and taking account of results * Importance and relevance of stakeholder agreement e.g. is it required? How to elicit agreement or validation e.g. showing how issues and concerns have been dealt with and sign off and negotiation skills | |

Degree Thesis

## **Thesis Project**

The student has to prepare a Degree Thesis. The project topic will be chosen in discussion with the academic adviser and the candidate's chosen consultant(s), and will have major outcomes in terms of personal professional development, organisational benefits and broader relevance to the professional community to which the candidate belongs. The aim is for students to develop a project in relation to a specific organizational issue or problem.

**Subject Focus**

The ANOBS recognises that professional practice is grounded in real organisations, and often in specific disciplines, and that practitioners taking the course will often belong to specific professional bodies. In order to recognise and harness the subject- and profession-specific nature of practitioners' individual practice, those taking the MSc will be encouraged to build learning relationships with other candidates working in similar spheres of activity. In addition, specialist subject and professional advice will be available from expert and highly experienced staff within the ANU’s institutions, especially in the following areas:

* Accounting,
* business,
* economics,
* enterprise,
* finance,
* human resource management and development,
* law,
* management,
* marketing.

In addition, expertise may be drawn from other relevant areas across the ANU, including:

* Business information systems,
* information technologies,
* media sciences and public relations,
* computer sciences,
* knowledge management,
* social science,
* politics,
* psychology,
* development studies,
* risk management.

Requirements of the MSc Degree Thesis

**Formal requirements**

**Languages**

The language of the thesis can be English, German, French, Russian or Hungarian.

**The cover should include:**

* the title and author of the thesis,
* tutor’s name,
* the place where it was written,
* year,
* **Alfred Nobel Open Business School Schwitzerland**
* the list of the final examination board and
* the name of the official reviewers

**Tipographic and printing requirements**

* **Length:** minimum 30, maximum 100 pages in A4 format (every page should be numbered); 1.5 spacing between the lines
* **Margins:** 3 cm in either side (for binding!)
* **Paper**: International ISO A4 (8½x11 inches, 210 × 297 mm) Presentation single sided and high quality paper, preferably printed with a laser printer
* **Character type:** Scalable fonts should be 10 to 12 points in size. Do not use exotic fonts (slanted, square, or script type) for the entire document, but special fonts may be used for emphasis or when otherwise appropriate. Students should make sure that the print is uniformly letter quality. Laser print, ink jet print, or high-quality photocopying is acceptable. Dot matrix or near letter quality print is not acceptable. The type style and size must be the same throughout the thesis or dissertation.
* **Page numbers**: the bottom centre of the page.
* **References:** numbered with Arabic numbers in the text – e.g. (6, 12)   In the reference section the references should be either alphabetically or chronologically ordered.

**Items to be submitted with DBA thesis**

* A thesis outline in English (generally 1-2 pages, A4 format)
* An electronic copy of the thesis, the summaries and the thesis outlines (doc, docx or pdf format if possible)
* A supporting letter from the supervisor

**Suggested Structure**

**Table of Contents should include:**

* abstract
* introduction (with the background of the technical literature),
* objectives,
* methods,
* conclusions,
* acknowledgements,
* bibliography,
* the bibliography of the candidate’s publications (the publications related to the theme of the thesis should be listed separately in chronological order).
* Summary: in English language (up to one page each; spaced 1.5, approximately 25 lines)

**Abstract**

Degree thesis abstracts should be 200 to 400 words long. Both should describe the problem or topic, any important or distinctive methods used in the research, and the principal conclusions reached. Typing instructions for the thesis apply equally to the abstract, which must be submitted to the School with the thesis but not paginated as part of it. The abstract itself should begin three spaces below the last line of the title matter.

**Chapters**

Suggested chapters:

* Introduction
* Research backgrounds, precedents of research
* Methods of research
* The results of the research
* Formerly issued publications in the area of the thesis
* Conclusions
* Summary

**Bibliographies/References**

For the proper form and divisions of the Bibliography referenced, students follow the Harvard referencing system.

**Figures, Tables and Photos**

All figures, photos and tables (computer graphics, photographs, color maps, color illustrations, drawings, charts, graphs, etc.) must be neatly drawn and lettered, (no ball-point pen); good quality color illustrations can be used when appropriate. All such materials must fit inside the regular margins of the page. Oversize materials should be reduced in size to conform to the margins.

Each illustration should be labelled as “Fig. 1,” “Fig. 2,” and so on, consecutively through the thesis or dissertation. If more than a few figures are used, a List of Figures should follow the Table of Contents.

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