

## Course descriptions

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## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Management	
<b>Course ID:</b> FM.KEF/216AM/17	<b>Course title:</b> Advanced Corporate Finance
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> Financial Management	
<b>Course requirements:</b> Scale of assessment (preliminary/final): Take-home assignment accounts for 100% of grade.	
<b>Learning outcomes:</b> Upon taking the course, the student will have a thorough understanding of the main aspects of corporate finance decision making. He will understand key concepts of corporate finance and be able to apply these concepts and methods in real-life business decisions.	
<b>Class syllabus:</b> Session 0 Introduction to Corporate Finance Session 1 Corporate Investment Policy Session 2 Capital Structure Session 3 Financial distress & Information asymmetry Session 4 Corporate Governance Session 5 Mergers and Acquisitions & External financing Session 6 & 7 Case Studies	
<b>Recommended literature:</b> 1. Berk, J. B., and P. M. DeMarzo. Corporate finance. Pearson Education, 2007. 2. M. Grinblatt and S. Titman. Financial Markets and Corporate Strategy, McGraw-Hill, 2001. 3. Tirole, Jean. The theory of corporate finance. Princeton University Press, 2010. 4. Selected research papers a case studies	
<b>Languages necessary to complete the course:</b> English	
<b>Notes:</b>	

<b>Past grade distribution</b>						
Total number of evaluated students: 11						
A	ABS	B	C	D	E	FX
81,82	0,0	9,09	9,09	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Rastislav Molnár						
<b>Last change:</b> 07.02.2018						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Management	
<b>Course ID:</b> FM.KMn/043AM/16	<b>Course title:</b> Business Ethics
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 50 % continuous evaluation + 50 % evaluation in the exam period (written exam). 50 % – tasks and case studies. For the „A“ evaluation 91 points at least are needed, for the „B“ evaluation 81 points at least are needed, for the „C“ evaluation 73 points at least are needed, for the „D“ evaluation 66 points at least are needed, for the „E“ evaluation 60 points at least are needed. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> Students will get familiar with business ethics as an academic discipline. They will acquire the theory of business ethics and learn how to implement new knowledge through case studies and solution of ethical-economic dilemmas. Simultaneously they will gain skills and techniques related to the successful implementation of business ethics into praxis.	
<b>Class syllabus:</b> 1. Introduction to the studies. Literature. Evaluation-related conditions. 2. Ethics and morality. What is ethics and what is morality. What is the difference between legality and morality? Why it is important to understand different theories of ethics. 3. Business ethics. The foundation, nature, subject of business ethics. Profit versus ethics. Different levels of overlaps between ethics and economics. 4. Corporate social responsibility (CSR). Explanation of the main terms: CSR and the Stakeholder theory. 5. Managerial ethics. Discussion on the main traits of the managerial profession. Fundamental ethical principles in respect to managerial ethics. 6. Ethics in managerial decision-making. Basic ethical principles of the professional ethics of the manager. 7. Institutionalization of ethics, code of ethics. Institutionalization of ethics. The necessity of application of manifold forms of ethics institutionalization in the company. 8. Ethical issues in labor/legal relations. Discrimination. Dismissals. Whistleblowing. 9. Ethics in communication. Styles of communication and ethics. Mobbing, bossing, staffing. 10. Ethics in services. The importance of ethics in services. Informational asymmetry. Absence of the guarantee of result. Moral hazard. 11. Ethics in accounting and banking. Ethical principles in bookkeeping. Ethical problems in banking. 12. Ethics in advertising. Ethical aspects of advertising. Subject responsible for ethics. 13. Course-related conclusions. Assessment of the course and evaluation of students.	
<b>Recommended literature:</b>	

Crane Andrew and Matten, Dirk (2016). 4th edition. Business Ethics. Oxford: Oxford University Press. Stanwick Peter and Stanwick Sarah (2014). Understanding Business Ethics. Thousand Oaks: SAGE Publications. Remišová Anna (2011). Vademecum of Business Ethics. Bratislava: Sprint2.

**Languages necessary to complete the course:**

slovak, english

**Notes:**

**Past grade distribution**

Total number of evaluated students: 75

A	ABS	B	C	D	E	FX
78,67	0,0	14,67	1,33	1,33	2,67	1,33

**Lecturers:** prof. PhDr. Anna Remišová, CSc., doc. Mgr. Anna Lašáková, PhD.

**Last change:** 28.11.2017

**Approved by:**

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Management	
<b>Course ID:</b> FM.KEF/301AB/17	<b>Course title:</b> China in the Globalized World
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b>	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Research Paper: Students should conduct an analysis on a topic of choice on China's economic growth, reform, trade and investment, corporate sector reform, financial system or the role of Chinese economy in the world. Students can also choose a particular industry and analyze its opportunities and challenges with reference to topics discussed in the course. The paper should be maximum 12 pages (double sided, 12-point font) in length excluding tables and figures. Students are expected to present their research in the final lecture. Depending on the size of the class students might be expected to work in teams. Scale of assessment (preliminary/final): Class Participation / Presentation 50%	
<b>Learning outcomes:</b> China's rapid economic development in the last four decades not only dramatically transformed the country itself but also reshaped the global economic landscape. As the second largest economy and the largest exporter in the world, China's rise is an issue of keen interest to global politics, businesses, academics as well as ordinary people. This course will provide students with an overview of the Chinese economic development and its role in the world. We will look at the history, achievements, challenges and future prospects of the Chinese economy. We are going to examine how China's economy interact with the world through trade and investment. We will also discuss China's financial system and reforms given its relevance for future growth. Through the discussions of these topics we try to distinguish myth from reality and gain a better understanding of the Chinese economy.	
<b>Class syllabus:</b> (1) An Overview of Economic Growth and the Historical Background of Chinese Economy o This session presents an overview of China's economic growth in recent history in a global perspective. To provide a general background of this growth, we will look at how China's geographical characteristics and natural endowments shaped the economic development in a diverse region. We will also look at the general course of development of China's economy throughout ancient history and consider how China lost its economic lead in the 19th century. o Chapter 1-3 (2) Economic Reforms and Transition to Market	

o We will consider how China has transformed from a socialist central-planned economy to a vibrant market driven economy and delivered impressive economic growth in the process. This session will provide an overview of the gradualist economic reforms undertaken in China in the transition process and discuss the strategies and principles underlying the reforms.

o Chapter 4

### (3) Economic Structure and the “Middle-Income Trap”

o We will analyze the structural composition of the Chinese economy and how different demand drivers have contributed to growth. We will compare the economic structure of China with other countries and discuss the difference in development models, using Korea and Japan as examples. We will then discuss the “middle-income trap” and the challenges China faces in order to continue the growth trajectory and avoid stagnation.

o Chapter 6

### (4) Is China Over-invested? The Case of Infrastructure Development

o In this session we consider the risks and prospects of China’s investment-driven growth model. Infrastructure development takes on a key role in sustaining economic growth and stability during and after the global financial crisis. We look at the example of China’s high-speed railway development to consider the role of infrastructure investment in China’s economic management, the extent of infrastructure development and the room left for future growth.

o Chapter 14

### (5) Reform of State-owned Enterprises (SOE) in the Industrial Sector

o This session will present an overview of SOEs in China’s industrial sector and examine the role they play in the economic development in the past and the present. We will consider the problems in the SOE sector and discuss the strategies of SOE reforms. Taking the steel sector as an example we look at the progress and challenges faced by SOE reforms. We will also discuss further reform initiatives and the obstacles they face.

o Chapter 13, 15

### (6) China’s International Trade

o We look at the strategy and reform process of China’s foreign trade and consider how China transformed itself from an isolated closed economy to a global manufacturing powerhouse. We will also look at the changing structure of trade. We will examine China’s competitiveness in the global manufacturing landscape and consider the challenges faced by the trading sector.

o Chapter 16

### (7) China’s Foreign Exchange and Reserve Management

o China state-controlled exchange rate mechanism is a major source of contention in international trade disputes. This session will provide an overview of the development of China’s unique exchange rate management regime and consider how it transitioned from a tightly controlled exchange regime to a dollar peg and then to a managed float policy. We will discuss the role of the currency policy in the build-up of foreign exchange reserve and the persistent trade surplus.

### (8) China’s Balance of Payments and Global Imbalances

o We will take a deeper look into China’s current account surplus and reserve accumulation by putting it in the perspective of global imbalances. We will consider the extent that China’s policies and development contributes to global imbalances. Using iPhone production as an example we look at how new models of global manufacturing impacts US-China trade imbalance. We will consider the imbalance from the perspective of capital flow and discuss how saving and investment impacts the build-up of imbalances.

### (9) FDI and China’s Investment Overseas

o In this session we will look at the inflow and outflow of foreign direct investment (FDI) into China. We consider the sources, processes and impacts of FDI in China. We will also look at the growing trend of China’s outward investment.

<p>o Chapter 17</p> <p>(10) China's Financial Sector and Reforms</p> <p>o This session will provide an overview of China's financial sector and the reform process. We look at the liberalization of China's banking sector and the development of capital markets. We consider the development of shadow-banking, or financing firms outside of the formal banking sector, and the opportunities and risks that are associated with it.</p> <p>o Chapter 19</p> <p>(11) Čínske dlhové a tieňové bankovníctvo</p> <p>V tejto časti sa budeme zaoberať témou rastúcej páky Číny a obáv z potenciálnej dlhovej krízy. Budeme analyzovať zloženie dlhu Číny a zvažíme príčiny zvyšujúcich sa úrovni zadlženia. Pozrieme sa na vývoj tieňového bankovníctva alebo finančných firiem mimo formálneho bankového sektora, ako aj príležitosti a riziká, ktoré s ním súvisia.</p> <p>Maliszewski a kol., 2016, "Riešenie problému podnikového dlhu v Číne", pracovný dokument MMF WP / 16/203</p> <p>H uang Y., Bosler C., 2014, "Čínska dlhová dilema, znižujúca sa miera rastu."</p>																				
<p><b>Recommended literature:</b></p> <p>1. Naughton, Barry, 2007, The Chinese Economy: Transitions and Growth, 2nd edition, MIT Press, Cambridge.</p>																				
<p><b>Languages necessary to complete the course:</b></p> <p>English</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 22</p> <table border="1"> <thead> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> </thead> <tbody> <tr> <td>86,36</td><td>0,0</td><td>13,64</td><td>0,0</td><td>0,0</td><td>0,0</td><td>0,0</td></tr> </tbody> </table>							A	ABS	B	C	D	E	FX	86,36	0,0	13,64	0,0	0,0	0,0	0,0
A	ABS	B	C	D	E	FX														
86,36	0,0	13,64	0,0	0,0	0,0	0,0														
<p><b>Lecturers:</b> Haisi Yu</p>																				
<p><b>Last change:</b> 01.03.2018</p>																				
<p><b>Approved by:</b></p>																				



## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Management	
<b>Course ID:</b> FM.KIS/311AM/16	<b>Course title:</b> Cloud Computing
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b>	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> Organizational Behavior, E-business and E-marketing (recommended)	
<b>Course requirements:</b> Type of Activities: 2 hours lectures and 2 hours seminars Number of Hours: 4 hours per week Per Week; Per Level/Semester: Form of the Course: Full time / Combined Method During the semester midterm and/or final tests for 40 points. Score of 60 points will be given for the semester project and its presentation and oral examination.	
<b>Learning outcomes:</b>	
<b>Class syllabus:</b> Course Description and Objectives Cloud computing is the term given to the availability of IT resources usually supplied by an external 3rd party service provider and accessed using the Internet. Thus, Cloud Computing uses Internet as the platform for the development and delivery of computing technologies. The 'Cloud' itself is a virtualization of resources: networks, servers, applications, data storage and services, to which the end user has constant on-demand access. These resources can be provided with minimal user management or service provider interaction. Cloud computing as a new paradigm of information technology has been widely embraced by industry. And, it is considered one of the top five emerging technologies that will have a major impact on the quality of science and society over next 20 years. It provides a way to centralize the setup, implementation, maintenance, and management of integrated computation services to individual and corporate end users. Last years, Cloud computing has become a major commercial area for Internet product development and activity. The term has many uses: we use the cloud whenever we search the web, post a photo to Facebook, or use the mobile version of Google Maps for driving directions. Cloud computing enables a new kind of computation in which staggering amounts of data can be culled from sensors world-wide and then employed as the basis for problem solving in new styles that need also to be massively parallel, since the data ends up spread over large numbers of machines, with no single machine having more than a 'shard' of the big picture. Finally, cloud computing evokes a new kind	

of social phenomenon, namely the penetration of computing systems into society at every level, and a diversity of privacy, security and even legal issues tied to those developments.

Thus, this course is designed to introduce the concepts of Cloud Computing as a new computing paradigm. The students will have an opportunity to explore the Cloud Computing various terminology, principles and applications. The course will expose students to different views of understanding the Cloud Computing such as theoretical, technical and business aspects. A variety of real case studies and existing in market cloud- based tools will be identified and studied in order to provide students with a close overview to Cloud Computing applications. The class requires engagement in active participation through presentations and many discussions.

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** doc. Ing. Natalia Kryvinska, PhD.

**Last change:** 13.10.2017

**Approved by:**

## STATE EXAM DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Management	
<b>Course ID:</b> FM/O5AM/16	<b>Course title:</b> Diploma Thesis Defence
<b>Number of credits:</b> 4	
<b>Educational level:</b> II.	
<b>State exam syllabus:</b>	
<b>Last change:</b>	
<b>Approved by:</b>	

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava						
<b>Faculty:</b> Faculty of Management						
<b>Course ID:</b> FM.KMk/142AM/16		<b>Course title:</b> Diploma Thesis Project				
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 4.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 3						
A	ABS	B	C	D	E	FX
66,67	0,0	33,33	0,0	0,0	0,0	0,0
<b>Lecturers:</b> prof. Ing. Anna Pilková, PhD., MBA, prof. Ing. Jozef Papula, PhD., doc. Ing. Ján Papula, PhD., doc. Ing. Milan Fekete, PhD., doc. Mgr. Zuzana Papulová, PhD., Mgr. Peter Gál, PhD., Mgr. Andrea Gažová, PhD., PhDr. Marian Holienka, PhD., Ing. Jaroslav Hul'vej, PhD., Mgr. Lucia Kohnová, PhD., Mgr. Peter Marcin, PhD., Mgr. Miloš Mrva, PhD., Mgr. Martina Drahošová, PhD., prof. Ing. Ľubica Bajzíková, PhD., PhDr. Lukáš Copuš, PhD., Mgr. Jana Fratričová, PhD., Mgr. Juliet Horváthová Suleimanová, PhD., doc. Mgr. Emília Charfaoui, CSc., Mgr. Zuzana Kirchmayer, PhD., doc. Mgr. Anna Lašáková, PhD., Mgr. Michaela Poláková, PhD., prof. PhDr. Anna Remišová, CSc., prof. Ing. Ján Rudy, PhD., doc. PhDr. Rozália Sulíková, PhD., doc. PhDr. Helena Šajgalíková, PhD., doc. Ing. Daniela Špírková, PhD., doc. Mgr. Emil Wojčák, PhD., doc. Ing. Daniela Zemanovičová, CSc., doc. JUDr. PhDr. Katarína Gubíniová, PhD., doc. Ing. Gabriela Pajtinková Bartáková, PhD., doc. RNDr. Darina Saxunová, PhD.						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava						
<b>Faculty:</b> Faculty of Management						
<b>Course ID:</b> FM.KIS/309AM/16		<b>Course title:</b> Diploma Thesis Seminar I				
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 1						
<b>Recommended semester:</b> 2.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 5						
A	ABS	B	C	D	E	FX
20,0	0,0	20,0	20,0	0,0	0,0	40,0
<b>Lecturers:</b> Mgr. Martina Drahošová, PhD., doc. JUDr. PhDr. Katarína Gubíniová, PhD.						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava						
<b>Faculty:</b> Faculty of Management						
<b>Course ID:</b> FM.KIS/047AM/16		<b>Course title:</b> Diploma Thesis Seminar II				
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 3.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 3						
A	ABS	B	C	D	E	FX
66,67	0,0	0,0	0,0	0,0	33,33	0,0
<b>Lecturers:</b> doc. JUDr. PhDr. Katarína Gubíniová, PhD.						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava						
<b>Faculty:</b> Faculty of Management						
<b>Course ID:</b> FM.KIS/010AM/16		<b>Course title:</b> E-business and E-marketing				
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 6						
<b>Recommended semester:</b> 1.						
<b>Educational level:</b> I., II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 124						
A	ABS	B	C	D	E	FX
86,29	0,0	9,68	2,42	0,0	0,81	0,81
<b>Lecturers:</b> Mgr. Andrea Studeničová						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Management	
<b>Course ID:</b> FM.KEF/086AM/16	<b>Course title:</b> Economy Processes Modelling
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> <p>The students will be assessed in the following way. The overall score is 100 points. The assessment will be divided into two parts: summative and formative assessment. The students have 3 class tests. The first class test will be after lecture 5 and the second will be after lecture 10. The students can obtain 30 points maximum from the first and second class test. The third class test will be the exam class test. The students can obtain 40 points overall mark from this test. The tests make up 70% of the overall mark score. These class tests are considered as a summative assessment form.</p> <p>The students should do the project as part of a formative assessment. The project will be carried out by pairs of student. Each pair of student gets a different project. Each project outline will be specified after the third lecture for each pair of students. Each project consists of a basic economic problem. The students have to solve the project by using the selected software package from R, SPSS, Wolfram Mathematica, Eviews. They should demonstrate the ability to use skills which they have learned throughout the course. The deadline for projects is the last revision lecture. They can earn a maximum of 30 points from the project. The students have the opportunity to discuss the project with lecturers and tutors.</p> <p>Grade table:</p> <p>A : 100-91 points            B : 90-81 points            C : 80-73 points            D : 72-66 points            E: 65-60 points            FX : less than 60 points</p>	
<b>Learning outcomes:</b> <p>Course aims: To provide an accessible and understandable introduction to econometrics. Engaging and encouraging students to use econometrics and mathematics in a variety of economics examples. The lectures are primarily aimed at students of Faculty of Management master degree. By the end of this module, in both their written work and in tutorial discussion:</p> <ol style="list-style-type: none"> <li>1. The student should be able to solve real economic processes, relations and problems using econometrics techniques and methods.</li> <li>2. The student should be able to use the R, Wolfram Mathematica, SPSS and Eviews</li> </ol>	



software packages for solving economic problems with econometrics.						
<b>Class syllabus:</b> Introduction to Econometrics. Regression models. Statistical hypothesis testing. Econometrics model selection methods. Generalized least squares and heteroskedasticity. Generalized method of moments. Maximum-likelihood estimation. Nonlinear least squares. Endogenous and exogenous variables. Bootstrap. Autocorrelation. Univariate time series. Box-Jenkins models (AR, MA, ARMA, ARIMA). GARCH and ARCH models. Multivariate time series analyses. Cointegration. Panel data analyses. Nonparametric approach to econometrics. Numerical methods used in econometrics. Simulation methods used in econometrics. Software tools in econometrics R, SPSS, Wolfram Mathematica, Eviews.						
<b>Recommended literature:</b> Badi H. Baltagi, Econometrics, 2008 Springer-Verlag Berlin Heidelberg, ISBN 978-3-540-76515-8 Damodar N. Gujarati, Dawn C. Porter, Basic Econometrics. McGraw Hill International Edition, Singapoure, 2009 Jeffrey M Wooldridge, Econometric Analysis of Cross Section and Panel Data, Second Edition, The MIT Press, ISBN: 9780262232586, 1096 pp, October 2010 Peter Dalgaard, Introductory Statistics with R, Springer, 2008, ISBN: 978-0-387-79053-4 Jonathan D. Cryer, Kung-Sik Chan, Time Series Analysis With Applications in R, SpringerVerlag New York, 2008, ISBN 978-0-387-75958-6						
<b>Languages necessary to complete the course:</b> English						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 7						
A	ABS	B	C	D	E	FX
42,86	0,0	0,0	28,57	0,0	14,29	14,29
<b>Lecturers:</b> prof. RNDr. Michal Greguš, PhD.						
<b>Last change:</b> 21.02.2018						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Management	
<b>Course ID:</b> FM.KEF/193AJM/12	<b>Course title:</b> European Integration
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b>	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> - Small-group (3-5 students) semester project on selected issues of the EU/CM - Semester test - Presentation of the semester project and discussion/debate on selected issues	
<b>Learning outcomes:</b>	
<b>Class syllabus:</b> Introduction to international economic relations (IER) and regional integration (RI) - Brief history of the development in the IER - Main factors of the contemporary IER – globalization, international regional economic integration (IREI), international trade, FDI, international organizations, NGOs, etc. - Declining role of national states/governments in the IER - The role of the United Nations and its specialized agencies in the IER - Regional aspects of the UN role in the IER and technical and financial assistance to developing countries - Other important international organizations regarding IER (OECD, WTO, etc.) and their role in the IER - Institutionalization of the IREI and its role in IER – the model role of the EU institutions - “Free trade” as the basics of the IER and IREI - FDI as an important factor for the development of IER and IREI especially for developing and transitional countries - IREI and its role in the IER and regarding ongoing globalization (main building block and/or hurdle) - IREI as the dominant feature and development trend in the contemporary IER - Main stages of the IREI - Types and specifics of the IREI - Basic terms and forms of the IREI - The EU as a prototype of the IREI - Brief history of the EU and its effects on the development of the IREI and IER - The EU and its three pillars as new approach to the IREI and IER	

- The EU's community legislation and its effects on the IREI and IER
- The EU institutions and their functions
- The EU and its assistance to the developing world (ACP countries, etc.)
- IREI, IER and EU in the world
- Common international policies as a new important factor and development trend in the IREI and the IER
- Common international policies in trade and customs
- Common international policy in regional development
- Common international policies in agriculture - CAP
- Common international budgetary, financial and monetary policies, Euro
- Common international commercial policy and EU internal market
- The role of Common foreign and security policy in support of the IREI and IER
- Current EU development trends and problems – Eurozone, Grexit, Brexit, Illegal Refugees and Schengen, etc.
- Slovakia and its place in the ongoing globalization, IREI and IER

**Recommended literature:**

- 1) Craig, P., De Burca, G.: EU LAW, Text, Cases and Materials, Third Edition, Oxford, UK 2003, pp. 1-176
- 2) Soltes, D.: Global trends in FDI and regional integration, KEPS Bratislava 2004, pp. 33-113, 151-281
- 3) Lecture Notes
- 4) web site: <http://europa.eu.int> , <http://www.un.org>, <http://www.oecd.org>, etc.

**Languages necessary to complete the course:**

English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 238

A	ABS	B	C	D	E	FX
38,66	0,0	42,44	14,71	2,94	0,42	0,84

**Lecturers:** prof. Ing. Dušan Šoltés, CSc.

**Last change:** 12.03.2018

**Approved by:**

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Management	
<b>Course ID:</b> FM.KEF/265AJM/15	<b>Course title:</b> European Integration
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b>	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> - Small-group (3-5 students) semester project on selected issues of the EU/CM - Semester test - Presentation of the semester project and discussion/debate on selected issues	
<b>Learning outcomes:</b>	
<b>Class syllabus:</b> Introduction to international economic relations (IER) and regional integration (RI) - Brief history of the development in the IER - Main factors of the contemporary IER – globalization, international regional economic integration (IREI), international trade, FDI, international organizations, NGOs, etc. - Declining role of national states/governments in the IER - The role of the United Nations and its specialized agencies in the IER - Regional aspects of the UN role in the IER and technical and financial assistance to developing countries - Other important international organizations regarding IER (OECD, WTO, etc.) and their role in the IER - Institutionalization of the IREI and its role in IER – the model role of the EU institutions - “Free trade” as the basics of the IER and IREI - FDI as an important factor for the development of IER and IREI especially for developing and transitional countries - IREI and its role in the IER and regarding ongoing globalization (main building block and/or hurdle) - IREI as the dominant feature and development trend in the contemporary IER - Main stages of the IREI - Types and specifics of the IREI - Basic terms and forms of the IREI - The EU as a prototype of the IREI - Brief history of the EU and its effects on the development of the IREI and IER - The EU and its three pillars as new approach to the IREI and IER - The EU’s community legislation and its effects on the IREI and IER	

- The EU institutions and their functions
- The EU and its assistance to the developing world (ACP countries, etc.)
- IREI, IER and EU in the world
- Common international policies as a new important factor and development trend in the IREI and the IER
- Common international policies in trade and customs
- Common international policy in regional development
- Common international policies in agriculture - CAP
- Common international budgetary, financial and monetary policies, Euro
- Common international commercial policy and EU internal market
- The role of Common foreign and security policy in support of the IREI and IER
- Current EU development trends and problems – Eurozone, Grexit, Brexit, Illegal Refugees and Schengen, etc.
- Slovakia and its place in the ongoing globalization, IREI and IER

**Recommended literature:**

- 1) Craig, P., De Burca, G.: EU LAW, Text, Cases and Materials, Third Edition, Oxford, UK 2003, pp. 1-176
- 2) Soltes, D.: Global trends in FDI and regional integration, KEPS Bratislava 2004, pp. 33-113, 151-281
- 3) Lecture Notes
- 4) web site: <http://europa.eu.int> , <http://www.un.org>, <http://www.oecd.org>, etc.

**Languages necessary to complete the course:**

English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 74

A	ABS	B	C	D	E	FX
62,16	0,0	28,38	8,11	0,0	1,35	0,0

**Lecturers:** prof. Ing. Dušan Šoltés, CSc.

**Last change:** 12.06.2017

**Approved by:**

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Management	
<b>Course ID:</b> FM.KEF/158AM/16	<b>Course title:</b> European law
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b>	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> - Preliminary assessment # Active participation 20% # European news presentation 20% # Presentation 20% - Final assessment: written exam 40%	
<b>Learning outcomes:</b> basis of european institutionnal law	
<b>Class syllabus:</b> Session 1 Introduction Session 2 History of the EU in 10 steps. Presentation: "The integration of the Slovak republic in the EU" Session 3 The legal nature of the EU The Costa v Enel case Presentation: "Intergovernmentalism or supranationalism?: the nature of the EU" <a href="http://www.freeonline researchpapers.com/compare-elements-supranationalismintergovernmentalism">http://www.freeonline researchpapers.com/compare-elements-supranationalismintergovernmentalism</a> Session 4 The EU institutions:the european commission Presentation: «The commission and the EU's foreign policy» Session 5 The EU institutions : the european council and the council Presentation: «The european council and the council the strongest institutions in the EU?» Session 6 The EU institutions: the parlement Presentation: The evolution of the parlement role Session 7	

<p>The legal sources of the EU law  Presentation: the place of the EU laws in the slovak and french hierarchy of norms  Session 8  The Council of Europe  Study case: The 1985's Charter of local autonomy  Presentation: Multigovernance, subsidiarity and Europe of regions  Session 9  The protection of the fundamental rights in the EU  Presentation: The charter of Fundamental rights of the EU and the European Convention on Human Rights  Session 10  The economic and monetary union (EMU) and the euro  Presentation: the role of the European central bank and the national banks in the eurozone  Session 11  The budget of the EU  Presentation: The regional policy and structural funds  <a href="http://ec.europa.eu/regional_policy/policy/history/index_fr.htm">http://ec.europa.eu/regional_policy/policy/history/index_fr.htm</a>  <a href="http://europa.eu/pol/reg/index_en.htm">http://europa.eu/pol/reg/index_en.htm</a>  Session 12  Test</p>																				
<p><b>Recommended literature:</b>  The ABC of European Law, Prof. Klaus –Dieter Borchardt, Luxembourg: Publications Office of the European Union, 2010, ISBN 978-92-78-40525-0</p>																				
<p><b>Languages necessary to complete the course:</b>  English</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b>  Total number of evaluated students: 27</p> <table> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>66,67</td><td>0,0</td><td>25,93</td><td>7,41</td><td>0,0</td><td>0,0</td><td>0,0</td></tr> </table>							A	ABS	B	C	D	E	FX	66,67	0,0	25,93	7,41	0,0	0,0	0,0
A	ABS	B	C	D	E	FX														
66,67	0,0	25,93	7,41	0,0	0,0	0,0														
<p><b>Lecturers:</b> Dr. Frédéric Delaneuville, PhD.</p>																				
<p><b>Last change:</b> 12.03.2018</p>																				
<p><b>Approved by:</b></p>																				

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Management	
<b>Course ID:</b> FM.KEF/033AM/16	<b>Course title:</b> Financial Accounting
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> Principles of Financial Accounting I	
<b>Course requirements:</b> Scale of assessment (preliminary/final): 40% / 60%	
<b>Learning outcomes:</b> This course examines financial accounting statements from a user perspective. The interpretation of financial data for decision analysis will be emphasized. The objective of the course is to introduce students the status of accounting theory and techniques for analyzing corporate financial statements. This course introduces methodology of financial accounting and stresses the reporting function of accounting to external users.	
<b>Class syllabus:</b> Accounting as an information system, Accounting Cycle and Accrual Accounting Concepts, Merchandise Operations, Multiple-Step Income Statement and Revenue Recognition, Financial statements preparation –Income statement, Balance sheet and Cash flow, The statement of changes in the shareholders' equity, Reporting and analyzing assets, liabilities and shareholders' equity. The students will master the theoretical concepts and be required to perform the following learning activities: textbook reading is required and is designed both to reinforce what is discussed in class, and cover topics for which classroom time is insufficient and apply gained knowledge in solving the minicase studies.	
<b>Recommended literature:</b> 1. Saxunová D.: Financial Accounting - Financial Statements – theory and problems, Practicum, Bratislava: Wolters Kluwer, Prague, (2014). 2. Financial Accounting 4th, 5th ed.; Schroeder, Clark and Cathey: Financial Accounting Theory and Analysis, 10th edition John Wiley and Sons. 978-0-470-64628-1 3. Paul D. Kimmel, Jerry J. Weygandt, Donald E. Kieso- Financial Accounting: Tools for Business Decision Making, WileyPLUS, 7th Edition, 2013 4. Jerry J. Weygandt, Paul D. Kimmel, Donald E. Kieso- Financial and Managerial Accounting,	



WileyPLUS, 2nd Edition, 2015						
<b>Languages necessary to complete the course:</b> English						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 54						
A	ABS	B	C	D	E	FX
16,67	0,0	25,93	27,78	16,67	9,26	3,7
<b>Lecturers:</b> doc. RNDr. Darina Saxunová, PhD.						
<b>Last change:</b> 12.03.2018						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Management	
<b>Course ID:</b> FM.KEF/037AM/16	<b>Course title:</b> Financial Management
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The prerequisite for this class is a passing grade in Introduction to Financial Management. Therefore, it is expected that students will be comfortable with the following topics: Capital asset pricing model (CAPM), calculation of present/future value, value of bond, security market line (SML), comparative analysis and trend analysis, Du Pont system, Dividend Discount Model, Weighted average cost of capital (WACC) and evaluation of capital investments (NPV, IRR, MIRR, PP). Scale of assessment (preliminary/final): Problem and Cases Sets: 30% Presence: 30% Final: 40%	
<b>Learning outcomes:</b> This is an advanced course in financial management and in corporate finance. The course has three main objectives: 1) Develop an understanding of the tools that are used to analyze firm's risk and how to calculate and determine fundamental value of a company. 2) Understand the advanced issues involved in how to use concepts of Effective Capital Structures in corporate finance, how to use concepts of the Working Capital Management. 3). Understand the advanced issues involved in why the financial markets are very important and integral part of global economy, and why H. Markowitz's Modern Portfolio Theory (MPT) is still actual. Emphasis will be placed on appreciating the limitations and challenges that are faced when applying the theoretical framework of corporate finance to real world problems.	
<b>Class syllabus:</b> Class Syllabus: Ch 2 – Financial statements + Ch 3 - Analysis of financial statements (Introduction to Financial management, repeating): ratio indicators, indicators of liquidity, liability, turnover, profitability, market value, analysis of cash flows, comparative analysis and trend analysis, some problems of financial statements analysis, Altman model, Taffler model, economic added value, Liquidity ratios, Asset management ratios, Profitability ratios, Market value ratios, Trend analysis, Du Pont system, Horizontal and Vertical financial analysis, Benchmarking. Ch 4 - Time value of money + Ch 5 - Bonds, Bond Valuation, and Interest Rates (Introduction to Financial management, repeating): future value, present value, annuity, perpetuity, effective annual	

rate (EAR), short time periods, continuous interest, continuous discount, general pricing model, types and basic attributes of securities, present value of bond, yield to maturity (YTM), yield to call (YTC), interest and reinvestment risk of bonds, bond duration.

Ch 6 - Risk and return + Ch 7 - Stocks, Stock Valuation (Introduction to Financial management, repeating): financial assets and their risks, desired yield, expected yield, realized yield, measurement of isolated risk, portfolio's risk, diversification and volatility of investment portfolios, diversified and non-diversified risk, beta coefficient, security market line (SML), effective set, indifferent curves, optimal portfolio, capital asset pricing model (CAPM), capital market line (CML), arbitrage pricing theory (APT), hypothesis of effective markets, intrinsic value of a share of stock, present value of the stream of dividends, expected rate of return on a constant growth stock, supernormal growth stock, horizon (terminal) value, value of a share of perpetual preferred stock, Efficient Markets Hypothesis (EMH), Equilibrium.

Ch 9 – Cost of Capital + Ch 10 - Evaluation of capital investments (Introduction to Financial management, repeating): Weighted average cost of capital (WACC), component cost of debt, marginal costs of capital, cost of common equity, CAPM approach, DCF approach, risk-free rate, various factors affect a firm's cost of capital, market or Beta risk, risk-adjusted cost of capital, project's classification, methods of project's evaluation, maturity of projects, Net present value of project (NPV), Internal rate of return of project (IRR), Profitability index of project, Modified IRR of project (MIRR), present value of future costs, project's financing.

Ch 11 – Cash Flow Estimation and Risk Analysis: Stand-alone risk, Sensitivity analysis, scenario analysis, Monte Carlo simulation, risk-adjusted discount rate or project cost of capital, growth option, staged decision-tree analysis.

Ch 12 – Financial Planning and Forecasting Financial Statements: Forecasted financial statements (FFS) method, Additional funds needed (AFN) equation, sales growth rate, economies of scale.

Ch 13 – Corporate Valuation, Value-Based Management and Corporate Governance: Corporate assets, operating assets, Growth options, Financial or non-operating assets, value of operations, terminal or horizon value, corporate valuation model, value of equity, Value-based management, value drivers, Expected return on invested capital (EROIC), Corporate governance, Managerial entrenchment, Nonpecuniary benefits.

Ch 15 – Capital Structure Decisions: optimal capital structure, target capital structure, Business risk, Financial leverage, Financial risk, Operating leverage.

Ch 16 – Working Capital Management: Net working capital, Net operating working capital, relaxed working capital policy, restricted working capital policy, inventory conversion period, average collection period, payables deferral period, cash conversion cycle (CCC), inventory management, account receivable, aging schedule, days sales outstanding (DSO).

Ch 24 – Portfolio Theory, Asset Pricing Models, and Behavioral Finance: Modern Portfolio Theory (MPT), feasible set, efficient portfolio, optimal portfolio, indifference curve, efficient set, Capital Asset Pricing Model (CAPM), Capital Market Line (CML), Security Market Line (SML), beta coefficient, market risk, variability, Arbitrage Pricing Theory (APT), Fama-French three-factor model, Behavioral finance.

### **Recommended literature:**

Required textbook:

1. Brigham, E. F. – Ehrhardt, M. C.: Financial Management, 14th Edition, Thomson, South-Western, 2014. ISBN-13: 978-1-111-97221-9.

Supplementary textbook:

2. Brealey, R. A. – Myers, S. C. – Allen, F.: Principles of Corporate Finance, 9th Edition, McGrawHill, 2010. ISBN: 978-007-126327-6.

Other information source about finance which will be used during the semester:

3. Bloomberg Professional Terminal

4. yahoo.finance.com						
<b>Languages necessary to complete the course:</b> English						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 127						
A	ABS	B	C	D	E	FX
51,97	0,0	24,41	9,45	5,51	6,3	2,36
<b>Lecturers:</b> prof. RNDr. Ing. Ľudomír Šlahor, CSc., Mgr. Martin Vozár, PhD., prof. RNDr. Jozef Komorník, DrSc.						
<b>Last change:</b> 12.03.2018						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Management	
<b>Course ID:</b> FM.KSP/011AM/17	<b>Course title:</b> Innovation Management
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b>	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 1. Active participation at seminars and participation in the discussions 30% points. 2. Team project - practical case study (2 + 1 final presentation) 70% points. Teams 3-5 students. The overall evaluation is in accordance with the faculty evaluation system: A = 91-100%; B = 81-90%; C = 73-80%; D = 66-72%; E = 65-60%; F = 0-59% points.	
<b>Learning outcomes:</b> Considering the importance of innovation for the company as for the whole society, the course aims to awake the spirit of innovation and openness to change in students. Students would learn how to search for innovative and entrepreneurial opportunities, incorporate a systematic approach to the management of innovation and change in existing businesses, respectively build new entrepreneurial ventures based on innovative ideas and create a viable business model that enables innovation to succeed in the real world. The subject deals with innovation and related changes rather from the perspective of strategic management, then from a technical point of view. The course utilizes lectures, in-class discussions, case study, video presentations, independent reading and student presentations.	
<b>Class syllabus:</b> 1. Introduction. Information about the Course and Evaluation. 2. The Lead User Method. The Open Innovation. 3. Introduction into the Case study. 4. Entrepreneurial Management. The Entrepreneurial Business. 5. Entrepreneurship in the Service Institution. The New Venture. 6. Case study – 1st Presentation. 7. Entrepreneurial Strategies: “Fustest with the Mostest.” “Hit Them Where They Ain’t.” 8. Entrepreneurial Strategies: Ecological Niches. Changing Values and Characteristics. 9. Case study – 2nd Presentation. 10. Definition. Design of the Business Model for Innovation. 11. Key Partners, Key Activities, Channels / Distribution, Key Resources, Costs. 12. Revenue, Customer, Customer Relationships, Value Proposition. 13. Case study – Final Presentation. Review Session. Final Evaluation.	
<b>Recommended literature:</b>	

Essential reading:

[1] CHESBROUGH, H. W. Open Services Innovation: Rethinking Your Business to Grow and Compete in a New Era. 2nd ed. Hoboken: Jossey-Bass, 2010. (FM UK Library on-line, <http://site.ebrary.com/lib/uniba/docDetail.action?docID=10441387>)

[2] DAVID, A. A., KUMAR, V., DAY, G. S. Marketing research. Danvers: John Wiley & Sons, 2007. (FM UK Library, IX-0738).

[3] DRUCKER, P. F. Innovation and Entrepreneurship. New York: Harper & Row, 1985. (FM UK Library, CU-5248).

[4] VON HIPPEL, E. Democratizing Innovation. Cambridge: The MIT Press, 2005. (download at: <http://web.mit.edu/evhippel/www/>).

Optional reading:

[1] CHESBROUGH, H. W., VANHAVERBEKE, W., WEST, J. Open Innovation: Researching a New Paradigm. Oxford: Oxford University Press, 2006. (FM UK Library on-line, <http://site.ebrary.com/lib/uniba/docDetail.action?docID=10194775>).

[2] DAVID, A. A. Brand relevance: making competitors irrelevant. San Francisco: Jossey-Bass, 2011, (FM UK Library on-line, <http://site.ebrary.com/lib/uniba/Doc?id=10438354>).

[3] DAVID, A. A. Building strong brands. London: Simon & Schuster, 2002. (FM UK Library, IX-0716).

[4] DRUCKER, P. The Discipline of Innovation. In: Harvard Business Review on the Innovative Enterprise. Boston: Harvard Business School Press, 2003, (FM UK Library, XII-1678).

[5] VON HIPPEL, E. The Sources of Innovation. New York: Oxford University Press, 1988. (download at: <http://web.mit.edu/evhippel/www/>).

Other articles / studies distributed throughout the semester to individual problem areas.

The minimum condition is the possibility of student access to the internet through the Comenius University network: EBSCO HOST / Business Source Premier (<http://web.ebscohost.com/ehost/search/basic?sid=b65368bb-dc1d-46f4-a549-4fac23378b1b%40sessionmgr198&vid=2&hid=108>).

[1] CHESBROUGH, H. W. Business model innovation: it's not just about technology anymore. In: Strategy & Leadership. Chicago, 2007. Vol. 35, Iss. 6; p. 12.

[2] CHESBROUGH, H. W. Business Model Innovation: Opportunities and Barriers. In: Long Range Planning. London, Apr-Jun 2010. Vol. 43, Iss. 2/3; p. 354.

[3] CHESBROUGH, H. W. Why Companies Should Have Open Business Models. In: MIT Sloan Management Review. Cambridge, Winter 2007. Vol. 48, Iss. 2; p. 22-28.

[4] GAL, P. Case study Heineken. 2012.

[5] CHRISTENSEN, C., RAYNOR, M. The Innovator's Solution. Cambridge: Harvard Business School Press, 2003.

[6] MULLINS, J. W., KOMISAR, R. A Business Plan? Or a Journey to Plan B? In: MIT Sloan Management Review. Cambridge, Spring 2010. Vol. 51, Iss. 3; p. 1-6.

[7] OSTERWALDER, A., PIGNEUR, Y., TUCCI Ch. L. Clarifying Business Models: Origins, Present, and Future of the Concept. In: Communications of the Association for Information Systems. Atlanta, 2005. Vol. 16; p. 1-25.

[8] PORTER, M. E. What Is Strategy? In: Harvard Business Review on Strategy. Boston: Harvard Business Press.

**Languages necessary to complete the course:**

English

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 56						
A	ABS	B	C	D	E	FX
76,79	0,0	16,07	5,36	1,79	0,0	0,0
<b>Lecturers:</b> Mgr. Peter Gál, PhD.						
<b>Last change:</b> 04.04.2019						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Management	
<b>Course ID:</b> FM.KMn/022AM/16	<b>Course title:</b> International Human Resource Management
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Preliminary Assessment: Team presentation (30%) In-class activities (20%) Final Assessment: Written exam (50%) Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> Students familiarize with the major of human resource management (HRM) functions within the supranational companies, with the focus on different apprehension of the employment relations in selected countries.	
<b>Class syllabus:</b> Introduction to European HRM Industrial Relations in Europe Employee Participation and Work Councils Flexible Forms of Work Organization HRM in Selected Countries (Germany, Great Britain, France, Italy. Middle Europe: Czech Republic, Slovakia, Slovenia, Hungary, Poland. Asia: selected country) and their comparison. Student presentations.	
<b>Recommended literature:</b> Bajžíková, Ľ. - Búciová, Z. 2012. Medzinárodný manažment ľudských zdrojov. UK. Scholz Ch. – Böhlm, H.: Human Resource Management in Europe (Comparative analysis and contextual understanding). Routledge. 2008. Hollinshead, G. – Leat, M.: Human Resource Management (an international and comparative perspective on the employment relationship). Pitman Publishing. 1994. Kirkbride, P.S.: Human Resource Management in Europe (perspectives for the 1990's). Routledge. 1994. Sparrow, P. – Hiltrop, J.M. European Human Resource Management in Transition. Prentice Hall. 1994. Journal of HRM, Bratislava, Faculty of Management, Slovakia 2008-2018.	
<b>Languages necessary to complete the course:</b>	



English						
<b>Notes:</b>						
<b>Past grade distribution</b>						
Total number of evaluated students: 3						
A	ABS	B	C	D	E	FX
66,67	0,0	0,0	0,0	0,0	0,0	33,33
<b>Lecturers:</b> prof. Ing. Ľubica Bajžíková, PhD., Mgr. Zuzana Kirchmayer, PhD.						
<b>Last change:</b> 12.02.2018						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Management	
<b>Course ID:</b> FM.KMk/030AM/16	<b>Course title:</b> International Marketing
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> Marketing	
<b>Course requirements:</b> 40 % interim evaluation: Active attendance on seminars and case studies solution (in case of unjustified absence or unpreparedness on seminar loss of 10%), interim evaluation (2 written midterm tests – 0%, possible loss of 10%), semester project – application of theoretical knowledge on selected organization – 20%, term work on selected and approved topic – 20%, 60 % final written test. The semester project is elaborated continuously at individual seminars, the particular assignment is always given with a one-week advance to the seminar. Semester work is complexly evaluated in terms of its quality. Semester work must be prepared and submitted at least one week before the first test date in printed version or in electronic form, send by e-mail to marketing@fm.uniba.sk. Best work can be published in the journal Marketing Science and Inspirations. Work delivered after a set deadline will not be accepted. Semester work is handed without the possibility of additional adjustments and additional exchanges. Scale of assessment (preliminary/final): 40/60	
<b>Learning outcomes:</b> After graduating students will have the opportunity to learn more about business and business subjects in the international and global market environment as well as the international market environment, to define suitable strategies for entering the given markets as well as to apply the marketing mix elements in the international context. The subject allows to estimate and analyze the international environment, to determine the appropriate strategy for entering the international market and to understand the application of the marketing mix elements in the context of the international environment.	
<b>Class syllabus:</b> 1. International Marketing – Introduction to the issue. 2. International environment. 3. International markets and international marketing research. 4. Entry strategies for foreign markets.	

5. Market segmentation, target market selection and positioning.
6. International marketing mix.
7. 4P's in marketing - product, price, place, promotion.
8. Implementation of marketing strategies. Selected aspects of international marketing.
9. An overview of the content of the subject and a lecture on the current topic.

**Recommended literature:**

- [1] CZINKOTA, M. R. – RONKAINEN, I. A. – ZVOBGO, G. 2011. International Marketing. Hampshire: South-Western Cengage Learning, 2011. 592 p. ISBN 9781408009239
- [2] CATEORA, P. R. – GRAHAM, J. L. 2007. International Marketing. McGraw-Hill: Irwin Professional, 2007. 702 p. ISBN 978-0071105941
- [3] USUNIER, J. C. – LEE, J. A. 2005. Marketing Across Cultures. Harlow: Pearson Education Limited, 2005. 573 p. ISBN 9780273685296
- [4] HOLLESEN, S. 2007. Global Marketing: A Decision-Orientated Approach. Harlow: Financial Times Press, 2007. 714 p. ISBN 9780273706786
- [5] Journal of International Marketing and Marketing Science and Inspirations journals.

**Languages necessary to complete the course:**

English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 43

A	ABS	B	C	D	E	FX
39,53	0,0	32,56	13,95	9,3	4,65	0,0

**Lecturers:** Mgr. František Olšavský, PhD., prof. Mgr. Peter Štarchoň, PhD.

**Last change:** 09.04.2019

**Approved by:**

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Management	
<b>Course ID:</b> FM.KMk/031AM/16	<b>Course title:</b> International Marketing
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b>	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> Marketing	
<b>Course requirements:</b> 40 % interim evaluation: Active attendance on seminars and case studies solution (in case of unjustified absence or unpreparedness on seminar loss of 10%), interim evaluation (2 written midterm tests – 0%, possible loss of 10%), semester project – application of theoretical knowledge on selected organization – 20%, term work on selected and approved topic – 20%, 60 % final written test. The semester project is elaborated continuously at individual seminars, the particular assignment is always given with a one-week advance to the seminar. Semester work is complexly evaluated in terms of its quality. Semester work must be prepared and submitted at least one week before the first test date in printed version or in electronic form, send by e-mail to <a href="mailto:marketing@fm.uniba.sk">marketing@fm.uniba.sk</a> . Best work can be published in the journal Marketing Science and Inspirations. Work delivered after a set deadline will not be accepted. Semester work is handed without the possibility of additional adjustments and additional exchanges. Scale of assessment (preliminary/final): 40/60	
<b>Learning outcomes:</b> After graduating students will have the opportunity to learn more about business and business subjects in the international and global market environment as well as the international market environment, to define suitable strategies for entering the given markets as well as to apply the marketing mix elements in the international context. The subject allows to estimate and analyze the international environment, to determine the appropriate strategy for entering the international market and to understand the application of the marketing mix elements in the context of the international environment.	
<b>Class syllabus:</b> 1. International Marketing – Introduction to the issue. 2. International environment. 3. International markets and international marketing research. 4. Entry strategies for foreign markets.	

5. Market segmentation, target market selection and positioning.
6. International marketing mix.
7. 4P's in marketing - product, price, place, promotion.
8. Implementation of marketing strategies. Selected aspects of international marketing.
9. An overview of the content of the subject and a lecture on the current topic.

**Recommended literature:**

- [1] CZINKOTA, M. R. – RONKAINEN, I. A. – ZVOBGO, G. 2011. International Marketing. Hampshire: South-Western Cengage Learning, 2011. 592 p. ISBN 9781408009239
- [2] CATEORA, P. R. – GRAHAM, J. L. 2007. International Marketing. McGraw-Hill: Irwin Professional, 2007. 702 p. ISBN 978-0071105941
- [3] USUNIER, J. C. – LEE, J. A. 2005. Marketing Across Cultures. Harlow: Pearson Education Limited, 2005. 573 p. ISBN 9780273685296
- [4] HOLLESEN, S. 2007. Global Marketing: A Decision-Orientated Approach. Harlow: Financial Times Press, 2007. 714 p. ISBN 9780273706786
- [5] Journal of International Marketing and Marketing Science and Inspirations journals.

**Languages necessary to complete the course:**

English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 44

A	ABS	B	C	D	E	FX
47,73	0,0	29,55	11,36	6,82	4,55	0,0

**Lecturers:** prof. Mgr. Peter Štarchoň, PhD., Mgr. František Olšavský, PhD., Mgr. Bianka Chorvátová

**Last change:** 08.03.2018

**Approved by:**

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Management	
<b>Course ID:</b> FM.KEF/053AM/16	<b>Course title:</b> Investment Analysis
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> Financial Management	
<b>Course requirements:</b>	
<b>Learning outcomes:</b> The aim of the course is to deepen student's knowledge about financial markets, its problems and risks, as well as about some products, which are tradeable at those markets. The purpose of the course is also familiarization of basic methods and techniques of investing to stocks and bonds.	
<b>Class syllabus:</b> International financial management: purchasing power parity, unsecured interest rate parity, term parity, covered interest rate parity, yield of investment in foreign country, effect of global diversification, examples of global investment strategies, financial markets correlation. Acquisition and mergers: some reasons for acquisitions and mergers, tactics and defence during mergers and acquisitions, forms of business combinations, structure of supply for take over, tasks of investment banks during mergers and acquisitions. Financial risks: types of financial risks, value at risk (VaR), measurement of interest risk by VaR, surveying of interest positions, VaR and diversification effects, VaR of investment portfolios, project's impact on VaR, cash-flow at risk (CaR). Financial derivatives and hedging of risks: basic types of financial derivatives, standardization of financial derivatives, long- and short- position, term-contracts pricing, hedging of open positions, risk factors, examples of complicated hedging techniques, option parity, replication of option position, option pricing methods, riskless arbitrage, dynamic data-hedging, sensitivity parameters, interest and currency swap. Duration and immunization: yield curves and interest structures, Macaulay duration, present value effect and reinvesting effect while investing to bonds, modified duration, effective duration and key-rate duration, immunization of open bond positions.	
<b>Recommended literature:</b> Brigham, E. F., Ehrhardt, M. C.: Financial Management, 13th Edition, Thomson, South-Western, 2005 Lectures	

Recommended: Brealey, R. A., Myers, S. C.: Principles of Corporate Finance, 7th Edition, McGraw Hill, 2003						
<b>Languages necessary to complete the course:</b> English						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 49						
A	ABS	B	C	D	E	FX
83,67	0,0	14,29	0,0	0,0	2,04	0,0
<b>Lecturers:</b> prof. RNDr. Ing. Ľudomír Šlahor, CSc., Mgr. Darko Panevski						
<b>Last change:</b> 09.03.2018						
<b>Approved by:</b>						

## STATE EXAM DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Management	
<b>Course ID:</b> FM.KMn/S06AM/16	<b>Course title:</b> Management - Theory, Methods, Applications
<b>Number of credits:</b> 1	
<b>Educational level:</b> II.	
<b>State exam syllabus:</b>	
<b>Last change:</b>	
<b>Approved by:</b>	



## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Management	
<b>Course ID:</b> FM.KIS/029AM/16	<b>Course title:</b> Management Information Systems
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> 1. COURSE DESCRIPTION The course concentrates on analysis and development of information systems in business organizations. This course will develop the framework for an information system and explore how systems that support the business functions of the organization are integrated and aid the manager with decision-making responsibilities within the operational, tactical, and strategic hierarchy of the company. Underlying the examination of various types of organizational information systems will be an exploration of emerging technologies that drive these systems. This course provides the student with the knowledge and skills necessary to understand and use information technology effectively and shows how information technology provides organizations with a strategic competitive advantage. 2. EXPECTED KNOWLEDGE THE STUDENT IS REQUIRED TO HAVE Familiarity with the basic hardware and software components of a computer and an ability to use the computer for word processing and e-mail are required. 3. STATEMENT OF COURSE OBJECTIVES a) To assist the student in understanding the issues and problems facing the manager or business user of computer-based information systems, and what solutions are available. b) To enable the student to learn how to make intelligent decisions about computer based information systems, and as a user, to attain their effective application. c) To prepare the student for participation as a user or a manager in the development of business information system. d) To assist the student in appreciating the problems of management in attempting to direct and control corporate information technology.	
<b>Course requirements:</b> 7. CASE STUDIES Case Studies, labelled Case Problems, are described at the end of each chapter of the text. Students should analyze those listed in the schedule and be prepared to discuss them. Students may be asked to present the results of their analysis. 8. VISUAL AIDS Students should use PowerPoint presentations tools. For the project data flow diagrams they should use Visio and also if they wish MindManager software.	

## 9. AVAILABILITY OF THE TEACHER

I will usually be in my room half an hour before class begins. In addition, office hours will take place at least once per week and I can also make myself available at other times by appointment. Other students can communicate via e-mail.

## 12. COURSE FORMAT

The general format of each class will be:

- # review of assigned reading and discussion

- # lectures interspersed with group and class discussion of relevant case studies

- # class review of term projects

## TERM PROJECT

1 Each student is required, as a member of a team of not more than four or five, to identify and then analyze a non-trivial, unresolved problem or opportunity which has the potential to be solved or improved by a computerized information system.

2 The problem/opportunity may exist in a business with which the students are familiar, or in Society at large. An example in these days of electronic commerce could be the design of a web site. Another might be a sales reporting system for the local grocer. Of course, the most important example is the development of information system

3 The team should prepare a term paper in the form of a consulting report to top management recommending how to solve the problem or take advantage of the opportunity. Apart from an analysis of the problem/opportunity, the report should include an outline design of the proposed solution, illustrating necessary hardware and software components, as well as a proposal on how the system is to be developed.

4 The report should be not less than 7 pages typed single spaced per person in the team and should be handed in by the \_last\_Class (the end of the semester). Late submissions will be penalized.

5 You are also required to summarize your results in a twenty minute group presentation. You will earn extra marks for doing an executive summary of not more than one page and providing copies of it to your fellow students at the time of your class presentation.

6 As this course is about information systems in a business orientation, you should put emphasis on managerial and business issues rather than technical aspects; although systems and data analysis should be carried out using the modelling tools you will learn during the course. It is very important that you include references to the sources of your data, in order that I can verify these.

7 The 40% of the course grade assigned to the Term Project will be graded according to the following criteria, i.e. how well you have:

- i defined the problem or opportunity and determined the user requirements for solving the problem or exploiting the opportunity

- ii analyzed the current situation, the problem/opportunity and the users' requirements

- iii considered alternative solutions, examined the technical, economic and organizational feasibility of each and selected the most appropriate

- iv illustrated how the chosen solution will work [i.e. how the system's hardware, software, data, people components will interact]

- v identified and designed in outline the databases and processes involved in the system

- vi identified input and output screens, forms and reports and specified the purpose of each

- vii identified and planned any hardware and software procurement needed by the system and scheduled the system's subsequent development and implementation

Specific deliverables to be included in the semester paper are as follows:

## SYSTEM PHASE PROJECT DELIVERABLES % of GRADE

### PROBLEM STUDY PROBLEM DEFINITION

- o BACKGROUND SITUATION DESCRIPTION

- o PROBLEMS, OPPORTUNITIES & DIRECTIVES

- o RECOMMENDATIONS FOR IMPROVEMENT 5%
- FEASIBILITY STUDY FEASIBILITY REPORT
- o CURRENT SYSTEM DESCRIPTION
- o NEW USER/SYSTEM REQUIREMENTS
- o IDENTIFICATION OF ALTERNATIVE SOLUTIONS
- o ANALYSIS OF EACH ALTERNATIVE SOLUTION
- o S/W, H/W & P/W RESOURCES NEEDED
- o TECHNICAL FEASIBILITY
- o ECONOMIC FEASIBILITY
- o ORGANIZATIONAL FEASIBILITY
- o OPERATION FEASIBILITY
- o RECOMMENDATIONS 10%
- SYSTEMS ANALYSIS SYSTEM PROPOSAL
- o SYSTEM ENVIRONMENT DIAGRAM (a sketch of the following :)
- o HARDWARE COMPONENTS
- o SOFTWARE COMPONENTS
- o PEOPLE COMPONENTS
- o COMMUNICATIONS COMPONENTS
- o LOGICAL DATA MODEL
- o ENTITY RELATIONSHIP DIAGRAM
- o TABLE DATA STRUCTURES
- o LOGICAL PROCESS MODEL
- o CONTEXT DIAGRAM
- o 1ST LEVEL DATA FLOW DIAGRAM
- o USER INTERFACES
- o LIST OF PROPOSED INPUT FORMS/SCREENS, INCL. DESCRIPTION OF PURPOSE OF EACH
- o PROPOSED PROCUREMENT PLAN
- o PROPOSED DEVELOPMENT SCHEDULE 15%

8 All the above must be written in electronic form and, of course, if you prefer in printed version, too. You are not expected to implement any part of the system, although in some parts, e.g. design of screens, it may well be easier to draft them on the computer.

9 It is necessary to get my agreement of your choice of term project by the first quarter of the semester (from the beginning of the semester), at which time you should submit a brief description of the problem you are attempting to solve and what likely solutions you are considering.

10 A brief progress report should be made to the class in the middle of the semester classes, when each team should report:

- what has been achieved so far
- what major problems have been encountered
- what schedule of activities is planned for the rest of the course

Scale of assessment (preliminary/final): 10. COURSE REQUIREMENTS Students are required to prepare for each class by: • reading the recommended literature; • verifying their understanding by doing the multiple choice tests available for the recommended literature; • preparing themselves for group and class discussion of the case problems assigned and about their project work; Grading % of grade Mid-Term Exam 40 Term Project 40 Class Presentation of Term Project and Discussion 20 Course grade: A is 91-100%, B is 81-90%, C is 73-80, D is 66-72, E is 61-65, and F is ≤60. MISSED CLASSES, PARTICIPATION AND THEIR EFFECTS ON YOUR GRADE I know that absences are sometimes unavoidable due to sickness, business travel etc. However, we have only a few hours of class time, so my policy dictates that each class-hour missed without pre-

arrangement make-up work will cost you percent, i.e. you will lose 1 point of your grade for each class-hour missed unless you arrange make-up work with me beforehand. Furthermore, my policy on attendance stipulates that any student missing more hours of classes will not be able to make the grade in the given semester. Although you will not be able to make up completely for any absence, since you will have missed all discussion and interaction in the class itself, you can nevertheless make up for some of the loss by completing various assignments. I therefore urge you to contact me in advance if you are forced to miss a class and arrange how you can make up for the absence. Failure to do so will result in an unexcused absence. Normally the make-up assignment will involve submitting by e-mail, not later than 2 weeks after the absence, written answers to:

- a list of questions related to missed lectures
- Case Problems assigned for the missed class and any other assignments for that class

Your grade for Participation will be based on how well you involve and express yourself in the class. Your grade for Case Problems will be based on how well you involve and express yourself in the class and group discussion of these case studies.

11. FINAL GRADES

Midterm exam papers will be given at the second half of the semester. Semester projects can be presented not later than end of examination period of the semester.

### **Learning outcomes:**

Although the term project as described above may seem large, it is entirely manageable, especially as you will be learning all you need to know during the course. And since you will be developing a real information system it can also be extremely rewarding.

### **Class syllabus:**

#### 4. SCHEDULE

Lecture 1 MANAGING INFORMATION SYSTEMS

Lecture 2 SYSTEMS THEORY

Lecture 3 SYSTEM DEVELOPMENT LIFE CYCLE

Lecture 4 THE IMPACT OF INFORMATION TECHNOLOGY ON BUSINESS, E-BUSINESS

Lecture 5 CLOUD COMPUTING

Lecture 6 DATABASES, DATAMINING, DATA and BUSINESS ANALYTICS

Lecture 7 NETWORKS & DATA COMMUNICATIONS

MID-TERM EXAM

Lecture 8 SERVICE ORIENTED ARCHITECTURE, E-SERVICE MANAGEMENT

Lecture 9 INFORMATION SYSTEMS FOR DECISION SUPPORT, INFORMATION TECHNOLOGY ISSUES FOR MANAGEMENT

Lecture 10 EXPERT SYSTEMS, DATA ANALYTICS, INTERNET OF THINGS

Lecture 11 INFORMATION SYSTEMS FOR THE ENTERPRISE,

Lecture 12 SECURITY & ETHICAL CHALLENGES

FINAL EXAM

To be able to benefit fully from each class, it is really very important to read the scheduled chapters and prepare the assigned Case Problems before class. We will cover a great deal of material in the course and even if you are knowledgeable about Business Information Systems, you will be wasting your time and money, as well as your chances of a good grade, if you do not read the text.

### **Recommended literature:**

#### 5. TEXT USED

James A. O'Brien, Northern Arizona University, George M. Marakas, University of Kansas: Management Information Systems, 10/e, ISBN: 0073376817, Copyright year: 2011, [http://highered.mcgraw-hill.com/sites/0073376817/information\\_center\\_view0/](http://highered.mcgraw-hill.com/sites/0073376817/information_center_view0/)

Ken Laudon, Jane Laudon: Management Information Systems, 12th Edition, ISBN-10: 0-13-214285-6, ISBN-13: 978-0-13-214285-4, Published by Prentice Hall, © 2012, Pub. Date: Jan 4, 2011, <http://www.pearsonhighered.com/laudon/>  
 Natalia Kryvinska, Michal Greguš: SOA and its Business Value in Requirements, Features, Practices and Methodologies, Univerzita Komenského v Bratislave, 2014, ISBN 978-80223-3764-9  
 Michal Greguš, Natalia Kryvinska: Service Orientation of Enterprises – Aspects, Dimensions, Technologies, Bratislava: Comenius University, 2015. ISBN: 978-80-223-3978-0  
 6. Other REFERENCES  
 Kathy Schwalbe: Information Technology Project Management, Course Technology, Fifth edition, 2008, ISBN 978-0324665215

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**

Total number of evaluated students: 81

A	ABS	B	C	D	E	FX
65,43	0,0	25,93	6,17	0,0	0,0	2,47

**Lecturers:** doc. RNDr. Michal Greguš, PhD., prof. RNDr. Michal Greguš, PhD.

**Last change:** 13.03.2018

**Approved by:**

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Management	
<b>Course ID:</b> FM.KEF/057AM/16	<b>Course title:</b> Managerial Accounting
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> Cost Accounting	
<b>Course requirements:</b> test 1- 15% test 2- 25% final test - 60% Scale of assessment (preliminary/final): 40%/60%	
<b>Learning outcomes:</b> The students upon the completion of the subject will get the knowledge and fundamental managerial skills of the different costing systems and methods which are used in determining the cost of products and services in the organization. Students will solve case studies preparing business strategy, perform plan preparation and control. Students will be able to prepare budgets and analyze variances, analyze the results of the company applying Balance score card methodology. In this course students will apply the concepts and tools needed to compute, interpret and analyze cost information for decision making.	
<b>Class syllabus:</b> Upon completion of this course, a student should be able to solve case studies on the following topics: <ol style="list-style-type: none"> <li>1. Costs in a company, cost-volume-profit analysis, break-even and cash break-even point, degree of operating, financial and combined leverage and sensitivity analysis.</li> <li>2. Determination of cost functions using several methods and subsequent evaluation of the functions.</li> <li>3. Relevant revenue and costs for managerial decision making.</li> <li>4. Job cost accounting under actual, normal and standard costing, activity-based costing approach in a cost system.</li> <li>5. Variable and Absorption costing</li> <li>6. Operating and financial budgets, static and flexible budget.</li> <li>7. Cost variances and financial and nonfinancial measures of quality and time.</li> <li>8. Customer-profitability analysis and sales variance analysis.</li> <li>9. Analysis of the results of the company using Balance score card</li> </ol>	

10. Transfer pricing.						
<b>Recommended literature:</b> 1. Paul D. Kimmel, Jerry J. Weygandt, Donald E. Kieso- Financial Accounting: Tools for Business Decision Making, WileyPLUS, 7th Edition, 2013 2. Jerry J. Weygandt, Paul D. Kimmel, Donald E. Kieso- Financial and Managerial Accounting, WileyPLUS, 2nd Edition, 2015 3. Drury, Colin: Management Accounting for Business, South-Western, Cengage Learning, 2013, 5th edition or 7th edition, 4. Charles T. Horngren, Srikant M. Datar, Madhav V.Rajan: Cost accounting 15/E. Prentice Hall, 2015, 15th edition2. Horngren, Datar, Foster: Cost accounting 15th, 14 th ed. , Prenhall						
<b>Languages necessary to complete the course:</b> English						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 69						
A	ABS	B	C	D	E	FX
31,88	0,0	27,54	18,84	10,14	10,14	1,45
<b>Lecturers:</b> doc. RNDr. Darina Saxunová, PhD., Mgr. Lenka Chorvatovičová						
<b>Last change:</b> 12.03.2018						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Management	
<b>Course ID:</b> FM.KSP/009AM/16	<b>Course title:</b> Managerial Decision-Making
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> Finished bachelor degree.	
<b>Course requirements:</b> Ongoing evaluation: 40% / Exam: 60%. The exam consists of the written mid-term exam during the semester 30% and of the final exam during the examination period 30%. The overall evaluation is in accordance with the faculty evaluation system: A = 91-100%; B = 81-90%; C = 73-80%; D = 66-72%; E = 65-60%; F = 0-59% points.	
<b>Learning outcomes:</b> Decision-making belongs to main responsibilities and functions of the managers and managers are regarded and evaluated in terms of success in making decisions. The goal of the course is to improve the decision-making skills of students and to contribute to their ability to effectively and creatively solve problems both individually and within the teams. The course graduates would learn to perceive decision-making as a systematic process in the context of problem solving. They would be able to use rational methods of decision-making under conditions of certainty, risk and uncertainty as well as to solve the sequence of successive decisions. They would be familiar with the techniques of decision-making in groups and teams. They would sense the psychological perspective of the decision-making. They would practice the gained theoretical knowledge practically by means of the various simulations and case studies.	
<b>Class syllabus:</b> 1. Introduction into the subject. Decision-making in management. The nature of managerial decision-making. The decision-making process. 2. The rational approaches in the managerial decision-making. Methods and approaches of the decision-making under certainty, uncertainty and risk. The sequence of decisions and decision trees. 3. The psychological aspect of managerial decision-making. The two systems in us. The heuristics of anchoring, availability and representativeness. The prospect theory. The irrational types of choices. The limits of the human mind. 4. The group decision making. Defining the group's assignment, planning and organizing the overall group effort and staffing the decision group. Directing and controlling the group meeting. The creative methods and techniques of group decision-making.	



**Recommended literature:**

KAHNEMAN, Daniel. Thinking, Fast and Slow. NY: Farrar, Straus and Giroux, 2011. 499 p. ISBN 978-0-374-53355-7.

MONAHAN, George. Management Decision Making. Cambridge: Cambridge University Press, 2007. ISBN 978-0-521-78118-3.

GRÜNIG, Rudolf – KÜHN, Richard. Successful Decision-making: A Systematic Approach to Complex Problems. 1st ed. Berlin: Springer, 2005. 231 p. ISBN 3-540-24307-0.

HUBER, George. Managerial Decision Making. 1st ed. Glenview: Scott, Foresman and Company, 1980. 228 p. ISBN 0-673-15141-7.

GÁL, Peter – MRVA, Miloš – GAJDOŠOVÁ, Zuzana. The cognitive reflection test and the propensity to use heuristics in decision making. In: Comenius Management Review, vol. 8, no. 2 (2014), p. 29-40. ISSN 1337-6721.

GÁL, Peter – MRVA, Miloš – MEŠKO, Matej. Heuristics, biases and traps in managerial decision making. In: Acta Univ. Agric. Silvic. Mendel. Brun, 2013, 61(7), p. 2117-2122. ISSN 1211-8516. doi:10.11118/actaun201361072117.

MRVA, Miloš – GÁL, Peter – MEŠKO, Matej – MARCIN, Peter. Heuristics in the Process of Decision-Making. In: Comenius Management Review, vol. 7, no. 2 (2013), p. 28-40. ISSN 1337-6721.

Harvard Business Review on Decision Making. Boston: Harvard Business School Press, 2001. 200 p. ISBN 978-1-57851-557-8.

Other articles / studies distributed throughout the semester to individual problem areas. The minimum condition is the possibility of student access to the internet through the Comenius University network.

**Languages necessary to complete the course:**

English.

**Notes:****Past grade distribution**

Total number of evaluated students: 66

A	ABS	B	C	D	E	FX
27,27	0,0	42,42	21,21	6,06	0,0	3,03

**Lecturers:** Mgr. Peter Gál, PhD.

**Last change:** 04.04.2019

**Approved by:**

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Management	
<b>Course ID:</b> FM.KMk/026AM/16	<b>Course title:</b> Marketing Analytics
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b>	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Grading: 30 % SAS models <ul style="list-style-type: none"> <li>• Association analysis model: 10%</li> <li>• Cross sell model: 10%</li> <li>• Segmentation model: 10%</li> </ul> 70 % final oral exam The overall student rating consists of the sum of the percentages for the analyzed analytical models, the active participation and the percentage obtained for the oral exam. The individual analytical models are developed continuously on individual seminars, in particular the procedures are always explained and demonstrated at the seminar. The oral exam is comprehensively evaluated with regard to the quality of the model processing and the solving of the given task. Each student gets the job to use the selected model that was taken during the semester. The evaluation will be based on model quality and explanation of its use for marketing purposes. The individual grades of the grading scale are awarded on the basis of the total number of points / points that reflects the degree of completion of the subject. The ratio of continuous and final evaluation is 30: 70. Grading scale: 100 –91=A/ 90-81=B/ 80-73=C/ 72-66=D/ 65-60=E/ 59-0=Fx Learning outcomes:	
<b>Learning outcomes:</b> This course introduces basic concepts, tasks, methods, and techniques in data mining. The emphasis is on various data mining problems and their solutions. Students will develop an understanding of the data mining process and issues, learn various techniques for data mining, and apply the techniques in solving data mining problems using data mining tools and systems. Students will also be exposed to a sample of data mining applications.	
<b>Class syllabus:</b> 1. Basic characteristics of marketing analytics Marketing Research and its components. Role and status of marketing analytics in the organization. Customer Life Cycle.	

## 2. Statistical Software Enterprise Miner

Strana: 2

Introduction to SAS Enterprise Miner software. Basic terms. Data retrieval, fault finding and missing data records, impute and replacement, data cleansing, data standardization.

### 3. Types of analysis used in marketing analytics

Customer segmentation. Cross Sell, Up Sell, Customer Retention and Customer lifetime value.

### 4. Customer segmentation

Definitions, basic types of segmentation. Business rules - Profit ranking, RFM (Recency, Frequency, Monetary), Supervised clustering - Decision tree, Unsupervised clustering - K-means clustering. Creating customer segments.

### 5. Profiling customer segments

Segmentation strategies. A detailed description of each customer group in terms of their sociodemographic

profile, purchasing behavior, experience and needs.

### 6. Cross Sell and Up Sell.

Definition of terms. Basic components of Cross Sell Modeling. Next Best Offer. Analysis of customer potential for sales of products and services. The analysis provides valuable patterns of buying behavior in the form of transparent outputs. Its conclusions are used in referral systems, when compiling promotional packages, determining the content of promotional catalogs, and especially targeting marketing campaigns to existing customers.

### 7. Association analysis

Using association analysis (shopping cart analysis) to identify the Next Best Offer. Model results in managing campaigns.

### 8. Sequence analysis

Using sequential analysis to identify Next Best Offer. Sequence analysis also uses a variable to capture information about the order of product purchase by individual customers. The result is two to multi-element rules that show the sequence of purchases. Using modeling results in managing campaigns.

### 9. Propensity to Buy

Basic principles of predictive modeling. Practical example of modeling propensity to purchase and interpretation of results. Utilizing modeling results in managing campaigns.

### 10. Customer Retention

Definitions. Customer retention and profitability of the organization. Fundamental retention strategy for the organization. Analysis of the retention factors. Modeling propensity to leave.

### 11. Modelling customer retention and fraud detection

Which customers will leave next month? Using modeling results to manage the campaigns. Fraud processing. Detection and prevention of fraud in various areas of business (insurance fraud, tax cuts, employee fraud).

### 12. Customer lifetime value (CLV).

Definition of terms. Basic approaches to calculating the lifetime value of the customer: a) Coverage (sales minus variable costs). b) Marketing and other costs not included in the coverage. c)

Probability of purchase over a given time period. Each of these indicators needs to be modeled on the basis of historical trends and predictive indicators.

### 13. Utilizing CLV in marketing

The CLV expresses true financial value of customers, enables customer segmentation and segmentation according to their financial potential and the subsequent prioritization of customers and resources. The data will help in deciding: To which existing and potential customers do we invest more and into which less? How to redirect resources? What steps to take to maintain a customer who wants leave our company and go to competition? How to increase customers'

profitability?						
14. Final class						
<b>Recommended literature:</b> [1] PARR RUD, O. 2013. Data mining. Praha: Computer Press, 2013. 370 s. ISBN 8072265776 [2] KEE HO, W. - LUAN, X. 2003. Data mining. North Carolina: University of North Carolina at Chapel Hill [online]. Dostupné z: <a href="http://www.unc.edu/~xluan/258/datamining.html#history">http://www.unc.edu/~xluan/258/datamining.html#history</a> [3] GHANI, R. 2010. Data mining for business applications. Amsterdam: IOS Press, 2010. [online]. Dostupné z: <a href="http://site.ebrary.com/lib/uniba/Doc?id=10440450">http://site.ebrary.com/lib/uniba/Doc?id=10440450</a> [4] SAS. 2017. Enterprise Miner Tutorial. 2017. [online]. Dostupné z: <a href="http://video.sas.com/#category/videos/sas-enterprise-miner_">http://video.sas.com/#category/videos/sas-enterprise-miner_</a> [5] SAS. 2017. Analytics in action. 2017. [online]. Dostupné z: <a href="http://video.sas.com/#category/videos/analytics-in-action">http://video.sas.com/#category/videos/analytics-in-action</a> [6] SAS. 2017. Customer intelligence. 2017. [online]. Dostupné z: <a href="http://video.sas.com/detail/videos/trending/video/4059012552001/sas®-enterprise">http://video.sas.com/detail/videos/trending/video/4059012552001/sas®-enterprise</a>						
<b>Languages necessary to complete the course:</b> English						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 25						
A	ABS	B	C	D	E	FX
96,0	0,0	4,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Lucia Vilčeková, PhD.						
<b>Last change:</b> 09.04.2019						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Management	
<b>Course ID:</b> FM.KMk/027AM/16	<b>Course title:</b> Marketing Analytics
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b>	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Grading: 30 % SAS models <ul style="list-style-type: none"> <li>• Association analysis model: 10%</li> <li>• Cross sell model: 10%</li> <li>• Segmentation model: 10%</li> </ul> 70 % final oral exam The overall student rating consists of the sum of the percentages for the analyzed analytical models, the active participation and the percentage obtained for the oral exam. The individual analytical models are developed continuously on individual seminars, in particular the procedures are always explained and demonstrated at the seminar. The oral exam is comprehensively evaluated with regard to the quality of the model processing and the solving of the given task. Each student gets the job to use the selected model that was taken during the semester. The evaluation will be based on model quality and explanation of its use for marketing purposes. The individual grades of the grading scale are awarded on the basis of the total number of points / points that reflects the degree of completion of the subject. The ratio of continuous and final evaluation is 30: 70. Grading scale: 100 –91=A/ 90-81=B/ 80-73=C/ 72-66=D/ 65-60=E/ 59-0=Fx	
<b>Learning outcomes:</b> This course introduces basic concepts, tasks, methods, and techniques in data mining. The emphasis is on various data mining problems and their solutions. Students will develop an understanding of the data mining process and issues, learn various techniques for data mining, and apply the techniques in solving data mining problems using data mining tools and systems. Students will also be exposed to a sample of data mining applications.	
<b>Class syllabus:</b> 1. Basic characteristics of marketing analytics Marketing Research and its components. Role and status of marketing analytics in the organization. Customer Life Cycle. 2. Statistical Software Enterprise Miner	

Introduction to SAS Enterprise Miner software. Basic terms. Data retrieval, fault finding and missing data records, impute and replacement, data cleansing, data standardization.

### 3. Types of analysis used in marketing analytics

Customer segmentation. Cross Sell, Up Sell, Customer Retention and Customer lifetime value.

### 4. Customer segmentation

Definitions, basic types of segmentation. Business rules - Profit ranking, RFM (Recency, Frequency, Monetary), Supervised clustering - Decision tree, Unsupervised clustering - K-means clustering. Creating customer segments.

### 5. Profiling customer segments

Segmentation strategies. A detailed description of each customer group in terms of their socio-demographic profile, purchasing behavior, experience and needs.

### 6. Cross Sell and Up Sell.

Definition of terms. Basic components of Cross Sell Modeling. Next Best Offer. Analysis of customer potential for sales of products and services. The analysis provides valuable patterns of buying behavior in the form of transparent outputs. Its conclusions are used in referral systems, when compiling promotional packages, determining the content of promotional catalogs, and especially targeting marketing campaigns to existing customers.

### 7. Association analysis

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### 8. Sequence analysis

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### 9. Propensity to Buy

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### 10. Customer Retention

Definitions. Customer retention and profitability of the organization. Fundamental retention strategy for the organization. Analysis of the retention factors. Modeling propensity to leave.

### 11. Modelling customer retention and fraud detection

Which customers will leave next month? Using modeling results to manage the campaigns. Fraud processing. Detection and prevention of fraud in various areas of business (insurance fraud, tax cuts, employee fraud).

### 12. Customer lifetime value (CLV).

Definition of terms. Basic approaches to calculating the lifetime value of the customer: a) Coverage (sales minus variable costs). b) Marketing and other costs not included in the coverage. c) Probability of purchase over a given time period. Each of these indicators needs to be modeled on the basis of historical trends and predictive indicators.

### 13. Utilizing CLV in marketing

The CLV expresses true financial value of customers, enables customer segmentation and segmentation according to their financial potential and the subsequent prioritization of customers and resources. The data will help in deciding: To which existing and potential customers do we invest more and into which less? How to redirect resources? What steps to take to maintain a customer who wants leave our company and go to competition? How to increase customers' profitability?

### 14. Final class

Each student will get the task to create specific model which was explained during the semester. The evaluation will be based on model quality and explanation of its use for marketing purposes.

**Recommended literature:**

- [1] PARR RUD, O. 2013. Data mining. Praha: Computer Press, 2013. 370 s. ISBN 8072265776  
[2] KEE HO, W. - LUAN, X. 2003. Data mining. North Carolina: University of North Carolina at Chapel Hill [online]. Dostupné z: <http://www.unc.edu/~xluan/258/datamining.html#history>  
[3] GHANI, R. 2010. Data mining for business applications. Amsterdam: IOS Press, 2010. [online]. Dostupné z: <http://site.ebrary.com/lib/uniba/Doc?id=10440450>  
[4] SAS. 2017. Enterprise Miner Tutorial. 2017. [online]. Dostupné z: [http://video.sas.com/#category/videos/sas-enterprise-miner\\_](http://video.sas.com/#category/videos/sas-enterprise-miner_)  
[5] SAS. 2017. Analytics in action. 2017. [online]. Dostupné z: <http://video.sas.com/#category/videos/analytics-in-action>  
[6] SAS. 2017. Customer intelligence. 2017. [online]. Dostupné z: [http://video.sas.com/detail/videos/trending/video/4059012552001/sas®-enterprise-miner™---pattern-recognition-demo?autoStart=true#category/videos/customer-intelligence\\_](http://video.sas.com/detail/videos/trending/video/4059012552001/sas®-enterprise-miner™---pattern-recognition-demo?autoStart=true#category/videos/customer-intelligence_)

**Languages necessary to complete the course:**

English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 42

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** Mgr. Lucia Vilčková, PhD.

**Last change:** 12.02.2018

**Approved by:**

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Management	
<b>Course ID:</b> FM.KMk/042AM/16	<b>Course title:</b> Marketing Applications
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b>	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 1. Continuous work on seminars - active engagement of the student, the student has to prepare 5 case studies on the actual course of the subject about 70% 2. Continuous test during the semester, number of test questions - 3 - approx. 30%	
<b>Learning outcomes:</b> 614/5000 Learning outcomes of the course unit The aim of the subject is to teach students the application of marketing in various branches of the national economy and forms of entrepreneurship with an emphasis on marketing specifics. Students will broaden their already acquired theoretical marketing knowledge about professional marketing practices in selected sectors, focusing on the most important sectors of the national economy contained in the syllable. The lesson also includes lectures on the application of marketing in tourism and its follow-up to the spa industry or the historical view of the use of marketing in the business process in family businesses as well as at present.	
<b>Class syllabus:</b> 1. Marketing in the tourism industry 3. Marketing in the hotel management 4. Marketing in the spa industry 5. Marketing in small and medium business 6. Marketing in family businesses	
<b>Recommended literature:</b> [1] BOROVSKEÝ, J. – SMOLKOVÁ, E. – NIŇAJOVÁ, I. 2008. Cestovný ruch trendy a perspektívy. Bratislava: Iura Edition, 2008. 257 p. ISBN 978-80-8078-215-3 [2] JAKUBÍKOVÁ, D. 2009. Marketing v cestovnom ruchu. Praha : Grada Publishing, 2009. 325 p. ISBN 978-80-89090-25-4 [3] KIRÁĽOVÁ, A. 2006. Marketing hotelových služieb, . 2. vyd. Praha : Ekopres, 2006. 321 p. ISBN 80-86929-05-1 [4] STRÁŽOVSKÁ, H. – STRÁŽOVSKÁ, Ľ. a kol. 2009. Podnikanie. - [1. vyd.]. - Bratislava: Merkury, 2009. 309 p. ISBN 978-80-89143-79-5	



- [5] STRÁŽOVSKÁ, H. – STRÁŽOVSKÁ, Ľ. – BAŽÓ, L. 2013. Podnikanie malých a stredných podnikov. Bratislava: Sprint, 2013. 320 p. ISBN 9 788089 393886
- [6] STRÁŽOVSKÁ, Ľ. Podnikanie formou rodinných podnikov. In: Malé a stredné podnikanie / zmeny obsahu ekonomických nástrojov/. - Bratislava: Sprint 2, 2016. – p. 143-160. ISBN 978-80-89710-21-8
- [7] STRÁŽOVSKÁ, H. a kol. Náuka o obchodnom podnikaní. Bratislava: Sprint, 2014. 334 p. ISBN 978-80-89393-98-5
- [8] Les Henokiens - medzinárodná organizácia viac ako storočných podnikov, [www.leshenokiens.com](http://www.leshenokiens.com), prípadové štúdie
- [9] Trend, Journal of International Marketing, Marketing Science and Inspirations.

**Languages necessary to complete the course:**

English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 18

A	ABS	B	C	D	E	FX
77,78	0,0	16,67	0,0	0,0	5,56	0,0

**Lecturers:** doc. Ing. Mgr. Ľubomíra Strážovská, PhD., Mgr. Barbora Suchá

**Last change:** 20.02.2019

**Approved by:**

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Management	
<b>Course ID:</b> FM.KMk/043AM/17	<b>Course title:</b> Marketing Applications
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b>	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 1. Continuous work on seminars - active engagement of the student, the student has to prepare 5 case studies on the actual course of the subject about 70% 2. Continuous test during the semester, number of test questions - 3 - approx. 30% Scale of assessment (preliminary/final): 70/30	
<b>Learning outcomes:</b> The aim of the subject is to teach students the application of marketing in various branches of the national economy and forms of entrepreneurship with an emphasis on marketing specifics. Students will broaden their already acquired theoretical marketing knowledge about professional marketing practices in selected sectors, focusing on the most important sectors of the national economy contained in the syllable. The lesson also includes lectures on the application of marketing in tourism and its follow-up to the spa industry or the historical view of the use of marketing in the business process in family businesses as well as at present.	
<b>Class syllabus:</b> 1. Marketing in the tourism industry 3. Marketing in the hotel management 4. Marketing in the spa industry 5. Marketing in small and medium business 6. Marketing in family businesses	
<b>Recommended literature:</b> [1] BOROVSÝ, J. – SMOLKOVÁ, E. – NIŇAJOVÁ, I. 2008. Cestovný ruch trendy a perspektívy. Bratislava: Iura Edition, 2008. 257 p. ISBN 978-80-8078-215-3 [2] JAKUBÍKOVÁ, D. 2009. Marketing v cestovnom ruchu. Praha : Grada Publishing, 2009. 325 p. ISBN 978-80-89090-25-4 [3] KIRÁĽOVÁ, A. 2006. Marketing hotelových služieb, . 2. vyd. Praha : Ekopres, 2006. 321 p. ISBN 80-86929-05-1 [4] STRÁŽOVSKÁ, H. – STRÁŽOVSKÁ, Ľ. a kol. 2009. Podnikanie. - [1. vyd.]. - Bratislava: Merkury, 2009. 309 p. ISBN 978-80-89143-79-5 [5] STRÁŽOVSKÁ, H. – STRÁŽOVSKÁ, Ľ. – BAŽÓ, L. 2013. Podnikanie malých a stredných podnikov. Bratislava: Sprint, 2013. 320 p. ISBN 9 788089 393886	

- [6] STRÁŽOVSKÁ, L. Podnikanie formou rodinných podnikov. In: Malé a stredné podnikanie / zmeny obsahu ekonomických nástrojov/. - Bratislava: Sprint 2, 2016. – p. 143-160. ISBN 978-80-89710-21-8
- [7] STRÁŽOVSKÁ, H. a kol. Náuka o obchodnom podnikaní. Bratislava: Sprint, 2014. 334 p. ISBN 978-80-89393-98-5
- [8] Les Henokiens - medzinárodná organizácia viac ako storočných podnikov, [www.leshenokiens.com](http://www.leshenokiens.com), prípadové štúdie
- [9] Trend, Journal of International Marketing, Marketing Science and Inspirations.

**Languages necessary to complete the course:**

English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 17

A	ABS	B	C	D	E	FX
52,94	0,0	29,41	17,65	0,0	0,0	0,0

**Lecturers:** doc. Ing. Mgr. Ľubomíra Strážovská, PhD.

**Last change:** 09.04.2019

**Approved by:**

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Management	
<b>Course ID:</b> FM.KMk/028AM/16	<b>Course title:</b> Marketing Research
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The grading will be based on research project of the students. The project will be done in groups of 2-3 students; in every class the students make a part of the project. The reporting should be very detailed in terms of strategic implications and possible courses of action based on the research findings. The research project must include: <ul style="list-style-type: none"> <li>- Authorization letter for the research</li> <li>- Table of contents</li> <li>- Executive summary</li> <li>- Research objectives</li> <li>- Methodology</li> <li>- Results</li> <li>- Conclusions and recommendations</li> <li>- Appendices (containing a copy of questionnaire)</li> </ul> Grading scale: 100 –91=A/ 90-81=B/ 80-73=C/ 72-66=D/ 65-60=E/ 59-0=Fx	
<b>Learning outcomes:</b> The purpose of this course is to learn how plan and implement a marketing research project. Upon successful completion of this class, course participants will have a working knowledge of the following. <ol style="list-style-type: none"> <li>1. To be able to conduct a marketing research project from start to finish.</li> <li>2. To design research to fit a variety of marketing problems.</li> <li>3. To learn how to analyze marketing data using SAS</li> <li>4. To interpret statistics and to make judgments about data.</li> <li>5. To learn the language of marketing research.</li> <li>6. To learn more about marketing and consumer behavior by conducting research.</li> </ol>	
<b>Class syllabus:</b> Course description: <ol style="list-style-type: none"> <li>1. Introduction To Marketing Research               <ul style="list-style-type: none"> <li>• Role of marketing research in marketing</li> <li>• Definition</li> <li>• Scope</li> </ul> </li> </ol>	

- Significance
- Limitations
- Obstacles in acceptance
- Ethics in marketing research
- Difference between Marketing Research and Market Research
- Introduction to Market Research
- Types of Research
- 2. Research process
  - Introduction
  - Identification of Management Problem
  - Formulation of Research Problem
  - Steps in Research Process
  - Common Research Errors
  - Evaluation and Control of the Marketing Research Efforts
- 3. Research designs
  - Introduction
  - Definition of Research Design
  - Types of Research Design
  - Exploratory Research
  - Conclusive Research
- 4. Sources and collection of Secondary Data
  - Introduction
  - Types of data
  - Secondary data
  - Advantages & Limitations of secondary data
  - Internal Sources
  - External Sources
- 5. Sources and collection of Primary Data
  - Primary Data
  - Advantages & Limitations of primary data
  - Methods of Collecting Primary Data
  - Survey method of Primary Data Collection
  - Questionnaire Design
  - Observation Method
  - Consumer Panel Method
  - Experimental Research Method
  - Others
- 6. Scaling Techniques
  - Concept of Attitude
  - Types of Scales
  - Criterion for good scale
  - General Procedure in Attitude Scaling
  - Selected Attitude Scales
  - Limitations of Attitude Scale
- 7. Sampling Design
  - Some basic Terms
  - Advantages of Sampling
  - Disadvantages of Sampling
  - The sampling process

- Sampling methods
  - Characteristics of Good Sampling Design
  - sampling and non sampling errors
  - Sample size calculation (Numerical expected)
  - Practical considerations in determining sample size.
8. Data analysis
- Data Processing
  - Data Analysis
  - Univariate analysis
  - Bivariate analysis
  - Multivariate analysis
  - Simple and cross tabulation
  - Simple and multiple regression
  - Factor analysis.
9. Hypothesis testing
- Introduction
  - What is Hypothesis
  - Types of tests and test selection
  - One sample test
  - Two-Independent Sample tests
  - Two-related sample tests
  - Chi-square test
  - Tests for large and small samples (Numerical expected)
10. Report writing
- Purpose of Report
  - Classification of Report
  - Functions of Research Report
  - Types of Reports
  - Principles of report writing
  - Fundamentals of good reports
11. Applications of Marketing Research
- Cluster analysis for identifying market segments
  - Conjoint analysis for Product research
  - Multi-dimensional scaling
  - Discriminant analysis and perceptual mapping for Brand positioning research
  - Advertising research
  - Market and Sales Analysis
  - Sales forecasting – objective and subjective methods
  - Test marketing
  - Multidimensional scaling - positioning research
12. Setting up & Implementation of Marketing Research Project
- Introduction
  - Steps in formulating Market Research Projects

**Recommended literature:**

Market Research in Practice: A Guide to the Basics. Hague, Paul N. Hague, Nick . Pages: 257  
 Publisher: Kogan Page Ltd. E-source: <http://site.ebrary.com/lib/uniba/Doc?id=10084442>  
 Cram101: e-Study Guide for: Marketing Research with SPSS by Patrick De Pelsmacker, ISBN 9780273703839

Kenneth E. Clow, Karen E. James: Essentials of Marketing Research: Putting Research Into Practice, 2013, ISBN 1452299625

**Languages necessary to complete the course:**

English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 106

A	ABS	B	C	D	E	FX
92,45	0,0	6,6	0,0	0,0	0,0	0,94

**Lecturers:** Mgr. Lucia Vilčeková, PhD.

**Last change:** 09.04.2019

**Approved by:**

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Management	
<b>Course ID:</b> FM.KMk/029AM/16	<b>Course title:</b> Marketing Research
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b>	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The grading will be based on research project of the students. The project will be done in groups of 2-3 students; in every class the students make a part of the project. The reporting should be very detailed in terms of strategic implications and possible courses of action based on the research findings. The research project must include: <ul style="list-style-type: none"> <li>- Authorization letter for the research</li> <li>- Table of contents</li> <li>- Executive summary</li> <li>- Research objectives</li> <li>- Methodology</li> <li>- Results</li> <li>- Conclusions and recommendations</li> <li>- Appendices (containing a copy of questionnaire)</li> </ul> Grading scale: 100 –91=A/ 90-81=B/ 80-73=C/ 72-66=D/ 65-60=E/ 59-0=Fx	
<b>Learning outcomes:</b> The purpose of this course is to learn how plan and implement a marketing research project. Upon successful completion of this class, course participants will have a working knowledge of the following. <ol style="list-style-type: none"> <li>1. To be able to conduct a marketing research project from start to finish.</li> <li>2. To design research to fit a variety of marketing problems.</li> <li>3. To learn how to analyze marketing data using SAS</li> <li>4. To interpret statistics and to make judgments about data.</li> <li>5. To learn the language of marketing research.</li> <li>6. To learn more about marketing and consumer behavior by conducting research.</li> </ol>	
<b>Class syllabus:</b> Course description: <ol style="list-style-type: none"> <li>1. Introduction To Marketing Research               <ul style="list-style-type: none"> <li>• Role of marketing research in marketing</li> <li>• Definition</li> <li>• Scope</li> </ul> </li> </ol>	



- Significance
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  - Limitations of Attitude Scale
- 7. Sampling Design
  - Some basic Terms
  - Advantages of Sampling
  - Disadvantages of Sampling
  - The sampling process

<ul style="list-style-type: none"> <li>• Sampling methods</li> <li>• Characteristics of Good Sampling Design</li> <li>• sampling and non sampling errors</li> <li>• Sample size calculation (Numerical expected)</li> <li>• Practical considerations in determining sample size.</li> </ul> <p>8. Data analysis</p> <ul style="list-style-type: none"> <li>• Data Processing</li> <li>• Data Analysis</li> <li>• Univariate analysis</li> <li>• Bivariate analysis</li> <li>• Multivariate analysis</li> <li>• Simple and cross tabulation</li> <li>• Simple and multiple regression</li> <li>• Factor analysis.</li> </ul> <p>9. Hypothesis testing</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• What is Hypothesis</li> <li>• Types of tests and test selection</li> <li>• One sample test</li> <li>• Two-Independent Sample tests</li> <li>• Two-related sample tests</li> <li>• Chi-square test</li> <li>• Tests for large and small samples (Numerical expected)</li> </ul> <p>10. Report writing</p> <ul style="list-style-type: none"> <li>• Purpose of Report</li> <li>• Classification of Report</li> <li>• Functions of Research Report</li> <li>• Types of Reports</li> <li>• Principles of report writing</li> <li>• Fundamentals of good reports</li> </ul> <p>11. Applications of Marketing Research</p> <ul style="list-style-type: none"> <li>• Cluster analysis for identifying market segments</li> <li>• Conjoint analysis for Product research</li> <li>• Multi-dimensional scaling</li> <li>• Discriminant analysis and perceptual mapping for Brand positioning research</li> <li>• Advertising research</li> <li>• Market and Sales Analysis</li> <li>• Sales forecasting – objective and subjective methods</li> <li>• Test marketing</li> <li>• Multidimensional scaling - positioning research</li> </ul> <p>12. Setting up &amp; Implementation of Marketing Research Project</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Steps in formulating Market Research Projects</li> </ul>
<b>Recommended literature:</b>
<b>Languages necessary to complete the course:</b> English
<b>Notes:</b>

<b>Past grade distribution</b>						
Total number of evaluated students: 133						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Lucia Vilčeková, PhD.						
<b>Last change:</b> 06.07.2017						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Management	
<b>Course ID:</b> FM.KMk/016AM/16	<b>Course title:</b> Marketing management
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> in-class case studies 30 percent/ final exam 70 percent For the grade A, at least 91 points are needed, for B at least 81 points, for C at least 73 points, for D at least 66 points, for E at least 60 points. If a student receives less than 60 points, he will fail and will get Fx evaluation.	
<b>Learning outcomes:</b> Marketing Management prepares students to become effective managers overseeing global marketing activities in an increasingly competitive environment. Relevant to all business majors, the course encourages students to learn how marketing managers work across business functions for effective corporate performance on a global basis and achievement of overall corporate goals.	
<b>Class syllabus:</b> 1 The need for reform of marketing management at the threshold of the third millennium. 2 The concept of rational marketing management. 3 Sustainable marketing and sustainable consumption. 4 Position of the customer in the concept of rational marketing management. 5 Performance evaluation of marketing in the organization. 6 Marketing metrics used for assessing the efficiency and effectiveness of marketing activities. 7 What has changed in the product strategy of enterprises under the influence of the concept of rational and sustainable marketing management? 8 What has changed in the pricing strategy of enterprises under the influence of the rational concept of marketing management? Role played by the price of sustainable approaches Marketers? 9 Selected attributes of the distribution strategy of sustainable approaches in marketing. 10 Selected attributes of marketing communication approaches in sustainable marketing.	
<b>Recommended literature:</b> Philip Kotler, Kevin Keller: Marketing Management Plus 2014 Mymarketinglab with Pearson Etext -- Access Card Package, 2014, ISBN 0133764044 Masaaki (Mike) Kotabe, Kristiaan Helsen: Global Marketing Management, 6th Edition, 2014, ISBN 1118808215	
<b>Languages necessary to complete the course:</b>	

English						
<b>Notes:</b>						
<b>Past grade distribution</b>						
Total number of evaluated students: 97						
A	ABS	B	C	D	E	FX
76,29	0,0	18,56	2,06	0,0	0,0	3,09
<b>Lecturers:</b> doc. JUDr. PhDr. Katarína Gubíniová, PhD.						
<b>Last change:</b> 09.04.2019						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Management	
<b>Course ID:</b> FM.KEF/306AM/18	<b>Course title:</b> Monetary Economics
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> Economy (1), Economy (2), Economy (3)	
<b>Course requirements:</b> Semestral project (40%), Exam Requirements: Written and oral verification of theoretical knowledge from the subject (60%)	
<b>Learning outcomes:</b> Understand the working of a central bank, analyse the interaction between monetary and real economy, explain monetary policy decisions of the central bank.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Impacts of monetary policy on the economy</li> <li>2. Financial markets – understanding interest rate, risk term structure of interest rate, basic relationships in the markets</li> <li>3. Instruments of monetary policy – monetary policy goals and price stability, monetary policy implementation by the European Central Bank, Federal Reserve System and Bank of England</li> <li>4. Central banking – ECB, FED, Bank of England, Bank of Japan</li> <li>5. Basic framework to analyse monetary economics – Classical approach (supply side of the economy, demand side of the economy, monetary policy in classical approach, classical approach assessment) Keynesian approach, Neo-classical synthesis (supply and demand side of the economy) – adaptive expectations</li> <li>6. Theory of inflation – Phillips curve, augmented Phillips curve, Law of Okun</li> </ol>	
<b>Recommended literature:</b> MISHKIN, F.S.: The economics of Money, banking, and financial markets. Fourth edition. Pearson Canada (2011) CASU, B. – GIRALDONE, C. – MOLYNEUX, P.: Introduction to Banking, latest edition, Pearson (2006)	
<b>Languages necessary to complete the course:</b> English	
<b>Notes:</b>	

<b>Past grade distribution</b>						
Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Martin Pažický, PhD.						
<b>Last change:</b> 22.08.2018						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Management	
<b>Course ID:</b> FM.KEF/307AM/18	<b>Course title:</b> Monetary Policy
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> Economy (1), Economy (2), Economy (3), Monetary Economics	
<b>Course requirements:</b> Semestral project (40%), Exam Requirements: Written and oral verification of theoretical knowledge from the subject (60%)	
<b>Learning outcomes:</b> Explain monetary policy decisions of the central bank, Forecast the stance of monetary policy, Asses the implications of monetary policy decisions for financial markets and banking sector, interpret academic research on monetary policy.	
<b>Class syllabus:</b> Monetary policy in the worlds of rational expectations – rational vs. adaptive expectations, theories of expectations, New Classical model (flexible prices), Lucas island model, Lucas critique, time inconsistency problem 2. New Keynesian model – rigid prices and monetary policy 3. Monetary transmission mechanism – traditional channels of monetary transmission, cost and credit transmission channels of monetary policy 4. Conventional vs unconventional monetary policy – quantitative easing, effectiveness of unconventional monetary policy – empirical evidence 5. DSGE model and optimal monetary policy – Taylor rule and DSGE model (monetary policy)	
<b>Recommended literature:</b> MISHKIN, F.S.: The economics of Money, banking, and financial markets. Fourth edition. Pearson Canada (2011) CASU, B. – GIRALDONE, C. – MOLYNEUX, P.: Introduction to Banking, latest edition, Pearson (2006)	
<b>Languages necessary to complete the course:</b> English	
<b>Notes:</b>	



<b>Past grade distribution</b>						
Total number of evaluated students: 4						
A	ABS	B	C	D	E	FX
50,0	0,0	25,0	0,0	0,0	25,0	0,0
<b>Lecturers:</b> Mgr. Martin Pažický, PhD.						
<b>Last change:</b> 22.08.2018						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Management	
<b>Course ID:</b> FM.KSP/063AM/17	<b>Course title:</b> New Venture Strategy and Financing
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b>	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Evaluation during the semester 80 points (project work and seminar activities divided into three parts, 4x 20 points). Tests during semester 10 points, Final exam 10 points. The overall evaluation is in accordance with the faculty evaluation system: A = 91-100%; B = 81-90%; C = 73-80%; D = 66-72%; E = 65-60%; F = 0-59% points.	
<b>Learning outcomes:</b> Main goal: 1/ to provide knowledge related to key topics of the new venture strategic development and financing; 2/ to ensure learning outcomes from key topics through experiential learning, particular by: a) Application of the selected tools and methods through using them in practical solving issues of the cooperated start-ups; b) Working on solution of the designated assignments from the selected areas of new ventures financing; c) Transferring knowledge from guest speakers – practitioners to students. Based on that goal learning outcomes are: Getting to know with the nature and specifics of new businesses with high growth potential - so called new ventures. Understanding the life cycle of new ventures, techniques and design methods of individual phases with an emphasis on uncertainty, funding opportunities and interdependencies. Acquisition of practical skills with the application of selected methods of strategic planning and financing of new ventures using multiple "toolkits" containing trained methods and models. They are very practical tools that are widely used in the management of specific of new ventures, as well as in the analytical units of financial institutions and audit companies. Thanks to guest speakers, the students become familiar with practical alternatives to the possibility of applying their knowledge.	
<b>Class syllabus:</b> 1. Introduction to course 2. Key steps of the new venture financing according to MIT model 2.1. Customer, segmentation, the last profile user, detail characteristics of the concrete customer in the selected beachhead market 2.2. New venture and its development in line with customer requirements, life cycle of the offered product, competition and competitive advantage 2.3. Selling process	

- 2.4. How to make Money: business model design, pricing, calculation of the value of the acquired customer during the life cycle, calculation of the costs of the customer
- 2.5. High level product specification
3. New venture financing: financial tools and products according to phases of the new venture building
  - 3.1 Bootstrapping, Venture capital, Mezanin capital...
  - 3.2. Crowdfunading
  - 3.3. Project financing
4. Financial forecasting: a/ methods of financial forecasting of new venture yields under conditions of certainty and uncertainty; b/ financial forecasting method using an integrated financial model of new venture
5. The project approach to strategic management and financing of new ventures: the basic principles of project approach (funding of balance sheet assets, the share of each participant to risk, financing based on cash flow), analysis of business ideas, risk matrix and due diligence, financial modelling of possible alternatives, commercial contracts and the riskiness, financial contracts, monitoring of the fulfilment of strategic objectives of new ventures
6. Stages of funding selection of new ventures
7. Exit and its forms: a/ failure and restart; b/ "going public", c/ acquisition, d/ management buy-out

**Recommended literature:**

- [1] AULET, B. Disciplined Entrepreneurship. Wiley, 2013.
- [2] SMITH, J. K., SMITH, R. L., BLISS, R. T. Entrepreneurial Finance: Strategy Valuation & Deal Structure. Stanford Economics and Finance, 2011.
- [3] WICKKKHAM, P. A. Strategic Entrepreneurship. 4th edition. FT Prentice Hall, 2006.
- [4] VINTURELLA, J. B., ERICKSON, S. M. Raising Entrepreneurial Capital. Elsevier, 2003.
- [5] PILKOVÁ, A., HOLIENKA, M., KUBIŠOVÁ, M. Lecturing Notes and Case Studies.

**Languages necessary to complete the course:**

English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 28

A	ABS	B	C	D	E	FX
42,86	0,0	39,29	10,71	0,0	7,14	0,0

**Lecturers:** prof. Ing. Anna Pilková, PhD., MBA, PhDr. Marian Holienka, PhD.

**Last change:** 04.04.2019

**Approved by:**

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Management	
<b>Course ID:</b> FM.KMn/039AM/16	<b>Course title:</b> Organizational Behavior
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 20 % – case study preparation and presentation, 30 % - midterm written exam, 50 % – oral exam. Grade A requires 91 % (minimum), B 81 %, C 73 %, D 66 % , and grade E requires 60% at minimum. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> The course covers specific content areas of Organizational Behavior (OB) and is designed for graduate students in the field of Management. OB as a contemporary approach to management is a course designed to introduce graduate students to the theories, concepts, and practical applications of research in the field. The course helps to develop the skills necessary to solve specific problems of OB faced by organizations.	
<b>Class syllabus:</b> <ul style="list-style-type: none"> <li>• Introduction, The Nature of Organizations, Trends in the New Workplace, The Nature of Managerial Work, Managerial Skills, Management Lessons from Abroad – Japanese Management.</li> <li>• Individual Behavior and Performance, Basic Attributes of Individuals, Values, Attitudes, and the Perceptual Process.</li> <li>• Motivation Theories, Learning, Reinforcement, Self-Management, Job Design</li> <li>• Groups in Organizations, Group Effectiveness, Group Dynamics, Group Norms, Teamwork.</li> <li>• Managing Organizations: Organizational Design for Strategic Competency, Basic Elements of Organizational Structures, Organizational Design Concepts (Options).</li> <li>• Management and Chaos Theory, The New Organization</li> <li>• Managing Change in Organizations, Managers as Change Agents, Change Strategies, Resistance to Change, Crisis of Change, Dynamics of Stress. Power. Leadership and followership. Managerial decision-making.</li> </ul>	
<b>Recommended literature:</b> Robbins S.P. - Judge T.A.: Organizational Behavior, 16th Edition, Pearson, Harlow, 2015. Shermerhorn, J. R.- Hunt, J.G., - Osborn, R.N.: Organizational Behavior, John Wiley and Sons, N.Y. 2008 Robbins, S. P. –Judge, T.A.: Organizational Behavior, Prentice Hall, New Jersey, 2011 Robbins S.P, Judge T.A.: Organizational Behavior, 16th Edition, Pearson, Harlow, 2015.	

<b>Languages necessary to complete the course:</b> English						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 48						
A	ABS	B	C	D	E	FX
22,92	0,0	16,67	16,67	25,0	14,58	4,17
<b>Lecturers:</b> prof. Ing. Ján Rudy, PhD., doc. Mgr. Anna Lašáková, PhD.						
<b>Last change:</b> 05.06.2017						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Management	
<b>Course ID:</b> FM.KEF/192AM/17	<b>Course title:</b> Practical Financial Markets I
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Introduction to financial markets	
<b>Learning outcomes:</b> The subject introduces the foreign exchange (FX) markets, reflecting the curriculum of the certificate/diploma of ACI-the Financial Markets Association (in several countries the ACI certificate/diploma is required for positions in bank dealing rooms). The course focuses on the practical applications of the concepts with numerous examples/case studies. At the end of the semester, students will understand key tools, techniques and strategies used by the market makers (banks) and market users (corporates, institutional investors, traders..) in trading, hedging and arbitraging on the global foreign exchange markets. Suitable for bank traders, sales staff, brokers, fund managers, risk managers, corporate treasury staff and back office staff.	
<b>Class syllabus:</b> FX markets & institutions: O-T-C markets vs exchanges, systematic internalization, trading platforms, market makers, brokers, market users, clearing centres. The role of foreign exchange markets in the global financial markets infrastructure. Spot FX: wholesale and retail quotations, base vs quoted currencies, direct vs indirect quotations, calculation of cross rates from the market maker's and market taker's perspectives. Position management: FX market risk, liquidity risk, settlement risk, open FX position, processing of FX deals, organizational framework of a trading operation in banks and corporates. Code of ethics for trading FX. Calculation of profits & loss from trading, trading costs. Hedging, trading, arbitraging: definition of basic types of activities in the FX markets. Trading games, case studies hedging and arbitraging. Applications of FX forwards, FX swaps, FX options. Technical and Fundamental analysis: efficiency of the FX markets, prediction of future foreign exchange rates using basic tools of the technical and fundamental analysis.	
<b>Recommended literature:</b> 1. „FOREIGN EXCHANGE AND MONEY MARKETS: THEORY, PRACTICE AND RISK MANAGEMENT“, ISBN 07506 5025 7, BOB STEINER, BUTTERWORTH HEINEMANN, LONDON 2002 2. „FINANCIAL INSTRUMENTS, THE HANDBOOK“. LEX VAN DER WIELEN, ISBN 978-90-816351-3-4, THE FINANCIAL MARKETS ACADEMY, LONDON 2011	

3. „TREASURER’S HANDBOOK”.HANNES ENTHOFFER, PATRICK HAAS, ISBN-10 3714302387, LINDE VERLAG, FRANKFURT 2013  
4. “CFA LEVEL I, II, III”. CFA INSTITUTE, ISBN 978-1-939515, WILLEY, NEW YORK 2015,

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**

Total number of evaluated students: 56

A	ABS	B	C	D	E	FX
51,79	0,0	17,86	16,07	7,14	7,14	0,0

**Lecturers:** Ing. Vladimír Valach, MBA

**Last change:** 07.03.2018

**Approved by:**

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Management	
<b>Course ID:</b> FM.KEF/193AM/17	<b>Course title:</b> Practical Financial Markets II
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Exam Period 100%	
<b>Learning outcomes:</b> The subject introduces the interest rate markets, reflecting the curriculum of the certificate/diploma of ACI-the Financial Markets Association (the ACI certificate/diploma is required in several countries for positions in bank dealing rooms). The course focuses on the practical applications of the key concepts with numerous examples/case studies. At the end of the semester, students will understand main tools, techniques and strategies used by the market makers (banks) and market users (corporates, institutional investors, traders..) in trading, hedging and arbitraging on the global interest rate markets. Suitable for bank traders, sales staff, brokers, fund managers, risk managers, corporate treasury staff and back office staff.	
<b>Class syllabus:</b> Return calculations: Expected vs required yield. Short term and long term yields, spot and forward rates, spot and forward yield curves. Basic types of returns in money markets and fixed income markets: holding period yield, discount rates, effective annual yields, yield to maturity, yield to call, yield to put. Institutions active in the interest rate markets: Banks, corporates, insurance companies, pension funds, fund managers, hedge funds, endowments and their interest rate related business. O-T-C markets vs exchanges, systematic internalization, trading platforms, market makers, market users, brokers, market users, clearing centres. Key activities in the interest rate markets: investing, hedging, trading, arbitraging, asset and liabilities management. Cash market's products: money markets and instruments (deposits, T-bills, certificates of deposits, repos, commercial papers), fixed income markets (treasuries, corporate and bank bonds, mortgage backed securities, collateral debt obligations, callable and putable bonds). Derivatives: FRA, short term interest rate futures, bond futures, interest rate swaps, basis swaps, overnight index swaps, cross ccy interest rate swaps, interest rate guarantees, caps, floors, collars, swaptions. Structured products: various combinations of cash and derivative products.	



Asset and liabilities management (ALM): interest rate risk, ALM in banks, insurances and investment managers.						
<b>Recommended literature:</b> 1. „FINANCIAL INSTRUMENTS, THE HANDBOOK“. LEX VAN DER WIELEN, ISBN 978-90-816351-3-4, THE FINANCIAL MARKETS ACADEMY, LONDON 2011 2. „TREASURER’S HANDBOOK”. HANNES ENTHOFFER, PATRICK HAAS, ISBN-10 3714302387, LINDE VERLAG, FRANKFURT 2013 3. “CFA LEVEL I, II, III”. CFA INSTITUTE, ISBN 978-1-939515, WILLEY, NEW YORK 2015,						
<b>Languages necessary to complete the course:</b> English						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 20						
A	ABS	B	C	D	E	FX
0,0	0,0	80,0	10,0	0,0	5,0	5,0
<b>Lecturers:</b> Ing. Vladimír Valach, MBA						
<b>Last change:</b> 07.03.2018						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava						
<b>Faculty:</b> Faculty of Management						
<b>Course ID:</b> FM.KIS/160AM/16		<b>Course title:</b> Practise				
<b>Educational activities:</b> <b>Type of activities:</b> <b>Number of hours:</b> <b>per week: per level/semester:</b> <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 6						
<b>Recommended semester:</b> 4.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 3						
A	ABS	B	C	D	E	FX
66,67	0,0	33,33	0,0	0,0	0,0	0,0
<b>Lecturers:</b> prof. RNDr. Michal Greguš, PhD.						
<b>Last change:</b>						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Management	
<b>Course ID:</b> FM.KSP/049AM/16	<b>Course title:</b> Risk Management I
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b>	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Presentations of the results of the assignments stated during semester. The overall evaluation is in accordance with the faculty evaluation system: A = 91-100%; B = 81-90%; C = 73-80%; D = 66-72%; E = 65-60%; F = 0-59% points.	
<b>Learning outcomes:</b> Course on the one hand, deepens understanding of the bank management and on the other side extends the knowledge from risk management field (with emphasis on current international regulations) in accordance with the best practices applied at current practice. Students gain practical experience through a numerous assignments solving that are related to current analysis and risk management practices in commercial banks and use concrete commercial banks data. Course creates solid knowledge basis for further studying courses focused on credit and market risk management in financial institutions. The main goals are: 1. To provide basic theoretical knowledge and practical experiences on the commercial bank risk management as a component of the whole bank management so that students will be able to understand the role of the risk management within the bank's managerial framework. 2. To provide key ideas on relationship of strategic management of non financial institution and its key risks.	
<b>Class syllabus:</b> 1. Commercial Bank and its Business-Risk-Financial Profile - financial mediation and intermediation in the commercial bank - key business segments at commercial banks and their management - key commercial bank risk, they relationships with business activities, regulation and management. 2. Financial Analysis of the Commercial Bank – Key Components for Business-Risk Strategy Definition - Balance Sheet Analysis - Income Statement Analysis - Performance and Value Chain Analysis. 3. Strategy and Policies of Funds Management in the Banks - business-risk characteristics of deposit products. - repo a reverse repo	

<ul style="list-style-type: none"> <li>- securitisations.</li> </ul> <p>4. Liquidity Risk Management</p> <ul style="list-style-type: none"> <li>- key issues and principals of the liquidity risk management</li> <li>- liquidity risk policy</li> <li>- liquidity management process.</li> </ul> <p>5. Interest Rate Risk Management</p> <ul style="list-style-type: none"> <li>- time structure of the interest rate risk and its theories</li> <li>- gap analysis in interest rate risk</li> <li>- interest rate risk strategies based on gap analysis.</li> </ul> <p>6. Off Balance Sheet and Risk Management</p> <ul style="list-style-type: none"> <li>- credit-based products and their key characteristics</li> <li>- investment banking</li> <li>- private banking.</li> </ul> <p>7. Capital Management and Current Regulation</p> <ul style="list-style-type: none"> <li>- Basel I, II, III.</li> <li>- key risks and calculation of capital requirements to cover them.</li> </ul> <p>8. Risk Management in Non-Financial Institutions</p> <ul style="list-style-type: none"> <li>- ERM System and its Key Components.</li> <li>- Key steps to implement ERM in accordance with COSO methodology.</li> </ul>																				
<p><b>Recommended literature:</b></p> <p>[1] SAUNDERS, A., CORNETT, M. Financial Institutions Management. 11th edition. McGraw-Hill, 2014.</p> <p>[2] MONAHAN, G. Enterprise Risk Management: A Methodology for Achieving Strategic Objectives. John Wiley &amp; Sons, 2008.</p> <p>[3] The other relevant materials will be distributed during course.</p>																				
<p><b>Languages necessary to complete the course:</b></p> <p>English</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 48</p> <table> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>35,42</td><td>0,0</td><td>45,83</td><td>8,33</td><td>6,25</td><td>4,17</td><td>0,0</td></tr> </table>							A	ABS	B	C	D	E	FX	35,42	0,0	45,83	8,33	6,25	4,17	0,0
A	ABS	B	C	D	E	FX														
35,42	0,0	45,83	8,33	6,25	4,17	0,0														
<p><b>Lecturers:</b> prof. Ing. Anna Pilková, PhD., MBA</p>																				
<p><b>Last change:</b> 04.04.2019</p>																				
<p><b>Approved by:</b></p>																				

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Management	
<b>Course ID:</b> FM.KEF/302AM/17	<b>Course title:</b> Skills for Success – From University to Workplace
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b>	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> in-class presence and active participation (student can miss max 1x180 min) – 40 % Continuous evaluation: partial assignments handed-in for each of the 6 topics – 30 % Final evaluation: group presentation on selected topic from the course syllabus taking place in the last class and feedback giving to the teammates – 30 % Scale of assessment (preliminary/final): 70% / 30%	
<b>Learning outcomes:</b> The aim of the soft skills course needed for proper navigation on the job market of shared service centers is to acknowledge students with the portfolio of highly effective communication tools. Companies associated within the Business Service Center Forum and the under the auspices of the American Chamber of Commerce in Slovakia currently employ more than 29 000 full-time employees. They have identified soft communication skills as the most crucial, but also one of the least developed, skills fresh graduates possess when entering the job market. Upon successful completion of the course in English language, the students would be capable of more effective team work in international environment, managing their work time properly and efficiently and of communicating with higher portion of assertiveness. They will also increase their capabilities in providing and receiving constructive feedback, conflict resolution at a workplace and captivating their audience while presenting or applying design principles into daily communication routine.	
<b>Class syllabus:</b> Module 1 – Team Work – predominantly covered by the company Lenovo. The aim of this module is to raise awareness about the importance of team work at every work place. It would help the participants to understand behavioral forms supportive of team work, confidence and engagement building as well as team work for better and quicker results. Students will have an opportunity to role play those behavioral patterns hindering the quality of work and relations at a workplace. Furthermore, they would learn what kind of roles can they play in a team, how to use their strengths and how to eradicate their weaknesses in team work. The instructor would use the following education methods: role play, analysis, discussion and feedback. The module would last 180 minutes and would be delivered in English language. Module 2 – Time Management - predominantly covered by the company Siemens. This module aims to address the following topics:	

- Why do we want to manage our time better? What exactly do we want to change/get better at?
- How do we improve (and through what) quality of our life & are there any new activities?
- My mission, areas of responsibility, priority goals, activities. What do my coworkers expect from me?
- What are the priorities I decide by during managing my time? How do I spend my time and what is really important (to me)?
- Planning, tools and methods (my roles and activities). What are the rules I need to comply with during planning my activities? What do I need to avoid?
- How to set my goals & rules I need to comply with, eliminating mistakes, rescheduling activities?
- How to fight time eaters (subjective and objective ones), how to identify them? Tools to eliminate them (or minimize them).

Central to the module is the sub-topic of priorities management, where the lecturer would focus on taking control and balancing multiple tasks even when they are all priorities with the aim of minimizing the impact of most common time wasters. Handling all of the unexpected demands and unplanned situations that destroy the most careful scheduling is also part the education outcome. The module would last 180 minutes and would be delivered in English language.

Module 3 - Verbal and non-verbal communication – predominantly covered by the company PriceWaterhouseCoopers. This module would be divided into 2 blocks:

Block A (productive conversations) - People think that simple talking makes a good conversation. This block will deal with the issue why misunderstandings happen? Talking is simply not enough, for productive conversations much more is required than just ability to speak. The instructor would acknowledge the students with answers for the following questions: „How to make the other person sure we listen well? What and why to do it?“; „In which situations and how to raise a proper questions in order to get answers on what we’re asking?“ or „how to be authentic and convey a message of a competent and reliable employee?“. Techniques and scenarios of productive conversations are also part of education in Block A, and students will also get an opportunity to master the balance between Advocacy and Inquiry.

Block B (assertive communication) – Students would be presented assertive communication as highly effective tool used to express our feelings and point of view without being aggressive or stepping on other people’s toes. The lecturer would cover the following topics within Block B.

- How assertive you are? Knowing self is the best start (role play).
- Assertive rules and Transactional analysis based on Eric Berne.
- Aggressive - assertive - passive behaviors. And also passive aggressive. How to recognize them and how to respond?
- Effective strategies for dealing with others while taking into account the intended level of assertiveness and cooperation. When is it suitable to take a “defeat” strategy? Is “Compromise” the “Golden mean”?
- Good Assertive techniques.

The module would last 180 minutes and would be delivered in English language.

Module 4 – Conflict Resolution & Mindset - predominantly covered by the company IBM. The aim of this module is to introduce conflicts as moments that cannot be prevented, the most important thing is to learn how to handle or manage them. The students would learn strategies and techniques for addressing conflicts. Knowing when and how to use them can make participants more effective at handling challenging situations. By the end of this module, participants will be able to:

- Discuss what conflict is, how conflict can be both destructive and constructive, and how learning to overcome the barriers of addressing conflict can benefit their career.
- Recognize the five most common conflict resolution styles and improve their conflict

management skills by learning when to use or avoid using each style.

- Discuss how conflict resolution can improve their relationships, enhance their collaboration skills and increase their professional effectiveness.
- Discuss how mindset influences perception of conflict situations and helps them to manage the conflict in a constructive way.

The module would last 180 minutes and would be delivered in English language.

Module 5 – Presentation Skills – predominantly covered by the company DELL. To have the idea is simply not enough in the corporate environment. The aim of this module is to provide the students with knowledge that it is equally important to accompany the ideas with a story, structure and image so that their presentations are motivating, memorable and compelling. Participants will undergo the theory as well as three steps of creating the presentation – content creation, basic techniques and principles of design and performance of their presentation. Practical exercises with the assistance of the lecturer where participants are able to try different techniques and principles are involved during these three cycles. Following this module, participants will be able to create engaging presentations or apply design principles to everyday communication. The module would last 180 minutes and would be delivered in English language.

Module 6 – Feedback – covered by companies Siemens, IBM, PriceWaterhouseCoopers. We hear about feedback all the time, whereas everybody is aware of how important it is to give feedback and everybody is interested to know how his/her performance and achievements are appreciated. However the lecturer would outline the students there is a difference between ‘feedback’ and ‘effective feedback’ and this module is aimed at explaining how to give/receive effective feedback which leads to improved performance and behaviors. The students will acknowledge themselves within this module also with the following topics:

- What is feedback? What types do we have?
- The difference between criticism and feedback, their definition.
- When do we give feedback?
- What do we achieve (or want to achieve) by giving our feedback to someone?
- Rules for effective and supportive feedback – verbal and nonverbal expressions, exercises.

Portion of the feedback module would be dedicated to final group presentation, being a comprehensive part of the overall student evaluation. The presentation will be delivered in video format as well as live performance on stage in front of the audience, while the team members will be requested to provide horizontal feedback to their teammates. The module would last 180 minutes and would be delivered in English language.

Literature:

Module 1 - Team work

<http://smallbusiness.chron.com/target-behaviors-lead-good-teamwork-63669.html>

<http://academics.boisestate.edu/fsp/files/2013/04/ULO-4-Teamwork.pdf>

Price Pritchett: Teamwork – the team member handbook

Module 2 – Time management

Stephen R. Covey: The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change

Dan S. Kennedy: No B.S. Time Management for Entrepreneurs

Module 3 – Verbal and non-verbal communication

Kerry Patterson, Joseph Grenny, Ron McMillan, Al Switzler; McGraw-Hill: Crucial Confrontations - Tools for Resolving Broken Promises, Violated Expectations, and Bad Behavior

Cheryl Hamilton: Communication for Results – A Guide for Business and the Professions

Module 4 – Conflict Resolution & Mindset

The Arbinger Institute: The Anatomy of Peace: Resolving the Heart of Conflict

Kerry Patterson, Joseph Grenny, Ron McMillan, Al Switzler: Crucial Conversations Tools for Talking When Stakes Are High

<p>Roger Fisher, William L. Ury, Bruce Patton: Getting to Yes - Negotiating Agreement Without Giving</p> <p>Module 5 –Presentation Skills</p> <p>Garr Reynolds, Presentation Zen: Simple Ideas on Presentation Design and Delivery</p> <p>Jerry Weissman, Presenting to Win: The Art of Telling Your Story</p>																				
<p><b>Recommended literature:</b></p> <p>Module 1 - Team work</p> <p><a href="http://smallbusiness.chron.com/target-behaviors-lead-good-teamwork-63669.html">http://smallbusiness.chron.com/target-behaviors-lead-good-teamwork-63669.html</a></p> <p><a href="http://academics.boisestate.edu/fsp/files/2013/04/ULO-4-Teamwork.pdf">http://academics.boisestate.edu/fsp/files/2013/04/ULO-4-Teamwork.pdf</a></p> <p>Price Pritchett: Teamwork – the team member handbook</p> <p>Module 2 – Time management</p> <p>Stephen R. Covey: The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change</p> <p>Dan S. Kennedy: No B.S. Time Management for Entrepreneurs</p> <p>Module 3 – Verbal and non-verbal communication</p> <p>Kerry Patterson, Joseph Grenny, Ron McMillan, Al Switzler; McGraw-Hill: Crucial Confrontations - Tools for Resolving Broken Promises, Violated Expectations, and Bad Behavior</p> <p>Cheryl Hamilton: Communication for Results – A Guide for Business and the Professions</p> <p>Module 4 – Conflict Resolution &amp; Mindset</p> <p>The Arbinger Institute: The Anatomy of Peace: Resolving the Heart of Conflict</p> <p>Kerry Patterson, Joseph Grenny, Ron McMillan, Al Switzler: Crucial Conversations Tools for Talking When Stakes Are High</p> <p>Roger Fisher, William L. Ury, Bruce Patton: Getting to Yes - Negotiating Agreement Without Giving</p> <p>Module 5 –Presentation Skills</p> <p>Garr Reynolds, Presentation Zen: Simple Ideas on Presentation Design and Delivery</p> <p>Jerry Weissman, Presenting to Win: The Art of Telling Your Story</p> <p>Module 6 – Feedback</p> <p>Dianna Booher: Confrontational Communication: Delivering Negative Feedback, Bad News, and Other Straight Talk</p> <p>Douglas Stone, Sheila Heen: Thanks for the Feedback – The Science and Art of Receiving Feedback Well.</p> <p>Note: literature will be complimented by the internal corporate education materials used for in-house trainings at respective companies associated within the Business Service Center Forum.</p>																				
<p><b>Languages necessary to complete the course:</b></p> <p>English</p>																				
<p><b>Notes:</b></p> <p>The course is headed by soft skills experts of companies associated within the AmCham's Business Service Center Forum (BSCF).</p>																				
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 32</p> <table border="1"> <thead> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> </thead> <tbody> <tr> <td>53,13</td><td>0,0</td><td>31,25</td><td>0,0</td><td>3,13</td><td>0,0</td><td>12,5</td></tr> </tbody> </table>							A	ABS	B	C	D	E	FX	53,13	0,0	31,25	0,0	3,13	0,0	12,5
A	ABS	B	C	D	E	FX														
53,13	0,0	31,25	0,0	3,13	0,0	12,5														
<p><b>Lecturers:</b> prof. RNDr. Jozef Komorník, DrSc., Mgr. Lucia Kočíšová</p>																				
<p><b>Last change:</b> 13.02.2018</p>																				



**Approved by:**

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Management	
<b>Course ID:</b> FM.KEF/303AM/17	<b>Course title:</b> Skills for Success – From University to Workplace
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b>	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> in-class presence and active participation (student can miss max 1x180 min) – 40 % Continuous evaluation: partial assignments handed-in for each of the 6 topics – 30 % Final evaluation: group presentation on selected topic from the course syllabus taking place in the last class and feedback giving to the teammates – 30 %	
<b>Learning outcomes:</b> The aim of the soft skills course needed for proper navigation on the job market of shared service centers is to acknowledge students with the portfolio of highly effective communication tools. Companies associated within the Business Service Center Forum and the under the auspices of the American Chamber of Commerce in Slovakia currently employ more than 29 000 full-time employees. They have identified soft communication skills as the most crucial, but also one of the least developed, skills fresh graduates possess when entering the job market. Upon successful completion of the course in English language, the students would be capable of more effective team work in international environment, managing their work time properly and efficiently and of communicating with higher portion of assertiveness. They will also increase their capabilities in providing and receiving constructive feedback, conflict resolution at a workplace and captivating their audience while presenting or applying design principles into daily communication routine.	
<b>Class syllabus:</b> Module 1 – Team Work – predominantly covered by the company Lenovo. The aim of this module is to raise awareness about the importance of team work at every work place. It would help the participants to understand behavioral forms supportive of team work, confidence and engagement building as well as team work for better and quicker results. Students will have an opportunity to role play those behavioral patterns hindering the quality of work and relations at a workplace. Furthermore, they would learn what kind of roles can they play in a team, how to use their strengths and how to eradicate their weaknesses in team work. The instructor would use the following education methods: role play, analysis, discussion and feedback. The module would last 180 minutes and would be delivered in English language. Module 2 – Time Management - predominantly covered by the company Siemens. This module aims to address the following topics: <ul style="list-style-type: none"> <li>• Why do we want to manage our time better? What exactly do we want to change/get</li> </ul>	

better at?

- How do we improve (and through what) quality of our life & are there any new activities?
- My mission, areas of responsibility, priority goals, activities. What do my coworkers expect from me?
- What are the priorities I decide by during managing my time? How do I spend my time and what is really important (to me)?
- Planning, tools and methods (my roles and activities). What are the rules I need to comply with during planning my activities? What do I need to avoid?
- How to set my goals & rules I need to comply with, eliminating mistakes, rescheduling activities?
- How to fight time eaters (subjective and objective ones), how to identify them? Tools to eliminate them (or minimize them).

Central to the module is the sub-topic of priorities management, where the lecturer would focus on taking control and balancing multiple tasks even when they are all priorities with the aim of minimizing the impact of most common time wasters. Handling all of the unexpected demands and unplanned situations that destroy the most careful scheduling is also part the education outcome. The module would last 180 minutes and would be delivered in English language.

Module 3 - Verbal and non-verbal communication – predominantly covered by the company PriceWaterhouseCoopers. This module would be divided into 2 blocks:

Block A (productive conversations) - People think that simple talking makes a good conversation. This block will deal with the issue why misunderstandings happen? Talking is simply not enough, for productive conversations much more is required than just ability to speak. The instructor would acknowledge the students with answers for the following questions: „How to make the other person sure we listen well? What and why to do it?“; „In which situations and how to raise a proper questions in order to get answers on what we’re asking?“ or „how to be authentic and convey a message of a competent and reliable employee?“. Techniques and scenarios of productive conversations are also part of education in Block A, and students will also get an opportunity to master the balance between Advocacy and Inquiry.

Block B (assertive communication) – Students would be presented assertive communication as highly effective tool used to express our feelings and point of view without being aggressive or stepping on other people’s toes. The lecturer would cover the following topics within Block B.

- How assertive you are? Knowing self is the best start (role play).
- Assertive rules and Transactional analysis based on Eric Berne.
- Aggressive - assertive - passive behaviors. And also passive aggressive. How to recognize them and how to respond?
- Effective strategies for dealing with others while taking into account the intended level of assertiveness and cooperation. When is it suitable to take a “defeat” strategy? Is “Compromise” the “Golden mean”?
- Good Assertive techniques.

The module would last 180 minutes and would be delivered in English language.

Module 4 – Conflict Resolution & Mindset - predominantly covered by the company IBM. The aim of this module is to introduce conflicts as moments that cannot be prevented, the most important thing is to learn how to handle or manage them. The students would learn strategies and techniques for addressing conflicts. Knowing when and how to use them can make participants more effective at handling challenging situations. By the end of this module, participants will be able to:

- Discuss what conflict is, how conflict can be both destructive and constructive, and how learning to overcome the barriers of addressing conflict can benefit their career.
- Recognize the five most common conflict resolution styles and improve their conflict management skills by learning when to use or avoid using each style.

- Discuss how conflict resolution can improve their relationships, enhance their collaboration skills and increase their professional effectiveness.
- Discuss how mindset influences perception of conflict situations and helps them to manage the conflict in a constructive way.

The module would last 180 minutes and would be delivered in English language.

Module 5 – Presentation Skills – predominantly covered by the company DELL. To have the idea is simply not enough in the corporate environment. The aim of this module is to provide the students with knowledge that it is equally important to accompany the ideas with a story, structure and image so that their presentations are motivating, memorable and compelling. Participants will undergo the theory as well as three steps of creating the presentation – content creation, basic techniques and principles of design and performance of their presentation. Practical exercises with the assistance of the lecturer where participants are able to try different techniques and principles are involved during these three cycles. Following this module, participants will be able to create engaging presentations or apply design principles to everyday communication. The module would last 180 minutes and would be delivered in English language.

Module 6 – Feedback – covered by companies Siemens, IBM, PriceWaterhouseCoopers. We hear about feedback all the time, whereas everybody is aware of how important it is to give feedback and everybody is interested to know how his/her performance and achievements are appreciated. However the lecturer would outline the students there is a difference between ‘feedback’ and ‘effective feedback’ and this module is aimed at explaining how to give/receive effective feedback which leads to improved performance and behaviors. The students will acknowledge themselves within this module also with the following topics:

- What is feedback? What types do we have?
- The difference between criticism and feedback, their definition.
- When do we give feedback?
- What do we achieve (or want to achieve) by giving our feedback to someone?
- Rules for effective and supportive feedback – verbal and nonverbal expressions, exercises.

Portion of the feedback module would be dedicated to final group presentation, being a comprehensive part of the overall student evaluation. The presentation will be delivered in video format as well as live performance on stage in front of the audience, while the team members will be requested to provide horizontal feedback to their teammates. The module would last 180 minutes and would be delivered in English language.

### **Recommended literature:**

Module 1 - Team work

<http://smallbusiness.chron.com/target-behaviors-lead-good-teamwork-63669.html>

<http://academics.boisestate.edu/fsp/files/2013/04/ULO-4-Teamwork.pdf>

Price Pritchett: Teamwork – the team member handbook

Module 2 – Time management

Stephen R. Covey: The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change

Dan S. Kennedy: No B.S. Time Management for Entrepreneurs

Module 3 – Verbal and non-verbal communication

Kerry Patterson, Joseph Grenny, Ron McMillan, Al Switzler; McGraw-Hill: Crucial Confrontations - Tools for Resolving Broken Promises, Violated Expectations, and Bad Behavior  
Cheryl Hamilton: Communication for Results – A Guide for Business and the Professions

Module 4 – Conflict Resolution & Mindset

The Arbinger Institute: The Anatomy of Peace: Resolving the Heart of Conflict

Kerry Patterson, Joseph Grenny, Ron McMillan, Al Switzler: Crucial Conversations Tools for Talking When Stakes Are High

<p>Roger Fisher, William L. Ury, Bruce Patton: Getting to Yes - Negotiating Agreement Without Giving</p> <p>Module 5 –Presentation Skills</p> <p>Garr Reynolds, Presentation Zen: Simple Ideas on Presentation Design and Delivery</p> <p>Jerry Weissman, Presenting to Win: The Art of Telling Your Story</p> <p>Module 6 – Feedback</p> <p>Dianna Booher: Confrontational Communication: Delivering Negative Feedback, Bad News, and Other Straight Talk</p> <p>Douglas Stone, Sheila Heen: Thanks for the Feedback – The Science and Art of Receiving Feedback Well.</p> <p>Note: literature will be complimented by the internal corporate education materials used for in-house trainings at respective companies associated within the Business Service Center Forum.</p>																				
<p><b>Languages necessary to complete the course:</b></p> <p>English</p>																				
<p><b>Notes:</b></p> <p>The course is led by soft skills experts of companies associated within the AmCham´s Business Service Center Forum (BSCF).</p>																				
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 26</p> <table> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>53,85</td><td>0,0</td><td>26,92</td><td>7,69</td><td>7,69</td><td>3,85</td><td>0,0</td></tr> </table>							A	ABS	B	C	D	E	FX	53,85	0,0	26,92	7,69	7,69	3,85	0,0
A	ABS	B	C	D	E	FX														
53,85	0,0	26,92	7,69	7,69	3,85	0,0														
<p><b>Lecturers:</b> prof. RNDr. Jozef Komorník, DrSc., Mgr. Lucia Kočíšová</p>																				
<p><b>Last change:</b> 13.02.2018</p>																				
<p><b>Approved by:</b></p>																				

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Management	
<b>Course ID:</b> FM.KSP/032AM/16	<b>Course title:</b> Strategic Management
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Written paper + oral presentation and discussion (40%/60%). The overall evaluation is in accordance with the faculty evaluation system: A = 91-100%; B = 81-90%; C = 73-80%; D = 66-72%; E = 65-60%; F = 0-59% points.	
<b>Learning outcomes:</b> - Advanced understanding of strategy and strategic management - Application of various methods, tools and models in strategic management - Development of analytical and strategic thinking skills and practical application of knowledge on selected company/companies	
<b>Class syllabus:</b> 1. Strategic thinking of managers 2. Development of strategy theory, basic approaches and directions of theory development 3. Exploring factors of macro-environment as a basis for strategy development 4. Exploring subjects of microenvironment and their action 5. Examination of the internal environment and position in the external environment 6. Analytical and synthetic techniques and the creation of competitive strategy 7. General strategy and portfolio analyses 8. Strategy implementation 9. Strategic control 10. Specifics of strategic management of organizations of different types and orientations	
<b>Recommended literature:</b> [1] HITT, M. A, IRELAND, R. D., HOSKISSON, R. E. Strategic Management: Competitiveness and Globalization. Thompson, South-Western, 2005 (and later editions). [2] THOMSON, J. L. Strategic Management. 4th edition. London 2001 (and later editions). [3] PAPULA, J., PAPULOVÁ, Z. Approaches to Strategy: Experiences of Slovak enterprises. In: Proceedings of Annual Paris Business and Social Science Research. Melbourne: World Business Institute, 2013 [online]. [4] PAPULOVÁ, Z. The Significance of Vision and Mission Development for Enterprises in Slovak Republic. In: Journal of Economics, Business and Management, 2014, Vol.2(1), pp. 12-16. [online].	

Obligatory literature is accessible in faculty library. Additional materials will be given to students during classes or post in faculty eLearning.						
<b>Languages necessary to complete the course:</b> English						
<b>Notes:</b> Forms of teaching transfer also the results of own original research into the teaching process.						
<b>Past grade distribution</b> Total number of evaluated students: 117						
A	ABS	B	C	D	E	FX
52,99	0,0	20,51	12,82	8,55	4,27	0,85
<b>Lecturers:</b> doc. Mgr. Zuzana Papulová, PhD.						
<b>Last change:</b> 04.04.2019						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava						
<b>Faculty:</b> Faculty of Management						
<b>Course ID:</b> FM.KSP/037AM/16		<b>Course title:</b> Strategic Thinking and Strategy				
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 6						
<b>Recommended semester:</b> 1.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 5						
A	ABS	B	C	D	E	FX
60,0	0,0	20,0	0,0	0,0	0,0	20,0
<b>Lecturers:</b> prof. Ing. Jozef Papula, PhD., doc. Mgr. Zuzana Papulová, PhD.						
<b>Last change:</b>						
<b>Approved by:</b>						



## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Management	
<b>Course ID:</b> FM.KEF/161AM/18	<b>Course title:</b> Sustainable Energy Economics
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Scale of assessment (preliminary/final): 85% / 15% (final presentation)	
<b>Learning outcomes:</b> Smart cities face new business cases as they react to the changes in lifestyle We live differently, commute differently, use space differently and plan our lives differently than 10 years ago. Shared economy use cases are increasingly mainstream and the corresponding business cases as well. People have need to be more engaged and informed, barriers to market are low, information are omnipresent. This course attempts to reveal how do cities and citizens manage to harness the technological innovations and scrape the value they enable. If you are interested in new business cases around smart cities and smart energy, embark with us on a series of 10 lectures with experienced consultants who have run technology start-ups and worked in the energy industry. In the introductory lectures of the course you will learn about the smart city landscape in Europe and in the US. The emerging new technologies, such as IoT, AI, and smart energy solutions will be examined from the perspective of cities and citizens needs, demand and deployment. You will discuss new business models and case studies in renewable energy project finance, electric and autonomous mobility, civic engagement and much more. Blocks of topics will be summarised with an engaging in-class group projects, which you will prepare and present under the guidance of the lecturer, or a guest speaker, who worked on and pitched similar projects in real life. We want students to understand how the business world around smart cities and new energy solutions evolves, how are new technologies perceived and implemented.	
<b>Class syllabus:</b> Topics: Introduction to smart cities, urbanization and shared economy Energy value chain and smart grids in modern cities and homes Selected IoT use cases and business models in transport and energy management Machine learning potential in the built world Summary of the block, team research based on MIT best practice in entrepreneurship - research the market for your innovative solution	

Clean electricity based on gas, business models and project financing: urban combined heat and power

Energy storage, its methods and economic importance. Battery storage, development of battery prices and growing range of applications.

Electric mobility and a new lifestyle in the mobility of urban population, new economic models and trends in personal mobility and connectivity to electromobility.

Summary of the block, group pitch - sell your smart city solution to a municipality

Electricity markets and the importance of flexibility: wholesale, Day ahead market, Intra-day market, Demand Response, markets, Support services, quasi-markets and distribution companies flexibility aggregation.

Price formation on various energy markets. Trading / investing on the markets with electricity, oil and gas. Commonalities and differences between these commodities. Spot prices and futures contracts for energy commodities.

The role and importance of information technology and social media in smart cities. Artificial intelligence, optimization, virtual reality, infrastructure planning and investment modeling.

Summary of the block, group proposal and pitch - tender on an RfP specification.

### **Recommended literature:**

Supporting literature excerpt:

1. KIRSCHEN Daniel, STRBAC Goran: Fundamentals of Power System Economics. DS Kirschen, 2004.
2. STRBAC Goran: Demand Side Management Benefits and Challenges. Elsevier, 2008.
3. Slootweg, J.G.; van der Meijden, M.A.M.M.; Knigge, J.D.; Veldman, E. Demystifying smart grids - Different concepts and the connection with smart metering, Proceedings 21st International Conference and Exhibition on Electricity Distribution (CIRED 2011), 6-9 June 2011, Frankfurt, Germany
4. E. Veldman, M. Gibescu, A. Postma, J.G. Slootweg, Kling, W.L., 2009, "Unlocking the hidden potential of electricity distribution grids", Proc. 20th International Conference on Electricity Distribution (CIRED 2009), Prague, June 8-11, paper no. 467.
5. PELGRUM E, van der Meijden, M.A.M.M. A market-based investigation of large-scale renewable energy integration in northwestern Europe. IEEE, 2012
6. Gibbs, J., Pesaran, A. A., Sklad, P. S. & Marlino, L. D. in Fundamentals of Materials for Energy and Environmental Sustainability (eds Ginley, D. S. & Cahen D.) Ch. 31, 426–444 (Cambridge Univ. Press, 2012).
7. Schafer, A., Heywood, J. B. & Weiss, M. A. Future fuel cell and internal combustion engine automobile technologies: a 25-year life cycle and fleet impact assessment. Energy 31, 2064–2087 (2006).
8. M Dijk, RJ Orsato, R Kemp. The emergence of an electric mobility trajectory, 2013 – Elsevier
9. Perez-Arriaga, Ignacio J., Hugh Rudnick, and Michel Rivier. "Electric Energy Systems—An Overview." Chapter 1 in Electric Energy Systems: Analysis and Operation. Gomez-Exposito, Antonio, Antonio J. Conejo, and Claudio Canizares, eds. Boca Raton, FL: CRC Press, 2009.
10. Perez-Arriaga, Ignacio J., et al. "Traditional Regulation of the Electricity Industry." Regulation of Energy Utilities Training Course. Florence, Italy: Florence School of Regulation, 1985.
11. Joskow, Paul. "The Difficult Transition to Competitive Electricity Markets in the U.S." Prepared for the Conference "Electricity Deregulation: Where From Here?" Texas A&M University, April 4, 2003.
12. Scheepers, Martin, et. al. "Regulatory Improvements for Effective Integration of Distributed Generation into Electricity Distribution Networks." Summary of the DG-GRID Project Results. Petten, Netherlands: Energy Research Center of the Netherlands, 2007.

13. Energy, Transport, and Water Department. "Building Regional Power Pools: A Toolkit." Washington DC: The World Bank Group, 2005
14. Ellerman, Denny A. "Lessons for the United States from the European Union's CO2 Emissions Trading Scheme." Chapter 1 in Cap-and-Trade: Contributions to the Design of a U.S. Greenhouse Gas Program. A. Denny Ellerman, Mort Webster, et al. Cambridge, MA: MIT Center for Energy and Environmental Policy Research, 2008
15. EPRI Energy Technology Assessment Center. "The Power to Reduce CO2 Emissions." Discussion paper prepared for Electric Power Research Institute (EPRI) Summer Seminar, Palo Alto, CA, August 2007.

**Languages necessary to complete the course:**

English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 4

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** Mgr. Martin Rapoš

**Last change:** 08.04.2019

**Approved by:**

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Management	
<b>Course ID:</b> FM.KEF/014AM/16	<b>Course title:</b> Taxation
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> Principles of Financial Accounting 1, 2	
<b>Course requirements:</b> Presentation of direct and indirect taxes in a selected country -10% Problem solving - case studies -40% Final test - 50% Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> When students complete the course they will be capable to: <ol style="list-style-type: none"> <li>1. Use appropriate terminology to communicate tax accounting concepts.</li> <li>2. Explain the theory and objectives of tax law, and distinguish between different tax strategies, elections, and related decisions.</li> <li>3. Calculate taxable income as it relates to corporate, partnership, and individual tax returns.</li> <li>4. Explain tax law as it relates to various taxable entities (individuals, corporations, partnerships)</li> <li>5. Identify tax research resources to solve tax problems.</li> <li>6. Gain a better understanding of the Internal Revenue Code and the IRS administrative process as related to tax law.</li> </ol> <p>This course begins with a discussion of the general aspects of the OECD tax classification, Model Double Taxation Convention (policy, background and development), The treaty attribution rules are analysed with regard to business and professional income (Art. 7), transportation income (Art. 8), real property income (Art. 6), dividends (Art. 10), interest (Art. 11), royalties (Art. 12) and capital gains (Art. 13). This course in the second part covers the income tax issues involved in the organization and operation of business entities in the EU. Both corporations and partnerships are studied, and attention is given to the choice of entity and income tax classification. The course provides the background necessary for understanding and participating in many types of business transactions involving both publicly and closely held organizations.</p>	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Tax and OECD tax classification.</li> <li>2. Direct taxes</li> <li>3. Indirect taxes</li> </ol>	

4. Corporate Income Taxation and Corporate Tax systems 5. Taxable and tax deductibles elements of the income statement, Taxable Income, taxable base, adjustments of the taxable base 6. Deferred Tax asset and Deferred Tax Liability 7. Income tax return preparation 8. Legislation and taxes, in the EU and in the member states 9. CCCTB – Common Consolidate Corporate Tax Base – harmonization of the taxes 10. Ethics In Tax Practice 11. Fraud in Tax practice, 12. Tax evasion, tax avoidance, Carrousel schemes						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b> English						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 61						
A	ABS	B	C	D	E	FX
85,25	0,0	13,11	0,0	0,0	1,64	0,0
<b>Lecturers:</b> doc. Ing. Jana Kajanová, PhD., doc. RNDr. Darina Saxunová, PhD., Mgr. Lenka Chorvatovičová						
<b>Last change:</b> 21.02.2018						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Management	
<b>Course ID:</b> FM.KSP/046AM/17	<b>Course title:</b> Value Based Management and Entrepreneurial Risks at SME's
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Project (80%), exam (20%). The overall evaluation is in accordance with the faculty evaluation system: A = 91-100%; B = 81-90%; C = 73-80%; D = 66-72%; E = 65-60%; F = 0-59% points.	
<b>Learning outcomes:</b> The main goal is to provide theoretical knowledge, the latest trends and practical experiences from the value based management in SME 's so that students would be able to practice strategic management of the intrinsic value of the company, to identify its key drivers and key areas of focus for the potential company value creation improvement in the future. In addition to that they will learn about key entrepreneurial risks which are important to be considered in value based management approach. Course both extend knowledge from the Strategic Management and combine them with knowledge from the Finance in line with the current best practices. Main focus is on explanation of concrete methodology/model of intrinsic value calculation and identification of the key value drivers both from historical and strategic perspectives. During course the Valuation xls. based toolkit is used for practical demonstration of valuation methodology implementation and for own project development. In addition to that special focus is also put on „soft facts“ of value creation – company values and principles and their impact on value creation/destroying as we are witnessing at current crisis period.	
<b>Class syllabus:</b> 1. Introduction - Key terms/concept of the value-based management 2. Value-based management and strategic management in SME - Historical development of the value-based management inside of the strategic management - New trends in the value-based management – following the results of BCG and McKinsey research - VBM specifics in SME's 3. Key building blocks of the value-based management (top level) - Set up strategic goals/targets for sustainable value growth - Analysis: financial analysis, strategic analysis, qualitative analysis - Impact of intellectual capital on value creation - WACC (Weighted Average Cost of Capital)	

- Strategic scenarios development and company options creation
- Measurement of strategic options impacts on intrinsic value of company through corporate valuation model - formulation of inputs and analysis of results for each analysed option.
- Final decision on strategy/strategic option that is relevant from VBM perspectives and stated strategic goals/targets
- 4. Intellectual capital and its impact on value creation
- 5. Risk and its impact on company value
  - Risk categorization in financial and non-financial institutions
  - Strategic risk and value-based management
- 6. Strategic corporate value management under downturn
  - Short-term „survival“ strategy (time buying)
  - Restructuring
  - Sustainable competitive advantage as a longer-term strategy (behavioristic, social, reproductive, evolution)
  - Flexibility, adaptability to the new conditions
- 7. Sustainability as a new phenomenon in value-based management

### **Recommended literature:**

#### **Mandatory:**

- [1] PILKOVÁ, A. Value Based Management in SME's – Lecturing Notes. FM UK, 2017.
- [2] SMITH, J. K., SMITH, R. R. L., BLISS, R. T. Entrepreneurial Finance. Strategy Valuation & Deal Structure. Stanford Economics and Finance, 2011.
- [3] COPELAND, T., KOLLER, T., MURRIN, T. Valuation: Measuring & Managing the Value of companies. John Wiley & Sons, 2005.
- [4] KROL, F. Value based management in SME's. Arbeitspapier 1-9; 2007
- [5] HENSCHTEL, T. Risk management practices of SME's. Erich Schmidt Verlag, 2007.
- [6] AMEELS, A., BRUGGEMAN, W., SCHEIPERS, G. Value-Based Management control processes to create value through integration a literature review. Vlerick Leuven Gent Management School, 2002.

#### **Recommended:**

- [1] BRIGHAM, E. F., DAVES, P. R. Intermediate Financial Management. 10th edition. South-Western Cengage-Learning, 2010.
- [2] Articles and research papers distributed during the course.

### **Languages necessary to complete the course:**

English

### **Notes:**

### **Past grade distribution**

Total number of evaluated students: 23

A	ABS	B	C	D	E	FX
52,17	0,0	13,04	13,04	13,04	8,7	0,0

**Lecturers:** prof. Ing. Anna Pilková, PhD., MBA, Mgr. Juraj Mikuš

**Last change:** 04.04.2019

**Approved by:**