

Course descriptions

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COURSE DESCRIPTION

| | |
|---|--|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KIS/315AM/18 | Course title: Business Analytics and Decision Making |
| Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning | |
| Number of credits: 6 | |
| Recommended semester: | |
| Educational level: I., II. | |
| Prerequisites: | |
| Recommended prerequisites: Information Systems and Application Software, Statistics, Mathematics, Financial Management | |
| Course requirements: Homework Most weeks you will have an assignment that is designed to assess your mastery of the topics and techniques covered the previous week and provide feedback to improve your understanding of the material. Homework assignments will be assessed. You may work with your colleagues to figure out the underlying concepts and problem-solving processes, but are expected to work individually to answer the specific problems that are assigned. Completed assignments can be submitted via e-mail. Timely submission of the completed assignments is essential. The due date of each assignment will be stated clearly in the assignment description. Group Project In groups of 2-3 you should prepare either a data-related project or a research paper. Additional detail about the group project will be provided via e-mail or at SharePoint of the FMCU. These projects should provide an opportunity for you to test your understanding of the techniques, processes, and problems associated with mobilizing raw data for use in individual and organization decision making. Scale of assessment (preliminary/final): Scale of assessment (preliminary/final): Grading40% Homework 40 pts60% Group Project:Proposal 10 pts.Midterm report 10 pts.Final Poster/ Presentation/Paper 30 pts.Answers to questions in discussion 10 pts. | |
| Learning outcomes: After completing this course you will be able to: <ul style="list-style-type: none"> - Select and evaluate various types of data to for use in decision making; - Use prescriptive and descriptive analyses to reach defensible, data-driven conclusions; - Select and apply appropriate statistical methods to address decision problems; - Use MS Excel or Wolfram Mathematica for data manipulation and analysis - Critically evaluate data analyses and develop strategies for making better decisions. | |
| Class syllabus: Introduction Some Basic Concepts: Measurement, Design, Validity | |

Data Visualization
 Data Manipulation
 Probability and Significance (Sample, Population, CLT, Sampling Error) Hypothesis Testing (Power, Effect Size)
 Chi-squared, t-tests
 Analysis of Variance
 (ANOVA, Contrasts, Trends, Interactions)
 Correlations
 Multiple Regression
 (Sets of IVs, Nominal Scales, Interactions)

Recommended literature:

Readings and Online Resources:

There are many good texts and online sources for information on decision-making, statistical techniques and data tools. Because each student's needs and interests will differ, none of these are explicitly required, but here are some you may find helpful. Judgment and Decision Making:

- The Psychology of Judgment and Decision Making (Scott Plous) McGraw-Hill - ISBN: 0070504776

- Thinking, Fast and Slow (Daniel Kahneman) Farrar, Straus and Giroux - ISBN: 0374275637 (Hardcover); 0374533555 (Paperback); 0385676514 (Kindle); 0739357980 (Audio).

Statistics and Statistical Reasoning

- HyperStat Online Statistics Textbook - <http://davidmlane.com/hyperstat/>

- Williams, F. & Monge, P. (2001), Reasoning with Statistics: How to Read Quantitative Research (5th Edition), Harcourt College Publishers: Fort Worth, TX, ISBN 0-15-50681-6

- Rice Virtual Lab in Statistics - <http://onlinestatbook.com/rvls.html>

- Online Statistics Education: An Interactive Multimedia Course of Study - <http://onlinestatbook.com/2/index.html>

- Statistics to Use - <http://www.physics.csbsju.edu/stats/>

- Statistica's StatSoft Electronic Statistics Textbook - The entire textbook can be downloaded for free. The parent website (<http://www.statsoftinc.com/>) has a link to StatSoft's public service textbook is available online.

- Web interface for statistical education at Claremont Graduate School (<http://wise.cgu.edu/tutor.asp>)

Excel Tutorials

- Parsons, J.J. Oja, D. Ageloff, R. & Carey, P. New Perspectives on Microsoft Excel 2010:

Comprehensive

SPSS Tutorials

- SPSS On-Line Training Workshop - <http://calcnnet.mth.cmich.edu/org/spss/toc.htm>

- Resources to help you learn and use SPSS - <http://www.ats.ucla.edu/stat/spss/>

- Shannon, D.M. & Davenport, M.A. (2001) Using SPSS to Solve Statistical Problems: A Self Instruction Guide. Upper Saddle River NJ: Prentice Hall

- SPSS Tools and Tips - <http://www.spsstools.net/>

- IBM SPSS Guides - <http://www.norusis.com/index.php>

Wolfram Mathematica Tutorials

<http://library.wolfram.com/infocenter/Books/8501/>

VARIAN, H.: Computational Economics and Finance Modeling and Analysis with Mathematica. Springer, 1996. ISBN 978-03-879-4518-7

WOLFRAM, S. 2015. An Elementary Introduction to the Wolfram Language. <http://www.wolfram.com/language/elementary-introduction/preface.html>

<http://www.wolfram.com/>

learningcenter/tutorialcollection/ - Wolfram Mathematica Tutorial Collection from Wolfram Research (a collection of free downloadable pdf files)

Languages necessary to complete the course:

English language

Notes:

While much has been written about the promise of “big data”, using data resources to improve the individual and group decision making remains a significant challenge. Information professionals play a significant role in crafting datasets, performing analyses, and developing information resources that bridge the gap between raw data and decision makers needs.

This course will introduce basic concepts in data analytics including measure construction, hypothesis testing, data exploration, pattern identification, and statistical analysis. The course also provides an overview of commonly used data manipulation and analytic tools. Through homework assignments, projects, and in-class activities, you will practice working with these techniques and tools to create information resources that can be used in individual and organizational decision-making and problem-solving

Past grade distribution

Total number of evaluated students: 12

| A | ABS | B | C | D | E | FX | M |
|------|-----|-------|-------|-------|-----|-----|-----|
| 50,0 | 0,0 | 16,67 | 16,67 | 16,67 | 0,0 | 0,0 | 0,0 |

Lecturers: doc. RNDr. Michal Greguš, PhD., Mgr. Soňa Dávideková, MPH, PhD., PhDr. Ing. Monika Dávideková, PhD.

Last change: 30.07.2020

Approved by:

COURSE DESCRIPTION

| | |
|--|---|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KMn/043AM/16 | Course title: Business Ethics |
| Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning | |
| Number of credits: 3 | |
| Recommended semester: 3. | |
| Educational level: I., II. | |
| Prerequisites: | |
| Course requirements: 75% for continuous evaluation + 25% for final written exam Continuous evaluation (max. 75 points) is done throughout the semester and consists of: - Attendance in class (on-site, or online - in case the school is closed) and carrying out the tasks assigned to you each week. In case the homework/task was not solved in the given week, there will be a reduction of 10 points in the overall score for each missed task. - Three written tasks/presentations assigned during the semester, each 25 points = 75 points in total. Again, also here applies that in case the task was not solved and delivered in the given week, there will be a reduction of 5 points in the overall score. 25% for final written exam - The minimum number of points to pass the exam is 10 points (from 25 points in total). 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): 75/25 Scale of assessment (preliminary/final): 75/25 | |
| Learning outcomes: Students will get familiar with business ethics as an academic discipline. They will learn how to implement new knowledge through case studies and solution of ethical dilemmas. Simultaneously they will gain skills and knowledge of techniques related to the successful implementation of business ethics and ethics management in organizational practice. | |
| Class syllabus: 1. Introduction to the study of BE. Ethics and Morality. Ethical decision-making. Difference between the Ethics and the Law. 2. What is “Business Ethics”? Scope and subject of BE. Economic rationality and ethical rationality. Profits vs. Good. Intersections between ethics and economics. 3. What is “Managerial Ethics”? Management as a profession. Working with people - ethical principles in managerial work. The Managerial oath. Situational factors that affect ethical decisionmaking process. | |

4. Ethical leadership. Impact of leaders on their work environment. Benefits of ethical leadership for companies. How to assess ethical leadership in companies. Tone at the top.
5. Corporate social responsibility. The Pyramid of CSR – A. B. Carroll's model. Ethics of responsibility as the basis for CSR. Firm as a subject of responsibility. Stakeholders theory.
6. Ethics in Human Resource Management. Transparency, fairness, objectivity, and care for wellbeing as the core standards in HRM.
7. Ethics in the service sector. The dynamics of ethics in services. Special features of services and related moral risks. Relationship between the company and the customer. Ethical principles towards the customers. The most frequent unethical actions against the customers.
8. Ethical aspects of corruption. Whistleblowing. What is corruption and types of corruption. How to combat corruption. Whistleblowing; Is it difficult to report (to blow a whistle) in case of corruption?
9. Ethics and compliance program in company – part 1: Code of ethics. Ethics program. Compliance. Elements of ethics institutionalization in the company. What is code of ethics? How to create a code of ethics?
10. Ethics and compliance program in company – part 2: Elements of ethics management in the company. Practice-oriented seminar on building an ethics program. Specific tools and areas of interest that you as a manager should consider when implementing ethics in your company.
11. How an ethics & compliance program works in the organization - practical aspects and examples from corporate practice.
12. Ethical issues in the current society. UN Global Compact and ways how we can change our lifestyle to address the current global issues.
13. Course-related conclusions. Assessment of the course and results of the continuous evaluation of students.

Recommended literature:

Remišová Anna (2011). Vademecum of Business Ethics. Bratislava: Sprint2.
 Stanwick Peter and Stanwick Sarah (2014). Understanding Business Ethics. Thousand Oaks: SAGE Publications.
 Crane Andrew and Matten, Dirk (2016). 4th edition. Business Ethics. Oxford: Oxford University Press.
 Remišová, A., Lašáková, A. (2017). Theoretical foundations of the Bratislava School of Business Ethics. Available at: https://www.researchgate.net/publication/322162377_Theoretical_foundations_of_the_Bratislava_School_of_Business_Ethics

Languages necessary to complete the course:

slovak, english

Notes:

Past grade distribution

Total number of evaluated students: 107

| A | ABS | B | C | D | E | FX | M |
|-------|-----|-------|-----|------|------|------|-----|
| 71,03 | 0,0 | 18,69 | 2,8 | 1,87 | 4,67 | 0,93 | 0,0 |

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

Last change: 16.09.2020

Approved by:

COURSE DESCRIPTION

| | |
|--|---|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KMn/050AM/16 | Course title: Business Ethics |
| Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning | |
| Number of credits: 3 | |
| Recommended semester: | |
| Educational level: II. | |
| Prerequisites: | |
| Course requirements: 75% for continuous evaluation + 25% for final written exam Continuous evaluation (max. 75 points) is done throughout the semester and consists of: - Attendance in class (on-site, or online - in case the school is closed) and carrying out the tasks assigned to you each week. In case the homework/task was not solved in the given week, there will be a reduction of 10 points in the overall score for each missed task. - Three written tasks/presentations assigned during the semester, each 25 points = 75 points in total. Again, also here applies that in case the task was not solved and delivered in the given week, there will be a reduction of 5 points in the overall score. 25% for final written exam - The minimum number of points to pass the exam is 10 points (from 25 points in total). 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): 75/25 | |
| Learning outcomes: Students will get familiar with business ethics as an academic discipline. They will learn how to implement new knowledge through case studies and solution of ethical dilemmas. Simultaneously they will gain skills and knowledge of techniques related to the successful implementation of business ethics and ethics management in organizational practice. | |
| Class syllabus: 1. Introduction to the study of BE. Ethics and Morality. Ethical decision-making. Difference between the Ethics and the Law. 2. What is “Business Ethics”? Scope and subject of BE. Economic rationality and ethical rationality. Profits vs. Good. Intersections between ethics and economics. 3. What is “Managerial Ethics”? Management as a profession. Working with people - ethical principles in managerial work. The Managerial oath. Situational factors that affect ethical decision-making process. 4. Ethical leadership. Impact of leaders on their work environment. Benefits of ethical leadership for companies. How to assess ethical leadership in companies. Tone at the top. | |

5. Corporate social responsibility. The Pyramid of CSR – A. B. Carroll's model. Ethics of responsibility as the basis for CSR. Firm as a subject of responsibility. Stakeholders theory.
6. Ethics in Human Resource Management. Transparency, fairness, objectivity, and care for well-being as the core standards in HRM.
7. Ethics in the service sector. The dynamics of ethics in services. Special features of services and related moral risks. Relationship between the company and the customer. Ethical principles towards the customers. The most frequent unethical actions against the customers.
8. Ethical aspects of corruption. Whistleblowing. What is corruption and types of corruption. How to combat corruption. Whistleblowing; Is it difficult to report (to blow a whistle) in case of corruption?
9. Ethics and compliance program in company – part 1: Code of ethics. Ethics program. Compliance. Elements of ethics institutionalization in the company. What is code of ethics? How to create a code of ethics?
10. Ethics and compliance program in company – part 2: Elements of ethics management in the company. Practice-oriented seminar on building an ethics program. Specific tools and areas of interest that you as a manager should consider when implementing ethics in your company.
11. How an ethics & compliance program works in the organization - practical aspects and examples from corporate practice.
12. Ethical issues in the current society. UN Global Compact and ways how we can change our lifestyle to address the current global issues.
13. Course-related conclusions. Assessment of the course and results of the continuous evaluation of students.

Recommended literature:

Remišová Anna (2011). Vademecum of Business Ethics. Bratislava: Sprint2.
 Stanwick Peter and Stanwick Sarah (2014). Understanding Business Ethics. Thousand Oaks: SAGE Publications.
 Crane Andrew and Matten, Dirk (2016). 4th edition. Business Ethics. Oxford: Oxford University Press.
 Remišová, A., Lašáková, A. (2017). Theoretical foundations of the Bratislava School of Business Ethics. Available at: https://www.researchgate.net/publication/322162377_Theoretical_foundations_of_the_Bratislava_School_of_Business_Ethics

Languages necessary to complete the course:

English language

Notes:

Past grade distribution

Total number of evaluated students: 0

| A | ABS | B | C | D | E | FX | M |
|-----|-----|-----|-----|-----|-----|-----|-----|
| 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 |

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

Last change: 16.09.2020

Approved by:

COURSE DESCRIPTION

| | |
|---|---|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KEF/301AB/17 | Course title: China in the Globalized World |
| Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning | |
| Number of credits: 3 | |
| Recommended semester: | |
| Educational level: I., II. | |
| Prerequisites: | |
| Course requirements: 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% | |
| Learning outcomes: 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. | |
| Class syllabus: (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 zvážime 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>Recommended literature:</p> <p>1. Naughton, Barry, 2007, The Chinese Economy: Transitions and Growth, 2nd edition, MIT Press, Cambridge.</p> | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Languages necessary to complete the course:</p> <p>English</p> | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Notes:</p> | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Past grade distribution</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><th>M</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><td>0,0</td></tr> </tbody> </table> | | | | | | | | A | ABS | B | C | D | E | FX | M | 86,36 | 0,0 | 13,64 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 |
| A | ABS | B | C | D | E | FX | M | | | | | | | | | | | | | | | | |
| 86,36 | 0,0 | 13,64 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | | | | | | | | | | | | | | | | |
| <p>Lecturers: Haisi Yu</p> | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Last change: 01.03.2018</p> | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Approved by:</p> | | | | | | | | | | | | | | | | | | | | | | | |

COURSE DESCRIPTION

| | |
|---|--|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KMn/003AM/16 | Course title: Company Code of Ethics |
| Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning | |
| Number of credits: 3 | |
| Recommended semester: | |
| Educational level: I., II. | |
| Prerequisites: | |
| Course requirements: 100% continuous evaluation on the basis of fulfilment of tasks assigned during the class and active participation in class. Assigned tasks involve: short quizzes, analyses of given codes of ethics, creation of a code of ethics for a specific target group, preparation of a complex code of ethics for a selected company, presentation of the code. Scale of assessment (preliminary/final): 100/0 | |
| Learning outcomes: Students will gain up-to-date knowledge on preparation of codes of ethics and to learn about the methodic steps of creation of codes of ethics. They will be able to apply theoretical knowledge on ethics institutionalization in company into practice. At the end of the course, students will be able to independently create a code of ethics for the organization's needs, including pre-research of the ethical situation in the company, designing the content of the code, creating control and sanctioning mechanisms, and linkages between the code and other ethics program components that will enable the code to work properly in the company settings. | |
| Class syllabus: <ol style="list-style-type: none"> 1. Ethics program of organization 2. Institutionalization of ethics in organization 3. Nature of codes of ethics 4. Kinds of codes of ethics 5. Meaning of corporate codes of ethics 6. Order of steps in preparing corporate code of ethics 7. Content of corporate code of ethics 8. Structure of corporate code of ethics 9. Forms for supporting corporate code of ethics 10. Applying corporate code of ethics 11. Control of work corporate codes of ethics 12. Change of corporate code of ethics | |
| Recommended literature: CRANE, A. – MATTEN, D.: Business ethics. Third edition. Oxford: OUP, 2010. REMIŠOVÁ, A.: Vademecum of Business Ethics. Bratislava: Sprint2, 2011. | |

| <p>Selected codes of ethics from Internet.</p> <p>Remišová, A., Lašáková, A., Kirchmayer, Z. (2017). Relevance of Ethics Program Components in Slovakia. Available at: https://www.researchgate.net/publication/317348277_Relevance_of_Ethics_Program_Components_in_Slovakia?_iepl%5BviewId%5D=sFfyCuje38f20NcTP921tfiE&_iepl%5BprofilePublicationItemVariant%5D=default&_iepl%5Bcontexts%5D%5B0%5D=prfpi&_iepl%5BtargetEntityId%5D=PB%3A317348277&_iepl%5BinteractionType%5D=publicationTitle</p> | | | | | | | | | | | | | | | | | | | | | | | |
|--|-----|-------|------|------|------|------|-----|---|-----|---|---|---|---|----|---|-------|-----|-------|------|------|------|------|-----|
| <p>Languages necessary to complete the course:</p> <p>English</p> | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Notes:</p> | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Past grade distribution</p> <p>Total number of evaluated students: 44</p> <table> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th><th>M</th></tr> <tr> <td>72,73</td><td>0,0</td><td>18,18</td><td>2,27</td><td>2,27</td><td>2,27</td><td>2,27</td><td>0,0</td></tr> </table> | | | | | | | | A | ABS | B | C | D | E | FX | M | 72,73 | 0,0 | 18,18 | 2,27 | 2,27 | 2,27 | 2,27 | 0,0 |
| A | ABS | B | C | D | E | FX | M | | | | | | | | | | | | | | | | |
| 72,73 | 0,0 | 18,18 | 2,27 | 2,27 | 2,27 | 2,27 | 0,0 | | | | | | | | | | | | | | | | |
| <p>Lecturers: prof. PhDr. Anna Remišová, CSc., prof. Mgr. Anna Lašáková, PhD.</p> | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Last change: 12.02.2020</p> | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Approved by:</p> | | | | | | | | | | | | | | | | | | | | | | | |

COURSE DESCRIPTION

| | |
|---|---|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KEF/229AM/16 | Course title: Corporate Valuation I |
| Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning | |
| Number of credits: 3 | |
| Recommended semester: | |
| Educational level: I., II. | |
| Prerequisites: | |
| Recommended prerequisites: The prerequisite for this class is a passing grade in foundations of accounting and statistics and to be familiar with the basic financial concepts. Therefore, it is expected that students will be comfortable with the following topics: basics financial concepts and accounting principles and basics statistical concepts. | |
| Course requirements: Grading: Problem and Cases Sets: 30% Project: 70% | |
| Learning outcomes: This is an introductory course in corporate valuation. The course has two main objectives: 1) Develop an understanding of the tools that are used to analyze firm's financial statements, for preparing financial plans and to realize basics evaluating methods for valuing firms: DCF method, DDM method and Valuation Multiples. 2) Understand the basic issues involved in how the evaluation process is working in real world. Emphasis will be placed on appreciating the limitations and challenges that are faced when applying the theoretical framework of Corporate Valuation approaches in firm valuation. | |
| Class syllabus: <ul style="list-style-type: none"> • Introduction to corporate evaluation • Basics approaches for corporate valuation (DCF, Valuation Multiples, DDM, Asset based methods) • WACC (calculation Cost of Equity and Cost of Debt) • Financial plan preparation, calculation Working Capital and Free cash-flow (FCF) • Discounted cash flow method (DCF), practical problem solving • Multiples and Asset based methods, practical problem solving • Evaluation of the intangible assets, practical problem solving • Interpreting results from buy/sell perspective • Case Study - DDM • Case Study - DCF | |

Recommended literature:

1. T. Koller, M. Goedhart, A. Wessels.: Valuation Measuring and Managing the Value of Companies, 5th Edition, McKinsey & Company, Inc., 2010.
2. Brigham, E. F., Ehrhardt, M. C.: Financial Management, 14th Edition, Thomson, South-Western, 2014.
3. Hitchner, J. R.: Financial Valuation, Applications and Models, John Wiley & Sons, Inc., 2013.
4. Bloomberg Professional Terminal
5. yahoo.finance.com

Languages necessary to complete the course:

English

Notes:

We will use lecture notes and they will be distributed during the semester. The lecture notes are self-contained, thus, no textbook is required. For those of you who wish to use a textbook in addition to the class notes, I recommend that you use:

Brigham, E. F., Ehrhardt, M. C.: Financial Management, 14th Edition, Thomson, South-Western, 2014.

This textbook can be used as background reading for those of you who wish to read ahead of the lecture or dig deeper into the material. This textbook is available for purchase online at Amazon.com and it is also available at the FMUK Library.

There will be several cases studies in this course. The cases are intended to help you understand the course material and prepare you for your own project.

I will announce in class when you should start to prepare your own project and when the project solutions are due in class. The solutions for the project will be discussed in class. You can work alone or with other students on the project. However, you need to write up your own individual solution for your project and turn it in for credit. If you work with other students, note their names on your solution.

During the class we will use Bloomberg Professional Terminal as financial data source.

Past grade distribution

Total number of evaluated students: 126

| A | ABS | B | C | D | E | FX | M |
|-------|-----|------|------|-----|-----|-----|-----|
| 80,16 | 0,0 | 11,9 | 7,94 | 0,0 | 0,0 | 0,0 | 0,0 |

Lecturers: Mgr. Martin Vozár, PhD.

Last change: 10.05.2021

Approved by:

COURSE DESCRIPTION

| | |
|---|--|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KEF/300AM/16 | Course title: Corporate Valuation II |
| Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning | |
| Number of credits: 3 | |
| Recommended semester: | |
| Educational level: I., II. | |
| Prerequisites: | |
| Recommended prerequisites: The prerequisite for this class is a passing grade in Introduction to Financial management and in Financial management. Another prerequisite for this class is in foundations of accounting and statistics. Therefore, it is expected that students will be comfortable with the following topics: Weighted Average Cost of Capital (WACC), Discounted cash flow model (DCF), Valuation Multiples, diversification, valuation of stocks - Dividend Discount Model (DDM), Capital Asset Pricing Model (CAPM), financial planning (AFN formula), financial ratios, Value Based Management, depreciation, standard deviation and correlation. | |
| Course requirements: | |
| Learning outcomes: This is an advanced course in corporate valuation. The course has three main objectives: 1. Develop an understanding of the tools that are used to prepare complete DCF valuation model in MS Excel for publicly traded company. 2. Understand the advanced issues involved in how the evaluation process is working in real world. 3. Emphasis will be placed on appreciating the limitations and challenges that are analyst faced when applying the theoretical framework of Corporate Valuation. | |
| Class syllabus: <ul style="list-style-type: none"> • Introduction to financial modelling in MS Excel • How to analyze industry trends? • Financial analysis of a company • FCF calculation, CAPEX&OPEX preparation • DCF model preparation (financial plan) • DCF model preparation (WACC, TV growth rates, FCF) • Preparation of valuation model with using Valuation Multiples approach (analyzing data for industry and for company) • Preparation of valuation model with using Valuation Multiples approach (calculation of values and interpreting results) • Dividend Discount Model preparation (DDM) • Case Study • Case Study | |

Recommended literature:

1. T. Koller, M. Goedhart, A. Wessels.: Valuation Measuring and Managing the Value of Companies, 5th Edition, McKinsey & Company, Inc., 2010.
2. Brigham, E. F., Ehrhardt, M. C.: Financial Management, 14th Edition, Thomson, South-Western, 2014.
3. Hitchner, J. R.: Financial Valuation, Applications and Models, John Wiley & Sons, Inc., 2013.
4. Bloomberg Professional Terminal

Languages necessary to complete the course:

English

Notes:

We will use lecture notes and they will be distributed during the semester. The lecture notes are self-contained, thus, no textbook is required. For those of you who wish to use a textbook in addition to the class notes, I recommend that you use:

Brigham, E. F., Ehrhardt, M. C.: Financial Management, 14th Edition, Thomson, South-Western, 2014.

This textbook can be used as background reading for those of you who wish to read ahead of the lecture or dig deeper into the material. This textbook is available for purchase online at Amazon.com and it is also available at the FMUK Library.

There will be several cases studies in this course. The cases are intended to help you understand the course material and prepare you for your own project.

I will announce in class when you should start to prepare your own project and when the project solutions are due in class. The solutions for the project will be discussed in class. You can work alone or with other students on the project. However, you need to write up your own individual solution for your project and turn it in for credit. If you work with other students, note their names on your solution.

Please bring a PC to class. We will use MS Excel for calculation.

During the class we will use Bloomberg Professional Terminal as source of financial data.

Grading:

Problem and Cases Sets: 30%

Project: 70%

Past grade distribution

Total number of evaluated students: 84

| A | ABS | B | C | D | E | FX | M |
|------|-----|------|-------|------|-----|-----|-----|
| 75,0 | 0,0 | 11,9 | 10,71 | 2,38 | 0,0 | 0,0 | 0,0 |

Lecturers: Mgr. Martin Vozár, PhD.

Last change: 18.01.2021

Approved by:

STATE EXAM DESCRIPTION

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

COURSE DESCRIPTION

| | | | | | | | |
|---|-----|------|-----|--|-----|-----|-----|
| University: Comenius University in Bratislava | | | | | | | |
| Faculty: Faculty of Management | | | | | | | |
| Course ID: FM.KMk/142AM/16 | | | | Course title: Diploma Thesis Project | | | |
| Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning | | | | | | | |
| Number of credits: 3 | | | | | | | |
| Recommended semester: 4. | | | | | | | |
| Educational level: II. | | | | | | | |
| Prerequisites: | | | | | | | |
| Course requirements: | | | | | | | |
| Learning outcomes: | | | | | | | |
| Class syllabus: | | | | | | | |
| Recommended literature: | | | | | | | |
| Languages necessary to complete the course: | | | | | | | |
| Notes: | | | | | | | |
| Past grade distribution Total number of evaluated students: 4 | | | | | | | |
| A | ABS | B | C | D | E | FX | M |
| 75,0 | 0,0 | 25,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 |
| Lecturers: 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., doc. PhDr. Marian Holienka, PhD., Ing. Jaroslav Huľvej, PhD., Mgr. Lucia Kohnová, PhD., Mgr. Peter Marcin, PhD., Mgr. Miloš Mrva, PhD., Mgr. Martina Drahošová, PhD., prof. Ing. Ľubica Bajzík, PhD., PhDr. Lukáš Copuš, PhD., doc. Mgr. Jana Fratričová, PhD., Mgr. Juliet Horváthová Suleimanová, PhD., doc. Mgr. Emília Charfaoui, CSc., Mgr. Zuzana Kirchmayer, PhD., prof. 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 Gubiniová, PhD., doc. Ing. Gabriela Pajtinková Bartáková, PhD. | | | | | | | |
| Last change: | | | | | | | |
| Approved by: | | | | | | | |

COURSE DESCRIPTION

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|--|-----|-------|--|-----|-----|-------|-----|
| University: Comenius University in Bratislava | | | | | | | |
| Faculty: Faculty of Management | | | | | | | |
| Course ID: FM.KIS/309AM/16 | | | Course title: Diploma Thesis Seminar I | | | | |
| Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning | | | | | | | |
| Number of credits: 1 | | | | | | | |
| Recommended semester: 2. | | | | | | | |
| Educational level: II. | | | | | | | |
| Prerequisites: | | | | | | | |
| Course requirements: | | | | | | | |
| Learning outcomes: | | | | | | | |
| Class syllabus: | | | | | | | |
| Recommended literature: | | | | | | | |
| Languages necessary to complete the course: | | | | | | | |
| Notes: | | | | | | | |
| Past grade distribution Total number of evaluated students: 7 | | | | | | | |
| A | ABS | B | C | D | E | FX | M |
| 28,57 | 0,0 | 14,29 | 14,29 | 0,0 | 0,0 | 42,86 | 0,0 |
| Lecturers: Mgr. Martina Drahošová, PhD., doc. JUDr. PhDr. Katarína Gubíniová, PhD. | | | | | | | |
| Last change: | | | | | | | |
| Approved by: | | | | | | | |

COURSE DESCRIPTION

| | | | | | | | |
|--|-----|-----|-----|---|------|-----|-----|
| University: Comenius University in Bratislava | | | | | | | |
| Faculty: Faculty of Management | | | | | | | |
| Course ID: FM.KIS/047AM/16 | | | | Course title: Diploma Thesis Seminar II | | | |
| Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning | | | | | | | |
| Number of credits: 3 | | | | | | | |
| Recommended semester: 3. | | | | | | | |
| Educational level: II. | | | | | | | |
| Prerequisites: | | | | | | | |
| Course requirements: | | | | | | | |
| Learning outcomes: | | | | | | | |
| Class syllabus: | | | | | | | |
| Recommended literature: | | | | | | | |
| Languages necessary to complete the course: | | | | | | | |
| Notes: | | | | | | | |
| Past grade distribution Total number of evaluated students: 4 | | | | | | | |
| A | ABS | B | C | D | E | FX | M |
| 75,0 | 0,0 | 0,0 | 0,0 | 0,0 | 25,0 | 0,0 | 0,0 |
| Lecturers: doc. JUDr. PhDr. Katarína Gubíniová, PhD. | | | | | | | |
| Last change: | | | | | | | |
| Approved by: | | | | | | | |

COURSE DESCRIPTION

| | |
|--|--|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KIS/049AM/17 | Course title: E-Business and E-Marketing |
| Educational activities: Type of activities: lecture / practicals Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning | |
| Number of credits: 6 | |
| Recommended semester: | |
| Educational level: II. | |
| Prerequisites: | |
| Recommended prerequisites: None | |
| Course requirements: Evaluation of this subject can be obtained fulfilling the following two conditions: 1. The student will prepare a presentation on the assigned topic from e-business, e-marketing or e-commerce in general. (This must not be any advertising presentation on software commercial product or company). I recommend that the presentation is to be done in two-or three-student team. Presentation will be on the assigned topic, or you can send me a proposal with a short outline of the proposed presentation for approval. The presentation must be presented in front of the whole class during the semester (and submitted to me in advance in electronic form). The length of presentation in the case of a two-student team should be about 25 minutes, the team consisting of three students for about 35 minutes. The presentation must be prepared and realized during the semester on assigned dates. (at seminars). 2. Web site for an e-shop or upon agreement (not requested programming skills, you can use for studying purposes wix.com etc.) Student will be assigned into international teams of approximately 3-4 students. You will be preparing and organizing the whole e-business through the course from the scratch through all related and necessary parts, you will start by studying the fundamentals of e-business, gradually developing your analytical and practical skills. The web site will be presented at the end of the semester (at seminars) in its final form 3. Midterm Test / Midterm presentation of your web site project (at seminars) Scale of assessment (preliminary/final): Midterm + final | |
| Learning outcomes: - | |
| Class syllabus: 1) Introduction to E-marketing What is e-marketing? New rules for the digital economy? E-marketing challenges and opportunities | |

Comparing Web to other marketing channels

2) Internet User Characteristics and Behavior

Customers in the 21st century

Market segmentation

E-marketing segments

Consumer navigation behavior

Country profiles

Internet marketing research

3) Marketing Knowledge

Marketing databases and data warehouses

Data analysis and distribution

Online privacy

4) E-Marketing Strategies

B2C

B2B

B2B2C

G2B

5) Product and Pricing Online

Creating customer value online

E-marketing solutions based on new technology

Enablers, application service providers, VSPs (Vertical service providers)

Electronic data interchange,

Collaboration platforms,

E-learning

Multimedia, convergence

Branding strategies

Taxonomy for Internet products Is the Internet an efficient market?

E-business pricing models: segmented pricing, negotiation

Online pricing strategies

6) Distribution

Distribution functions

Distribution channels online

Disintermediation and Reintermediation

Length of distribution channels

Power relationships among channel players

E-commerce models

Content sponsorship

Direct selling

Intermediary models: the brokerage model, agent models, e-tailing Logistics

7) E-Marketing Communication

Integrated marketing communication online

IMC e-business models

Content publishing

Community building

Online advertising

Online sales promotions

Direct e-mail and viral marketing

The net as a medium, including measurement metrics

8) Customer Relationship Management

Building Customer Relationships
 CRM Customization Tools: e-mail, Web site customization, Intranet, Extranet, data mining, Real-time profiling, agents, Web log analysis, cookies, collaborative filtering
 Building Partnerships through Community
 Guarding customer privacy
 9) The Internet Marketing Plan A Multistep E-Marketing Plan
 The Venture Capital E-Marketing Plan
 Conducting a situation analysis
 Designing e-marketing mix strategies
 Creating an action plan
 Budgeting for e-marketing
 Evaluating the plan
 Selling the Plan
 10) Leveraging Technology
 Product Technologies
 Building a Web Site: Multimedia, Database Marketing, Computer Viruses, Denial of Service Attacks
 Price Technologies: Shopping Agents
 Distribution Technologies: Bandwidth and Market Opportunities, Content Filtering, Transaction Security
 IMC Technologies: Site Rating Services, Proxy Servers and Cache,
 Leveraging Search Engines
 Work, Privacy, Log Files, and Cookies, Rotating and Targeted Ad, Banners Relationship Marketing Technologies
 11) Applications: Success and failure?
 Amazon.com and B2C
 eBay and classified sales
 Yahoo
 E-trading
 12) Online Ethics and Law
 Codes of Conduct
 Privacy: Background in Law and Ethics
 Privacy: Digital Concepts
 Copyright, Patent and Trademark Law
 Hyperlinks, Metatags, and Framing
 Cyber-Squatting, Domain Names and Site Development Issues
 Expression and Defamation
 Spam
 Jurisdiction and other pending problems

Recommended literature:

Literature

1. Kenneth Laudon, Carol Guercio Traver: E-Commerce 2013 Business, Technology, Society(9th Edition) , Prentice Hall; 9 edition, 2013, ISBN-10: 0273-77935-4
2. Fellenstein, C., Wood, R.: Exploring E-commerce, Global E-business, and Esocieties, Prentice Hall PTR, 2000
3. Turban E., Leidner D., McLean E., Wetherbe J., Information Technology for Management: Transforming Organizations in the Digital Economy, 5th Edition, Wiley, New York 2006. ISBN: 978-0-471-70522-2
4. Knight P., Vysoce efektivní marketingový plán, Grada, Praha 2007, ISBN 97880-247-1999-3

| | | | | | | | |
|---|-----|-----|------|-----|-----|-----|-----|
| Contact | | | | | | | |
| Languages necessary to complete the course: English language | | | | | | | |
| Notes: - | | | | | | | |
| Past grade distribution Total number of evaluated students: 2 | | | | | | | |
| A | ABS | B | C | D | E | FX | M |
| 50,0 | 0,0 | 0,0 | 50,0 | 0,0 | 0,0 | 0,0 | 0,0 |
| Lecturers: Mgr. Andrea Studeničová | | | | | | | |
| Last change: 03.10.2019 | | | | | | | |
| Approved by: | | | | | | | |

COURSE DESCRIPTION

| | | | | | | | |
|---|-----|-------|------|--|------|------|-----|
| University: Comenius University in Bratislava | | | | | | | |
| Faculty: Faculty of Management | | | | | | | |
| Course ID: FM.KIS/010AM/16 | | | | Course title: E-business and E-marketing | | | |
| Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning | | | | | | | |
| Number of credits: 6 | | | | | | | |
| Recommended semester: 1. | | | | | | | |
| Educational level: I., II. | | | | | | | |
| Prerequisites: | | | | | | | |
| Course requirements: | | | | | | | |
| Learning outcomes: | | | | | | | |
| Class syllabus: | | | | | | | |
| Recommended literature: | | | | | | | |
| Languages necessary to complete the course: | | | | | | | |
| Notes: | | | | | | | |
| Past grade distribution Total number of evaluated students: 206 | | | | | | | |
| A | ABS | B | C | D | E | FX | M |
| 83,01 | 0,0 | 13,59 | 1,94 | 0,0 | 0,49 | 0,97 | 0,0 |
| Lecturers: Mgr. Andrea Studeničová | | | | | | | |
| Last change: | | | | | | | |
| Approved by: | | | | | | | |

COURSE DESCRIPTION

| | |
|---|--|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KIS/050AM/17 | Course title: E-business and E-marketing |
| Educational activities: Type of activities: lecture / practicals Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning | |
| Number of credits: 6 | |
| Recommended semester: | |
| Educational level: I., II. | |
| Prerequisites: | |
| Course requirements: 1. The student will prepare a presentation on the assigned topic from e-business, e-marketing or e-commerce in general. (This must not be any advertising presentation on software commercial product or company). I recommend that the presentation is to be done in two-or three-student team. Presentation will be on the assigned topic, or you can send me a proposal with a short outline of the proposed presentation for approval. The presentation must be presented in front of the whole class during the semester (and submitted to me in advance in electronic form). The length of presentation in the case of a two-student team should be about 25 minutes, the team consisting of three students for about 35 minutes. The presentation must be prepared and realized during the semester on assigned dates. (at seminars). 2. Web site for an e-shop or upon agreement (not requested programming skills, you can use for studying purposes wix.com etc.) Student will be assigned into international teams of approximately 3-4 students. You will be preparing and organizing the whole e-business through the course from the scratch through all related and necessary parts, you will start by studying the fundamentals of e-business, gradually developing your analytical and practical skills. The web site will be presented at the end of the semester (at seminars) in its final form 3. Midterm Test / Midterm presentation of your web site project (at seminars) | |
| Learning outcomes: | |
| Class syllabus: Detailed syllabus (6 credits version) 1) Introduction to E-marketing What is e-marketing? New rules for the digital economy? E-marketing challenges and opportunities Comparing Web to other marketing channels 2) Internet User Characteristics and Behavior Customers in the 21st century Market segmentation | |

E-marketing segments
Consumer navigation behavior
Country profiles
Internet marketing research
3) Marketing Knowledge
Marketing databases and data warehouses
Data analysis and distribution
Online privacy
4) E-Marketing Strategies
B2C
B2B
B2B2C
G2B
5) Product and Pricing Online
Creating customer value online
E-marketing solutions based on new technology
Enablers, application service providers, VSPs (Vertical service providers)
Electronic data interchange,
Collaboration platforms,
E-learning
Multimedia, convergence
Branding strategies
Taxonomy for Internet products Is the Internet an efficient market?
E-business pricing models: segmented pricing, negotiation
Online pricing strategies
6) Distribution
Distribution functions
Distribution channels online
Disintermediation and Reintermediation
Length of distribution channels
Power relationships among channel players
E-commerce models
Content sponsorship
Direct selling
Intermediary models: the brokerage model, agent models, e-tailing Logistics
7) E-Marketing Communication
Integrated marketing communication online
IMC e-business models
Content publishing
Community building
Online advertising
Online sales promotions
Direct e-mail and viral marketing
The net as a medium, including measurement metrics
8) Customer Relationship Management
Building Customer Relationships
CRM Customization Tools: e-mail, Web site customization, Intranet, Extranet, data mining,
Real-time profiling, agents, Web log analysis, cookies, collaborative filtering
Building Partnerships through Community

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| <p>Guarding customer privacy</p> <p>9) The Internet Marketing Plan A Multistep E-Marketing Plan</p> <p>The Venture Capital E-Marketing Plan</p> <p>Conducting a situation analysis</p> <p>Designing e-marketing mix strategies</p> <p>Creating an action plan</p> <p>Budgeting for e-marketing</p> <p>Evaluating the plan</p> <p>Selling the Plan</p> <p>10) Leveraging Technology</p> <p>Product Technologies</p> <p>Building a Web Site: Multimedia, Database Marketing, Computer Viruses, Denial of Service Attacks</p> <p>Price Technologies: Shopping Agents</p> <p>Distribution Technologies: Bandwidth and Market Opportunities, Content Filtering, Transaction Security</p> <p>IMC Technologies: Site Rating Services, Proxy Servers and Cache, Leveraging Search Engines</p> <p>Work, Privacy, Log Files, and Cookies, Rotating and Targeted Ad, Banners Relationship Marketing Technologies</p> <p>11) Applications: Success and failure?</p> <p>Amazon.com and B2C</p> <p>eBay and classified sales</p> <p>Yahoo</p> <p>E-trading</p> <p>12) Online Ethics and Law</p> <p>Codes of Conduct</p> <p>Privacy: Background in Law and Ethics</p> <p>Privacy: Digital Concepts</p> <p>Copyright, Patent and Trademark Law</p> <p>Hyperlinks, Metatags, and Framing</p> <p>Cyber-Squatting, Domain Names and Site Development Issues</p> <p>Expression and Defamation</p> <p>Spam</p> <p>Jurisdiction and other pending problems</p> |
|--|

Recommended literature:

Literature

1. Kenneth Laudon, Carol Guercio Traver: E-Commerce 2013 Business, Technology, Society(9th Edition) , Prentice Hall; 9 edition, 2013, ISBN-10: 0273-77935-4
2. Fellenstein, C., Wood, R.: Exploring E-commerce, Global E-business, and Esocieties, Prentice Hall PTR, 2000
3. Turban E., Leidner D., McLean E., Wetherbe J., Information Technology for Management: Transforming Organizations in the Digital Economy, 5th Edition, Wiley, New York 2006. ISBN: 978-0-471-70522-2
4. Knight P., Vysoce efektivní marketingový plán, Grada, Praha 2007, ISBN 97880-247-1999-3

Languages necessary to complete the course:

English

Notes:

| | | | | | | | |
|---|-----|-----|-----|-----|-----|------|-----|
| Past grade distribution | | | | | | | |
| Total number of evaluated students: 23 | | | | | | | |
| A | ABS | B | C | D | E | FX | M |
| 95,65 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 4,35 | 0,0 |
| Lecturers: Mgr. Andrea Studeničová | | | | | | | |
| Last change: 24.01.2021 | | | | | | | |
| Approved by: | | | | | | | |

COURSE DESCRIPTION

| | |
|---|--|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KEF/193AJM/12 | Course title: European Integration |
| Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning | |
| Number of credits: 6 | |
| Recommended semester: | |
| Educational level: I., II. | |
| Prerequisites: | |
| Course requirements: - 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 | |
| Learning outcomes: | |
| Class syllabus: 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: 319

| A | ABS | B | C | D | E | FX | M |
|-------|-----|-------|------|------|------|------|-----|
| 47,96 | 0,0 | 36,99 | 11,6 | 2,19 | 0,31 | 0,94 | 0,0 |

Lecturers: prof. Ing. Dušan Šoltés, CSc.

Last change: 12.03.2018

Approved by:

COURSE DESCRIPTION

| | |
|---|--|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KEF/265AJM/15 | Course title: European Integration |
| Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning | |
| Number of credits: 6 | |
| Recommended semester: | |
| Educational level: I., II. | |
| Prerequisites: | |
| Course requirements: - 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 | |
| Learning outcomes: | |
| Class syllabus: 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: 102

| A | ABS | B | C | D | E | FX | M |
|-------|-----|-------|------|-----|------|-----|-----|
| 60,78 | 0,0 | 30,39 | 7,84 | 0,0 | 0,98 | 0,0 | 0,0 |

Lecturers: prof. Ing. Dušan Šoltés, CSc.

Last change: 24.01.2021

Approved by:

COURSE DESCRIPTION

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|--|--------------------------------------|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KEF/158AM/16 | Course title: European law |
| Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning | |
| Number of credits: 3 | |
| Recommended semester: | |
| Educational level: I., II. | |
| Prerequisites: | |
| Course requirements: - Preliminary assessment # Active participation 20% # European news presentation 20% # Presentation 20% - Final assessment: written exam 40% | |
| Learning outcomes: basis of european institutionnal law | |
| Class syllabus: 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" http://www.freeonline researchpapers.com/compare-elements-supranationalismintergovernmentalism 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 http://ec.europa.eu/regional_policy/policy/history/index_fr.htm http://europa.eu/pol/reg/index_en.htm Session 12 Test</p> | | | | | | | |
| <p>Recommended literature: 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>Languages necessary to complete the course: English</p> | | | | | | | |
| <p>Notes:</p> | | | | | | | |
| <p>Past grade distribution Total number of evaluated students: 41</p> | | | | | | | |
| A | ABS | B | C | D | E | FX | M |
| 60,98 | 0,0 | 29,27 | 9,76 | 0,0 | 0,0 | 0,0 | 0,0 |
| <p>Lecturers: doc. Dr. Frédéric Delaneuville, PhD.</p> | | | | | | | |
| <p>Last change: 18.09.2020</p> | | | | | | | |
| <p>Approved by:</p> | | | | | | | |

COURSE DESCRIPTION

| | |
|--|--|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KEF/033AM/16 | Course title: Financial Accounting |
| Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning | |
| Number of credits: 6 | |
| Recommended semester: 1. | |
| Educational level: I., II. | |
| Prerequisites: | |
| Recommended prerequisites: Principles of Financial Accounting I | |
| Course requirements: Scale of assessment (preliminary/final): 50% / 50% | |
| Learning outcomes: The first part of the course is focused on the fundamental components of financial statements- assets, liabilities, equity, revenues/gains and expenses/losses to understand the terminology and concept of the accrual accounting. The objective of the course is to introduce students the status of accounting theory and techniques for analyzing corporate financial statements. The course examines financial accounting statements from a user perspective. The interpretation of financial data for decision analysis will be emphasized. This course introduces methodology of financial accounting and stresses the reporting function of accounting to external users. | |
| Class syllabus: Accounting as an information system, Accounting Cycle and Accrual Accounting Concepts, Merchandise Operations, Multiple-Step Income Statement and Revenue Recognition, Matching principle, Accounting treatment of the fundamental accounting components. 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. | |
| Recommended literature: 1] SAXUNOVÁ, D. 2019. Financial Statements for the Needs of Managers -Global Accounting Standards : US GAAP and IFRS. Prague : Wolters Kluwer, 2019. [2] www.ifrs.org, www.fasb.org. [3] Stickney, Weil – Financial Accounting and Analysis – theory, analysis and interpretations, 13th edition, 2010 | |

- [4] Kimmel, Weygandt, Kieso - Financial Accounting - Tools for Business Decision Making, WileyPLUS, 7th Edition, 2013
- [5] Saxunová D. : Financial Accounting -financial statements - theory, and problems. Practicum, Bratislava: Wolters Kluwer, Praha, (2014).
- [6]. Schröder, Clark a Cathey -Financial Accounting - Financial Accounting Theory and Analysis, 10. vydanie John Wiley and Sons. 978-0-470-64628-1
- [7] Jerry J. Weygandt, Paul D. Kimmel, Donald E. Kieso- Financial and managerial Accounting WileyPLUS, 2. edition, 2015.

Languages necessary to complete the course:

English

Notes:

Past grade distribution

Total number of evaluated students: 94

| A | ABS | B | C | D | E | FX | M |
|-------|-----|-------|-------|-------|-------|-------|-----|
| 13,83 | 0,0 | 17,02 | 19,15 | 15,96 | 18,09 | 15,96 | 0,0 |

Lecturers: prof. RNDr. Darina Saxunová, PhD.

Last change: 14.05.2021

Approved by:

COURSE DESCRIPTION

| | |
|---|--|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KEF/037AM/16 | Course title: Financial Management |
| Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning | |
| Number of credits: 6 | |
| Recommended semester: 1. | |
| Educational level: I., II. | |
| Prerequisites: | |
| Recommended prerequisites: 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). | |
| Course requirements: 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): 30% / 70% | |
| Learning outcomes: 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. | |
| 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

Languages necessary to complete the course:

English

Notes:

The main textbook is available for purchase online at Amazon.com. The main textbook is also available at the FMUK Library. The relevant chapters are indicated in the class syllabus. This textbook should be used as main reading. There will be several case studies for the course in MS Excel form. They will be available for download from teacher's web cloud solution (Google Drive). The cases are intended to help you understand the course material and prepare you for the exam. The solutions for the case study will be discussed in class. The cases will be graded.

Past grade distribution

Total number of evaluated students: 193

| A | ABS | B | C | D | E | FX | M |
|-------|-----|-------|------|------|-------|------|-----|
| 42,49 | 0,0 | 25,39 | 8,81 | 8,29 | 12,95 | 2,07 | 0,0 |

Lecturers: Mgr. Martin Vozár, PhD., Mgr. Ján Smoleň, PhD.

Last change: 10.05.2021

Approved by:

COURSE DESCRIPTION

| | |
|---|--|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KEF/032AM/16 | Course title: Financial Markets and Institutions |
| Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning | |
| Number of credits: 3 | |
| Recommended semester: | |
| Educational level: I., II. | |
| Prerequisites: | |
| Recommended prerequisites: Money and Banking, Introduction to Financial Markets and Institutions | |
| Course requirements: The conditions for completing the course are: - attendance of lectures - elaboration of a presentation in a team - topic from the area of investment possibilities (20%) - elaboration of home assignments assigned during the semester (30%) - final exam (written test) (50%) The condition for passing the course is to provide at least 60%. Scale of assessment (preliminary/final): 50% of the evaluation is an activity during the semester, of which 20% is a presentation, 30% is homework assigned during the semester. 50% is the final written exam. | |
| Learning outcomes: The graduate will gain theoretical and practical knowledge and skills that can be applied in working in financial institutions and in the private business sector. After completing the course, the student will gain knowledge about the functioning of selected financial markets - especially the commodity market (precious metals market), insurance market, money market and capital market. The student will gain knowledge and skills in the field of stock market analysis. | |
| Class syllabus: 1. Financial system, financial markets and financial intermediaries. 2. Money market and its instruments. 3. Foreign exchange market and its functioning. FOREX. 4. Commodity market. 5. Capital market - Bond market and stock market. 6. Stock market analysis and its methods. 7. Sector and microeconomic analysis. 8. Technical analysis, Psychological analysis and speculative bubbles. 9. Collective investment. 10. Hedge funds. 11. Real estate funds. | |

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|--|-----|-------|-------|------|-----|-----|-----|
| 12. Sovereign wealth funds. | | | | | | | |
| Recommended literature: 1. Chovancová, B., Malacká V., Demjan, V. Kotlebová, J. : Financial Markets - Instruments, Transactions, Walters Kluwer, Bratislava 2016 2. Kohout, P.: Investment Strategies for the Third Millennium, Grada, Prague 2008 3. Jílek, J.: Financial Markets and Investments, Grada, Prague 2008 4. Musílek, P. : Analysis of Securities, Grada, Prague 2004 5. 5. Jílek, P. : Financial Markets, Grada, Prague 2002 6. Rejnuš, O: Financial Markets, Grada Praha 2014. 6. Stephen G. Cecchetti, Kermit L. Schoenholtz (2015) Money, Banking, and Financial Markets. McGraw-Hill Education, 2015. ISBN 978-981-4575-16-4 7. Cheol S. Eun, Bruce G. Resnick (2014) International Finance. McGraw-Hill Education, 2014. ISBN 978-0-0771-6161-3 | | | | | | | |
| Languages necessary to complete the course: English | | | | | | | |
| Notes: | | | | | | | |
| Past grade distribution Total number of evaluated students: 21 | | | | | | | |
| A | ABS | B | C | D | E | FX | M |
| 38,1 | 0,0 | 42,86 | 14,29 | 4,76 | 0,0 | 0,0 | 0,0 |
| Lecturers: Ing. Vladimír Valach, PhD., MBA, Mgr. Katarína Rentková, PhD. | | | | | | | |
| Last change: 10.05.2021 | | | | | | | |
| Approved by: | | | | | | | |

COURSE DESCRIPTION

| | |
|--|---|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KSP/011AM/17 | Course title: Innovation Management |
| Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning | |
| Number of credits: 3 | |
| Recommended semester: | |
| Educational level: I., II. | |
| Prerequisites: | |
| Course requirements: 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. | |
| Learning outcomes: 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. | |
| Class syllabus: 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. | |
| Recommended literature: | |

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 language.

Notes:

The course is offered only in the winter semester and is taught only in the English language. In the winter semester 2021/2022, this course can be also taught online using the MS Teams

software. The seminars will take place on dates according to the FM UK schedule, the interaction and communication between the teacher and the students can also take place in a common virtual classroom, while they will be physically present in various places. The teacher prepares an online class and sends a link to the students enrolled in this course at the beginning of the semester. To participate in the online teaching, it is necessary to have a microphone and a camera, for which a regular mobile phone is sufficient, during presentations it is necessary to share a PC screen. Any further technical details will be specified at the introductory seminar.

Past grade distribution

Total number of evaluated students: 99

| A | ABS | B | C | D | E | FX | M |
|------|-----|-------|------|------|-----|------|-----|
| 69,7 | 0,0 | 22,22 | 5,05 | 2,02 | 0,0 | 1,01 | 0,0 |

Lecturers: Mgr. Peter Gál, PhD.

Last change: 03.06.2021

Approved by:

COURSE DESCRIPTION

| | |
|--|---|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KMn/022AM/16 | Course title: International Human Resource Management |
| Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning | |
| Number of credits: 6 | |
| Recommended semester: 2. | |
| Educational level: I., II. | |
| Prerequisites: | |
| Course requirements: Preliminary Assessment: Team presentation (30%) In-class activities (20%) Final Assessment: Written exam (50%) Scale of assessment (preliminary/final): 50/50 | |
| Learning outcomes: 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. | |
| Class syllabus: 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. | |
| Recommended literature: 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. | |
| Languages necessary to complete the course: | |

| | | | | | | | |
|---|-----|-------|-----|-----|-----|------|-----|
| English | | | | | | | |
| Notes: | | | | | | | |
| Past grade distribution | | | | | | | |
| Total number of evaluated students: 14 | | | | | | | |
| A | ABS | B | C | D | E | FX | M |
| 71,43 | 0,0 | 21,43 | 0,0 | 0,0 | 0,0 | 7,14 | 0,0 |
| Lecturers: prof. Ing. Ľubica Bajžíková, PhD., Mgr. Zuzana Kirchmayer, PhD. | | | | | | | |
| Last change: 13.02.2020 | | | | | | | |
| Approved by: | | | | | | | |

COURSE DESCRIPTION

| | |
|---|---|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KMk/030AM/16 | Course title: International Marketing |
| Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning | |
| Number of credits: 6 | |
| Recommended semester: 3. | |
| Educational level: I., II. | |
| Prerequisites: | |
| Recommended prerequisites: Marketing | |
| Course requirements: 40 % interim evaluation: - active attendance (in case of unjustified absence or unpreparedness to seminar - loss of 10%), - semester project – application of theoretical knowledge on selected organization – 20%, - semester work on selected and approved topic – 20% 60 % final evaluation - exam – written, online test using the selected application (MS Forms) Electronic communication and method of distribution of study materials is carried out by MS Teams application. The semester project is elaborated continuously at individual seminars, namely the assignment is always given one week in advance at the seminar. Students can work on the semester project in groups or individually. Semester project is handed out without the possibility of additional adjustments and additional exchanges. Semester work is complexly evaluated in terms of its quality. Semester work must be prepared and submitted at least one week before the first final test date. Semester work is handed without the possibility of additional adjustments and additional exchanges. Scale of assessment (preliminary/final): 40/60 | |
| Learning outcomes: 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. | |
| Class syllabus: 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. Product. 8. Brand. 9. Distribution. 10. Price. 11. Marketing communication. 12. Implementation of marketing strategies. Selected aspects of international marketing. 13. 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] HOLLENSEN, S. 2007. Global Marketing: A Decision-Orientated Approach. Harlow: Financial Times Press, 2007. 714 p. ISBN 9780273706786 [5] Marketing Science and Inspirations and Marketing&Media journals. With regard to new and available resources, supplementary literature will be updated on a continuous basis. | | | | | | | |
| Languages necessary to complete the course: English | | | | | | | |
| Notes: | | | | | | | |
| Past grade distribution Total number of evaluated students: 85 | | | | | | | |
| A | ABS | B | C | D | E | FX | M |
| 34,12 | 0,0 | 37,65 | 12,94 | 8,24 | 4,71 | 2,35 | 0,0 |
| Lecturers: Mgr. František Olšovský, PhD., prof. Mgr. Peter Štarchoň, PhD., Mgr. Lukáš Val'ko | | | | | | | |
| Last change: 20.09.2020 | | | | | | | |
| Approved by: | | | | | | | |

COURSE DESCRIPTION

| | |
|--|---|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KMk/031AM/16 | Course title: International Marketing |
| Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning | |
| Number of credits: 6 | |
| Recommended semester: | |
| Educational level: I., II. | |
| Prerequisites: | |
| Recommended prerequisites: Marketing | |
| Course requirements: 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 | |
| Learning outcomes: 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. | |
| Class syllabus: 1. International Marketing – Introduction to the issue. 2. International environment. 3. International markets and international marketing research. 4. Entry strategies for foreign markets. | |

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|--|-----|-------|-------|------|------|-----|-----|
| 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] HOLLENSSEN, 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: 57 | | | | | | | |
| A | ABS | B | C | D | E | FX | M |
| 52,63 | 0,0 | 28,07 | 10,53 | 5,26 | 3,51 | 0,0 | 0,0 |
| Lecturers: prof. Mgr. Peter Štarchoň, PhD., Mgr. František Olšovský, PhD., Mgr. Bianka Chorvátová, PhD. | | | | | | | |
| Last change: 23.06.2020 | | | | | | | |
| Approved by: | | | | | | | |

COURSE DESCRIPTION

| | |
|---|---|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KKM/053AM/16 | Course title: Investment Analysis |
| Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning | |
| Number of credits: 6 | |
| Recommended semester: 3. | |
| Educational level: I., II. | |
| Prerequisites: | |
| Recommended prerequisites: Financial Management | |
| Course requirements: | |
| Learning outcomes: 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. | |
| Class syllabus: 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. | |
| Recommended literature: Brigham, E. F., Ehrhardt, M. C.: Financial Management, 13th Edition, Thomson, South-Western, 2005 Lectures | |

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|--|-----|-------|-----|-----|------|-----|-----|
| Recommended: Brealey, R. A., Myers, S. C.: Principles of Corporate Finance, 7th Edition, McGraw Hill, 2003. | | | | | | | |
| Languages necessary to complete the course: English | | | | | | | |
| Notes: | | | | | | | |
| Past grade distribution Total number of evaluated students: 87 | | | | | | | |
| A | ABS | B | C | D | E | FX | M |
| 75,86 | 0,0 | 16,09 | 4,6 | 0,0 | 3,45 | 0,0 | 0,0 |
| Lecturers: prof. RNDr. Ing. Ľudomír Šlahor, CSc., Mgr. Darko Panevski | | | | | | | |
| Last change: 21.01.2021 | | | | | | | |
| Approved by: | | | | | | | |

COURSE DESCRIPTION

| | |
|--|------------------------------------|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KMn/011AM/16 | Course title: Leadership |
| Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning | |
| Number of credits: 3 | |
| Recommended semester: | |
| Educational level: I., II. | |
| Prerequisites: | |
| Course requirements: 100 % evaluation during semester entails: active in-class participation. in-class written tasks (short quizzes, test in the middle of semester), research project and its presentation at the end of semester. 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): 100/0 | |
| Learning outcomes: The aim of this course is to provide students with new and up-to-date knowledge from the sphere of leadership. The course derives from Organizational behaviour and HRM. Students will gain deeper understanding of the nature of leadership as one of managerial functions and will develop competencies that are tied to the effective leading of subordinates. They will adopt practical manuals of how to effectively lead subordinates. They will internalize new knowledge through case studies analysis and active self-reflection and self-evaluation. | |
| Class syllabus: <ol style="list-style-type: none"> 1. Introduction to the leadership studies. 2. Followers of the leader. How to become an effective member of the team. 3. Personality traits of effective leaders. 4. Charismatic (values oriented) and transformational leadership. 5. Participative and directive style of leadership. People-oriented and task-oriented leaders. 6. Situational approaches to leadership. Leader and leadership in the times of crisis. 7. The ethical leader. 8. Politics-related tactics in leadership. 9. The process of influencing of subordinates. 10. The team-oriented leader. 11. Creative and innovative style of leadership. 12. Presentations of tasks. Summary. | |
| Recommended literature: DuBrin, Andrew (2013). Principles of Leadership. 7th ed. Mason, South-Western Cengage Learning. | |

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|---|-----|-------|------|-----|-----|------|-----|
| <p>Yukl, Gary (2013). Leadership in Organizations. 8th ed. Essex, Pearson Education Limited.</p> <p>Lašáková, A., Remišová, A. (2015). Unethical Leadership: Current Theoretical Trends and Conceptualization. In Procedia Economics and Finance, vol. 34, Elsevier, s. 319 - 328. Dostupné na: http://www.sciencedirect.com/science/article/pii/S2212567115016366</p> <p>Lašáková, A., Remišová, A., Kirchmayer, Z. (2016). Are Managers in Slovakia Ethical Leaders? Key Findings on the Level of Ethical Leadership in the Slovak Business Environment. Available at: https://www.researchgate.net/publication/311767239_Are_Managers_in_Slovakia_Ethical_Leaders_Key_Findings_on_the_Level_of_Ethical_Leadership_in_the_Slovak_Business_Environment</p> | | | | | | | |
| Languages necessary to complete the course: English | | | | | | | |
| Notes: | | | | | | | |
| Past grade distribution Total number of evaluated students: 72 | | | | | | | |
| A | ABS | B | C | D | E | FX | M |
| 76,39 | 0,0 | 18,06 | 1,39 | 0,0 | 0,0 | 4,17 | 0,0 |
| Lecturers: prof. Mgr. Anna Lašáková, PhD. | | | | | | | |
| Last change: 16.09.2020 | | | | | | | |
| Approved by: | | | | | | | |

STATE EXAM DESCRIPTION

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

COURSE DESCRIPTION

| | |
|---|--|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KIS/029AM/16 | Course title: Management Information Systems |
| Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning | |
| Number of credits: 6 | |
| Recommended semester: 2. | |
| Educational level: I., II. | |
| Prerequisites: | |
| Recommended prerequisites: 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. | |
| Course requirements: 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/

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: 130

| A | ABS | B | C | D | E | FX | M |
|-------|-----|-------|-------|------|-----|------|-----|
| 55,38 | 0,0 | 27,69 | 13,85 | 1,54 | 0,0 | 1,54 | 0,0 |

Lecturers: doc. RNDr. Michal Greguš, PhD., prof. RNDr. Michal Greguš, PhD., prof. Ing. Natalia Kryvinska, PhD.

Last change: 24.01.2021

Approved by:

COURSE DESCRIPTION

| | |
|--|--|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KIS/030AM/16 | Course title: Management Information Systems |
| Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning | |
| Number of credits: 6 | |
| Recommended semester: | |
| Educational level: I., II. | |
| Prerequisites: FM.KIS/003AB/16 - Databases | |
| Recommended prerequisites: 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. 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. | |
| Course requirements: COURSE REQUIREMENTS Students are required to prepare for each class by: <ul style="list-style-type: none"> • 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; 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: <ul style="list-style-type: none"> • 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.

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.

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

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.

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

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.

Scale of assessment (preliminary/final): 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 .

Learning outcomes:

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.

Class syllabus:**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, DATA MINING, 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, ARTIFICIAL INTELLIGENCE & NEURAL NETWORKS

Lecture 11 INFORMATION SYSTEMS FOR THE ENTERPRISE, BUSINESS INTELLIGENCE

Lecture 12 SECURITY & ETHICAL CHALLENGES

FINAL EXAM**Recommended literature:**

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.

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/

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

Other REFERENCES

Kathy Schwalbe: Information Technology Project Management, Course Technology, Fifth edition, 2008, ISBN 978-0324665215

FACULTY SHAREPOINT ("STUDY MATERIALS"):
<https://fmuniba.sharepoint.com/materialy/SitePages/Domov.aspx>
 MIS4 folder:
<https://fmuniba.sharepoint.com/materialy/MIS%204%20ronk/Forms/AllItems.aspx>

Languages necessary to complete the course:

English language

Notes:

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.

Past grade distribution

Total number of evaluated students: 100

| A | ABS | B | C | D | E | FX | M |
|------|-----|------|-----|-----|-----|-----|-----|
| 74,0 | 0,0 | 18,0 | 5,0 | 1,0 | 2,0 | 0,0 | 0,0 |

Lecturers: doc. RNDr. Michal Greguš, PhD., prof. RNDr. Michal Greguš, PhD., prof. Ing. Natalia Kryvinska, PhD.

Last change: 12.04.2019

Approved by:

COURSE DESCRIPTION

| | |
|---|---|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KEF/057AM/16 | Course title: Managerial Accounting |
| Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning | |
| Number of credits: 3 | |
| Recommended semester: 2. | |
| Educational level: I., II. | |
| Prerequisites: | |
| Recommended prerequisites: Cost Accounting | |
| Course requirements: test 1- 10% test 2- 10% Critical thinking -15% test 3 (midterm)-15% final test - 50% Scale of assessment (preliminary/final): 50%/50% | |
| Learning outcomes: 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 with apply the concepts and tools needed to compute, interpret and analyze cost information for decision making. | |
| Class syllabus: Upon completion of this course, a student should be able to solve case studies on the following topics: <ol style="list-style-type: none"> 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. 2. Determination of cost functions using several methods and subsequent evaluation of the functions. 3. Relevant revenue and costs for managerial decision making. 4. Job cost accounting under actual, normal and standard costing, activity-based costing approach in a cost system. 5. Variable and Absorption costing 6. Operating and financial budgets, static and flexible budget. 7. Cost variances and financial and nonfinancial measures of quality and time. | |

8. Customer-profitability analysis and sales variance analysis.
9. Analysis of the results of the company using Balance score card
10. Transfer pricing.

Recommended literature:

- [1] Horngren, Charles T. et al.: Cost accounting a managerial emphasis- Prenhall 2018
 [2] Drury, Colin: Management Accounting for Business 11th edition. South-Western Cengage Learning 2021
 [3] Garrison R.H., Noreen E.W., Brewer P.C.: Managerial accounting McGraw-Hill Irwin, 13th edition, New York, 2020

Languages necessary to complete the course:

English

Notes:

Past grade distribution

Total number of evaluated students: 105

| A | ABS | B | C | D | E | FX | M |
|-------|-----|-------|-------|-------|------|-----|-----|
| 28,57 | 0,0 | 24,76 | 24,76 | 11,43 | 8,57 | 1,9 | 0,0 |

Lecturers: prof. RNDr. Darina Saxunová, PhD., Mgr. Lenka Papíková, PhD.

Last change: 19.01.2021

Approved by:

COURSE DESCRIPTION

| | |
|---|--|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KSP/009AM/16 | Course title: Managerial Decision-Making |
| Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning | |
| Number of credits: 6 | |
| Recommended semester: 2. | |
| Educational level: I., II. | |
| Prerequisites: | |
| Recommended prerequisites: Finished bachelor degree. | |
| Course requirements: 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. | |
| Learning outcomes: 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 sense the psychological perspective of the decision-making. They would be familiar with the techniques of decision-making in groups and teams. They would practice the gained theoretical knowledge practically by means of the various simulations and case studies. | |
| Class syllabus: 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 – HOLIENKA, Marian – HOLIENKOVÁ, Jana – Decision-making of student entrepreneurs: positive, creative, fast, and simultaneously wise. In: International conference on Decision making for small and medium-sized enterprises : Conference proceedings. Karvina : Slezská univerzita v Opavě, 2019. s. 88-95 [online]. ISBN 978-80-7510-339-0.

GÁL, Peter: Marketing Implications of Framing in the Decision#Making, In: Acta Univ. Agric. Silvic. Mendel. Brun, 2018, 66(5): 1267 – 1273, doi: 10.11118/actaun201866051267.

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:

In the summer semester 2020/2021, the course is taught online through MS Teams.

Past grade distribution

Total number of evaluated students: 92

| A | ABS | B | C | D | E | FX | M |
|-------|-----|-------|-------|------|-----|------|-----|
| 42,39 | 0,0 | 32,61 | 18,48 | 5,43 | 0,0 | 1,09 | 0,0 |

Lecturers: Mgr. Peter Gál, PhD.

Last change: 20.01.2021

Approved by:

COURSE DESCRIPTION

| | |
|---|---|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KMk/026AM/16 | Course title: Marketing Analytics |
| Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning | |
| Number of credits: 3 | |
| Recommended semester: | |
| Educational level: I., II. | |
| Prerequisites: | |
| Course requirements: Grading: 30 % SAS models <ul style="list-style-type: none"> • Association analysis model: 10% • Cross sell model: 10% • Segmentation model: 10% 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: | |
| Learning outcomes: 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. | |
| Class syllabus: 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 | | | | | | | |
| 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]. web: http://video.sas.com/#category/videos/sas-enterprise-miner_ [5] SAS. 2017. Analytics in action. 2017. [online]. web: http://video.sas.com/#category/videos/analytics-in-action [6] SAS. 2017. Customer intelligence. 2017. [online]. web: http://video.sas.com/detail/videos/trending/video/4059012552001/sas®-enterprise | | | | | | | |
| Languages necessary to complete the course: English | | | | | | | |
| Notes: | | | | | | | |
| Past grade distribution Total number of evaluated students: 46 | | | | | | | |
| A | ABS | B | C | D | E | FX | M |
| 97,83 | 0,0 | 2,17 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 |
| Lecturers: Mgr. Lucia Vilčeková, PhD. | | | | | | | |
| Last change: 03.05.2021 | | | | | | | |
| Approved by: | | | | | | | |

COURSE DESCRIPTION

| | |
|---|---|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KMk/027AM/16 | Course title: Marketing Analytics |
| Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning | |
| Number of credits: 3 | |
| Recommended semester: | |
| Educational level: I., II. | |
| Prerequisites: | |
| Course requirements: Graded essays on given topic during the semester <ul style="list-style-type: none"> • Association analysis model: 25% • Cross sell model: 25% • Segmentation model: 25% • Use of data mining in marketing: 25% The overall student rating consists of the sum of the percentages for the analyzed analytical models and the quality of the essays. 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. Grading scale: 100 – 91=A/ 90-81=B/ 80-73=C/ 72-66=D/ 65-60=E/ 59-0=Fx | |
| Learning outcomes: 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. | |
| Class syllabus: 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

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

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_

[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_

Languages necessary to complete the course:

English

Notes:

Past grade distribution

Total number of evaluated students: 70

| A | ABS | B | C | D | E | FX | M |
|-------|-----|-----|-----|-----|-----|-----|-----|
| 100,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 |

Lecturers: Mgr. Lucia Vilčeková, PhD.

Last change: 27.01.2021

Approved by:

COURSE DESCRIPTION

| | |
|---|--|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KMk/042AM/16 | Course title: Marketing Applications |
| Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning | |
| Number of credits: 3 | |
| Recommended semester: | |
| Educational level: I., II. | |
| Prerequisites: | |
| Course requirements: 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% | |
| Learning outcomes: 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. | |
| Class syllabus: 1. Marketing in the tourism industry 2. Marketing in the spa industry 3. Marketing in small and medium business and family business 4. Marketing in family businesses | |
| Recommended literature: [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, 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, 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: 27

| A | ABS | B | C | D | E | FX | M |
|-------|-----|-------|-------|-----|-----|-----|-----|
| 74,07 | 0,0 | 11,11 | 11,11 | 0,0 | 3,7 | 0,0 | 0,0 |

Lecturers: doc. Ing. Mgr. Ľubomíra Strážovská, PhD., Mgr. Barbora Marišová, Mgr. Lukáš Vaľko

Last change: 17.09.2020

Approved by:

COURSE DESCRIPTION

| | |
|---|--|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KMk/043AM/17 | Course title: Marketing Applications |
| Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning | |
| Number of credits: 3 | |
| Recommended semester: | |
| Educational level: I., II. | |
| Prerequisites: | |
| Course requirements: 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 | |
| Learning outcomes: 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. | |
| Class syllabus: 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 | |
| Recommended literature: [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, 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, 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: 40

| A | ABS | B | C | D | E | FX | M |
|------|-----|------|-----|-----|-----|-----|-----|
| 67,5 | 0,0 | 20,0 | 7,5 | 5,0 | 0,0 | 0,0 | 0,0 |

Lecturers: doc. Ing. Mgr. Ľubomíra Strážovská, PhD., Mgr. Barbora Marišová

Last change: 23.06.2020

Approved by:

COURSE DESCRIPTION

| | |
|--|--|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KMk/028AM/16 | Course title: Marketing Research |
| Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning | |
| Number of credits: 6 | |
| Recommended semester: 2. | |
| Educational level: I., II. | |
| Prerequisites: | |
| Course requirements: 40% research project The evaluation will be based on an assessment of the level and quality of the research project. The research project will include: - Research title, Contents, Executive Summary- Research objectives- Methodology- Results-Conclusions and recommendations- Appendices The research project must contain at least 3 of the following analyses: contingency tables including chi square tests, association analysis, wilcoxon test, kruskal wallis test, conjoint analysis, cluster analysis, multidimensional scaling. The final test will be a combination of open and closed questions from lectures and seminars. Weight of the intermediate / final evaluation: 40:60 From each seminar a brief summary will be prepared and sent to all students immediately after its completion. Detailed conditions of its processing will be determined by the teacher. Grading scale: 100 –91=A/ 90-81=B/ 80-73=C/ 72-66=D/ 65-60=E/ 59-0=Fx | |
| Learning outcomes: 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"> 1. To be able to conduct a marketing research project from start to finish. 2. To design research to fit a variety of marketing problems. 3. To learn how to analyze marketing data using SAS 4. To interpret statistics and to make judgments about data. 5. To learn the language of marketing research. 6. To learn more about marketing and consumer behavior by conducting research. | |
| Class syllabus: C1. The role of research in marketing Content: Definition, scope, meaning, limitations of marketing research. Understanding marketing research and ethics in marketing research. The difference between marketing research and market research. Content of examples, tasks, assignments to consolidate the topic: | |

GeXng acquainted with the course of seminars, as well as with the conditions of course evaluation. Justification of the importance of marketing research in current economic practice. The task is to visit the TNS website (www.tnsglobal.com) and examine the essence of the research services offered by the company, their description and analysis in the context of the topic presented.

2. Approaches to defining a research sample.

Content:

Basic terms. Advantages of using a research sample and its disadvantages. Sampling approaches and characteristics of good sampling practice. Sampling errors. Sample size calculation. Practical considerations for determining sample size. Panel research as a sample.

Content of examples, tasks, assignments to consolidate the topic:

Come up with one sentence summarizing the key difference between stratified and cluster sampling as if you were teaching this concept to a student who is just starting off in a statistics course.

Suppose you are going to be conducting a study on FMCU students, asking for their opinion on an issue of interest to you (could be related to the university, or a wider societal issue). First, formulate your research questions. Then, describe how you would carry out the sampling of students using the following methods:

(a) simple random sampling

(b) stratified sampling

(c) cluster sampling

Think about what attributes of the FMCU student population make sense to stratify vs. cluster on with respect to your research questions.

3. Research process.

Content:

Research management. Formulation of a research problem. Logic of the research process. Common mistakes in research management. Evaluation and control of marketing research. Identifying the problem.

Reviewing literature.

Selecting research questions, objectives, and hypotheses. Choosing the study design.

Deciding on the sample design.

Collecting data.

Processing and analyzing data. Writing the report.

Content of examples, tasks, assignments to consolidate the topic:

Write three research questions that could guide the beginning of a research study. They can deal with any subject matter that asks about the behavior, attitudes, and opinions of people. Be sure to follow the guidelines for writing good questions.

Imagine that you are the Marketing Director of McDonalds.

a Make a list of potential marketing objectives whose fulfillment could improve the performance of McDonalds during the pandemic.

b Select what you feel would be the most important marketing objective. Develop a set of marketing research objectives that you consider would support the decisions needed to fulfill that marketing objective

4. Research design and research methodology.

Content:

Definition of research proposal, its preparation. Marketing research methodology. Exploratory research. The essential elements of the research design are:

Accurate purpose statement

Techniques to be implemented for collecting and analyzing research The method applied for analyzing collected details

Type of research methodology

Probable objectives for research

Settings for the research study

Timeline

Measurement of analysis

Content of examples, tasks, assignments to consolidate the topic:

Visit www.neglix.com (look for the site in your home country) and search online using your library's online databases to gather information of consumers' attitudes towards TV and movie streaming services. Neglix would like to determine consumers' attitudes towards entertainment streaming services and hope to repeat this project annually. What type of research design would you recommend and why? As the marketing director of Neglix in your country, how would you use information about consumers' attitudes towards streaming services to increase consumer sign-ups and retention?

5. Typology of research methods.

Content:

Observation, questioning, experiment, primary and secondary research. Limits and benefits of their use.

Experimental design and its use in marketing research

Experiment design. Dependent and independent variable. Classic experimental design. Solomon's four-group experimental design.

Content of examples, tasks, assignments to consolidate the topic:

Select two different perfume advertisements for any brand of perfume. Design and conduct an experiment to determine which advertisement is the most effective. Use a student sample, with 10 students being exposed to each advertisement (treatment condition). Develop your own measures of advertising effectiveness in this context.

6. Qualitative and quantitative research.

Content:

Differences and areas of application. Methodology of qualitative and quantitative research.

Differences between qualitative and quantitative research and the role of each in marketing research.

Reasons for adopting a qualitative approach to marketing research (Stage 2 of the marketing research process). These reasons are developed by examining the basic philosophical stances that underpin qualitative research. The concept of ethnographic techniques is presented, with illustrations of how such techniques support marketing decision makers

Content of examples, tasks, assignments to consolidate the topic:

Describe the key elements to be balanced in the application of action research.

What do you see as the key advantages and challenges of conducting

qualitative research online?

An advertising agency has selected three pieces of music that it could use in a new advertising campaign. It has come to you as a researcher to help in making the case for selecting the right piece of music for the campaign. What would be the case for using qualitative techniques for this task?

7. Descriptive statistics

Descriptive statistics, raw data, interpretation of the data. How to properly describe data through statistics and graphs. Typically, there are two general types of statistics that are used to describe data:

Measures of central tendency: these are ways of describing the central position of a frequency distribution for a group of data. In this case, the frequency distribution is simply the distribution and pattern of marks scored by the 100 students from the lowest to the highest. We can describe this central position using a number of statistics, including the mode, median, and mean. Measures of spread: these are ways of summarizing a group of data by describing how spread out the scores are. Measures of spread help us to summarize how spread out these scores are. To describe this

spread, a number of statistics are available to us, including the range, quartiles, absolute deviation, variance and standard deviation.

Content of examples, tasks, assignments to consolidate the topic:

Use descriptive statistics to summarize your group of data using a combination of tabulated description (i.e., tables), graphical description (i.e., graphs and charts) and statistical commentary (i.e., a discussion of the results).

8. Data typology and decisions on data analysis methods.

Content:

Data typology and decisions on data analysis methods. Hypothesis testing. Test statistics as a suitably determined function of sampling data. The subsequently calculated value of this statistic is used to decide whether or not to reject the null hypothesis. The decision rule of the statistical hypothesis test is a rule that specifies the conditions under which the null hypothesis can be rejected. Chi-square tests, analysis of variance, Kruskal-Wallis test.

Content of examples, tasks, assignments to consolidate the topic:

Determine the level of significance: in the social sciences, the level of significance is traditionally set at 0.05 ($p = 0.05$). By choosing the level of significance of α , we determine the risk of erroneous rejection of the null hypothesis and at the same time define how much difference from the null hypothesis we are willing to tolerate as a consequence of the influence associated with working with random selection. Formulate null and alternative hypotheses for chi-square test, analysis of variance and Kruskal-Wallis test on the example of your own data. Identify which data pairs are appropriate for the tests.

9. Application of market research.

Content:

Basic concept and scope of cluster analysis and its importance in marketing research; statistics associated with cluster analysis;

procedure for conducting cluster analysis, including formulating the problem, selecting a distance measure, selecting a clustering procedure, deciding on the number of clusters, interpreting clusters and profiling clusters; purpose and methods for evaluating the quality of clustering results and assessing reliability and validity; applications of non-hierarchical clustering and clustering of variables;

Content of examples, tasks, assignments to consolidate the topic:

You are a marketing research analyst for a major airline. You have been set the task of determining consumers' attitudes towards budget airlines. Construct a 15-item scale for this purpose. In a group of five students, obtain data on this scale and standard demographic characteristics from 25 males and 25 females in your community. These data should then be used to cluster participants and to cluster the 15 variables measuring consumer attitudes towards budget airlines.

10. Multidimensional scaling and conjoint analysis.

Content:

Basic concept and scope of multidimensional scaling (MDS) in marketing research and its various applications; steps involved in MDS of perception data, including formulating the problem, obtaining input data, selecting an MDS procedure, deciding on the number of dimensions, labelling the dimensions and interpreting the configuration and assessing reliability and validity; MDS scaling of preference data and distinguish between internal and external analysis of preferences; basic concepts of conjoint analysis, contrast it with MDS and its various applications; procedure for conducting conjoint analysis, including formulating the problem, constructing the stimuli, deciding the form of input data, selecting a conjoint analysis procedure, interpreting the results and assessing reliability and validity.

Content of examples, tasks, assignments to consolidate the topic:

Consider 12 brands of bath soap (you can use the following – or other brands that you are more familiar with): Dove, Zest, Dial, Imperial Leather, Body Shop, Camay, Ivory, Palmolive, Irish Spring, Lux, Safeguard, Fairy. Form all the possible 66 pairs of these brands. Rate these pairs of brands in terms of similarity using a seven-point scale. Write a report on what you would see as the participant experience in completing the task of comparing these brands.

11. Internet and research.

Content:

Internet as a method of research. Internet as a object of research. Internet as a medium of research. Utilizing social media to start understanding the volume of conversations and mentions around a business idea. AB testing. Advantages and disadvantages of online market research.

Content of examples, tasks, assignments to consolidate the topic:

Please divide the below techniques into qualitative and quantitative. Furthermore, as online research is becoming more and more relevant, try to do the same between the online and offline techniques.

The result should be taxonomy of four quadrants: quadrant 1, online qualitative techniques; quadrant 2, online quantitative; quadrant 3, offline qualitative, quadrant 4: offline quantitative:

Online ethnography

Visual data

Telephone questionnaire

Online questionnaire

Online interview

In-depth interview Self-administrated questionnaire E-mail questionnaire

Online focus group Participant observation Secondary data Content analysis

Focus group

Ethnography Semi-structured interview

12. Cross sell analysis.

Content:

Basic characteristics of marketing analysis. Marketing Research and its components. Role and status of marketing analysis in the organization. Customer Life Cycle. 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.

Content of examples, tasks, assignments to consolidate the topic:

Perform cross sell based on teachers instructions.

13. Association analysis.

Content:

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

Content of examples, tasks, assignments to consolidate the topic:

Perform association analysis model.

14. Marketing research trends.

Content:

The pace of global change, technological development, changing economic power, changing population, pressure on the environment and the development of consumer values are

| <p>supporting disruptions in almost every industry in the world. Market research is no exception. Automation and DIY surveys. Big Data and predictive analytics. Partnership 3.0.</p> <p>Content of examples, tasks, assignments to consolidate the topic:</p> <p>Present your research project.</p> | | | | | | | | | | | | | | | | | | | | | | | |
|--|-----|------|------|-----|-----|-----|-----|---|-----|---|---|---|---|----|---|-------|-----|------|------|-----|-----|-----|-----|
| <p>Recommended literature:</p> <p>[1]BRADLEY,N.,2013.Market Research tools and Techniques.Oxford:OxfordUniversity Press, 2013. 359 p. ISBN 978-0-19-965509-0.</p> <p>[2] CHURCHILL, A. G. – IACOBUCCI, D., 2018. Market Research. Methodological Foundations. Mason: Thomson/South-Western, 2018. 403 p. ISBN 0-324-22509-1.</p> <p>[3]KUMAR,V.,2015.Market research.A global Outlook.NewDehli:SagePublications, 2015. 412 p. ISBN 978-93-515-0248-7.</p> | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Languages necessary to complete the course:</p> <p>English</p> | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Notes:</p> | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Past grade distribution</p> <p>Total number of evaluated students: 166</p> <table> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th><th>M</th></tr> <tr> <td>87,95</td><td>0,0</td><td>7,83</td><td>2,41</td><td>0,6</td><td>0,6</td><td>0,6</td><td>0,0</td></tr> </table> | | | | | | | | A | ABS | B | C | D | E | FX | M | 87,95 | 0,0 | 7,83 | 2,41 | 0,6 | 0,6 | 0,6 | 0,0 |
| A | ABS | B | C | D | E | FX | M | | | | | | | | | | | | | | | | |
| 87,95 | 0,0 | 7,83 | 2,41 | 0,6 | 0,6 | 0,6 | 0,0 | | | | | | | | | | | | | | | | |
| <p>Lecturers: Mgr. Lucia Vilčeková, PhD.</p> | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Last change: 27.01.2021</p> | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Approved by:</p> | | | | | | | | | | | | | | | | | | | | | | | |

COURSE DESCRIPTION

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|--|--|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KMk/016AM/16 | Course title: Marketing management |
| Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning | |
| Number of credits: 6 | |
| Recommended semester: 1. | |
| Educational level: I., II. | |
| Prerequisites: | |
| Course requirements: 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. In-class case studies 40 percent. Final exam 60 percent. | |
| Learning outcomes: The aim of the course is, after completion of the acquisition of the knowledge of the foundations of marketing in the bachelor degree study and dealing of basic "marketing alphabet" explore options for addressing the problems faced by the current practice of marketing management. It solves the problems of lack of effectiveness of marketing activities and proposes ways to measure their effectiveness, as in the ever-increasing expenditure on marketing is an ever smaller economic effect of them. How to proceed in this situation? How to deal with rising spending on marketing in the high competition environment? The answers to these questions provide an object which is a practical guide how to do it in the current competitive environment, which is in the field of marketing management increasingly tougher course is focused on acquiring the principles of rationality in marketing management. Based on an analysis of reviews of the criticisms of marketing and the trend of sustainability in marketing management organizations on the threshold of the third millennium. | |
| Class syllabus: <ol style="list-style-type: none"> 1. Why Sustainable Marketing? 2. Critical Marketing. 3. The Sustainable Consumer and Buyer Behaviour. 4. Sustainable Marketing Planning. 5. Sustainable Product Strategy – Customer Benefits. 6. Sustainable Price Strategy – Cost to Customers. 7. Sustainable Distribution Strategy – Convenience. 8. Sustainable Communication Strategy. 9. Marketing Themes in the 21st Century – Relationship Marketing. 10. Marketing Themes in the 21st Century – Internal Marketing. 11. Marketing Themes in the 21st Century – Sustainable Entrepreneurship. | |

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| 12. Measurement of marketing activities and investments within the organization and the creation and organization of activities in the building of a unique marketing management within the organization. Summary of the course and the lecture on actual topic. | | | | | | | |
| Recommended literature: [1] AMATULLI, C. – DE ANGELIS, M. – COSTABILE, M. 2017. Sustainable Luxury Brands. Evidence from Research and Implications for Managers. London : Macmillan, 2017, 259 p. ISB 978-1-137-60158-2 [2] BELZ, F. M. – PEATTIE, K. 2011. Sustainability Marketing. A Global Perspective. West Sussex : John Willey & Sons, 2011. ISBN 978-0-470-51922-6 [3] BRIDGES, C. M. – WILHELM, W. B. 2008. Going Beyond Green: The „Why and How“ of Integrating Sustainability Into the Marketing Curriculum. In : Journal of Marketing Education. 2008, Vol. 30, No. 1, p. 33-46. ISSN 0273-4753 [4] HACKLEY, Ch. 2009. Marketing. A Critical Introduction. London : Sage Publications, 2009. 186 p. ISBN 978-1-4129-1149-8 [5] RICHARDSON, N. 2020. Sustainable Marketing Planning. London : Routledge, 2020, 271 p. ISBN 978-0-367-02521-2 [6] Databases of University Library, Slovak Centre of Scientific and Technical Information. | | | | | | | |
| Languages necessary to complete the course: English | | | | | | | |
| Notes: | | | | | | | |
| Past grade distribution Total number of evaluated students: 165 | | | | | | | |
| A | ABS | B | C | D | E | FX | M |
| 70,3 | 0,0 | 19,39 | 4,24 | 0,0 | 1,82 | 4,24 | 0,0 |
| Lecturers: doc. JUDr. PhDr. Katarína Gubíniová, PhD., Mgr. Lukáš Vaľko | | | | | | | |
| Last change: 19.09.2020 | | | | | | | |
| Approved by: | | | | | | | |

COURSE DESCRIPTION

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|--|--|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KEF/086AM/16 | Course title: Modeling of Economic Processes |
| Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning | |
| Number of credits: 6 | |
| Recommended semester: 2. | |
| Educational level: I., II. | |
| Prerequisites: | |
| Course requirements: <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> | |
| Learning outcomes: <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"> 1. The student should be able to solve real economic processes, relations and problems using econometrics techniques and methods. 2. The student should be able to use the R, Wolfram Mathematica, SPSS and Eviews | |

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|---|-----|------|-------|------|------|------|-----|
| software packages for solving economic problems with econometrics. | | | | | | | |
| Class syllabus: 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. | | | | | | | |
| Recommended literature: 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 | | | | | | | |
| Languages necessary to complete the course: English | | | | | | | |
| Notes: | | | | | | | |
| Past grade distribution Total number of evaluated students: 11 | | | | | | | |
| A | ABS | B | C | D | E | FX | M |
| 36,36 | 0,0 | 9,09 | 27,27 | 9,09 | 9,09 | 9,09 | 0,0 |
| Lecturers: prof. RNDr. Michal Greguš, PhD., Ing. Rastislav Kulhánek, PhD., doc. RNDr. Mária Bohdalová, PhD. | | | | | | | |
| Last change: 30.07.2020 | | | | | | | |
| Approved by: | | | | | | | |

COURSE DESCRIPTION

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|--|---|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KEF/307AM/18 | Course title: Monetary Policy |
| Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning | |
| Number of credits: 3 | |
| Recommended semester: | |
| Educational level: I., II. | |
| Prerequisites: | |
| Recommended prerequisites: Economy (1), Economy (2), Economy (3), Monetary Economics | |
| Course requirements: Semestral project (40%), Exam Requirements: Written and oral verification of theoretical knowledge from the subject (60%) | |
| Learning outcomes: 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. | |
| Class syllabus: 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) | |
| Recommended literature: 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) | |
| Languages necessary to complete the course: English | |
| Notes: | |

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|---|-----|-------|-----|-----|-------|-------|-----|
| Past grade distribution | | | | | | | |
| Total number of evaluated students: 7 | | | | | | | |
| A | ABS | B | C | D | E | FX | M |
| 57,14 | 0,0 | 14,29 | 0,0 | 0,0 | 14,29 | 14,29 | 0,0 |
| Lecturers: Mgr. Martin Pažický, PhD. | | | | | | | |
| Last change: 20.02.2020 | | | | | | | |
| Approved by: | | | | | | | |

COURSE DESCRIPTION

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|--|--|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KSP/063AM/17 | Course title: New Venture Strategy and Financing |
| Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning | |
| Number of credits: 6 | |
| Recommended semester: | |
| Educational level: I., II. | |
| Prerequisites: | |
| Course requirements: 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. | |
| Learning outcomes: 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. | |
| Class syllabus: 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 | |

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|--|-----|-------|-------|-----|-----|-----|-----|
| 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] WICKKHAM, 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: In the summer semester 2020/2021, the course is taught online through MS Teams. | | | | | | | |
| Past grade distribution Total number of evaluated students: 54 | | | | | | | |
| A | ABS | B | C | D | E | FX | M |
| 53,7 | 0,0 | 27,78 | 14,81 | 0,0 | 3,7 | 0,0 | 0,0 |
| Lecturers: prof. Ing. Anna Pilková, PhD., MBA, doc. PhDr. Marian Holienka, PhD. | | | | | | | |
| Last change: 20.01.2021 | | | | | | | |
| Approved by: | | | | | | | |

COURSE DESCRIPTION

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|---|---|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KMn/039AM/16 | Course title: Organizational Behavior |
| Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning | |
| Number of credits: 6 | |
| Recommended semester: 1. | |
| Educational level: I., II. | |
| Prerequisites: | |
| Course requirements: 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 | |
| Learning outcomes: 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. | |
| Class syllabus: <ul style="list-style-type: none"> • Introduction, The Nature of Organizations, Trends in the New Workplace, The Nature of Managerial Work, Managerial Skills, Management Lessons from Abroad – Japanese Management. • Individual Behavior and Performance, Basic Attributes of Individuals, Values, Attitudes, and the Perceptual Process. • Motivation Theories, Learning, Reinforcement, Self-Management, Job Design • Groups in Organizations, Group Effectiveness, Group Dynamics, Group Norms, Teamwork. • Managing Organizations: Organizational Design for Strategic Competency, Basic Elements of Organizational Structures, Organizational Design Concepts (Options). • Management and Chaos Theory, The New Organization • 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. | |
| Recommended literature: 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. | |

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|--|-----|-------|-------|-------|-------|-----|-----|
| Languages necessary to complete the course: English | | | | | | | |
| Notes: | | | | | | | |
| Past grade distribution Total number of evaluated students: 93 | | | | | | | |
| A | ABS | B | C | D | E | FX | M |
| 23,66 | 0,0 | 19,35 | 25,81 | 15,05 | 11,83 | 4,3 | 0,0 |
| Lecturers: prof. Ing. Ján Rudy, PhD., prof. Mgr. Anna Lašáková, PhD., Mgr. Alexandra Bohinská | | | | | | | |
| Last change: 14.10.2020 | | | | | | | |
| Approved by: | | | | | | | |

COURSE DESCRIPTION

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|--|---|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KMn/038AM/16 | Course title: Organizational Cultures - European Features |
| Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning | |
| Number of credits: 6 | |
| Recommended semester: | |
| Educational level: I., II. | |
| Prerequisites: | |
| Course requirements: Preliminary assessment (60%) - case studies, essay, assessed work and its presentation, in-class test Final assessment (40%) - final written exam A = 100 – 91 points; B = 90 – 81 points; C = 80 – 73 points; D = 72 – 66 points; E = 65 – 60 points; FX (failed) = 59 – 0 points Scale of assessment (preliminary/final): 60/40 Scale of assessment (preliminary/final): 60/40 | |
| Learning outcomes: The course aims to develop an understanding of differences in cultural evolution of individual European countries and their materialization in typical organizational cultures in the context of HR management as a basis for organizational culture typology. On completion of this course the student will be able to analyse organizational culture; identify, understand and interpret the differences in organizational cultures; use the acquired skills in managerial work. | |
| Class syllabus: 1. Introduction to organizational cultures in the context of HR management (definitions, substance and forms of organizational culture, subcultures and countercultures, organizational socialization, change of organizational culture, diagnosis of culture). 2. European features of organizational cultures in the context of HR management (contrastive approach to national cultures of the selected states; identification of relevant differences; states and their typical organizational cultures; typology of organizational cultures). | |
| Recommended literature: [1] COPUŠ, L., ŠAJGALÍKOVÁ, H., WOJČÁK, E. Organizational Culture and its Motivational Potential in Manufacturing Industry (Subculture Perspective). Procedia Manufacturing, roč. 32, s. 360-367, 2019. [2] LEWIS, R.D. When cultures collide: Leading across cultures. Londýn: Nicholas Brealey International, 2018. [3] TROMPENAARS, F., HAMPDEN-TURNER, CH., Riding the Waves of Culture: Understanding Diversity in Global Business. New York: McGraw-Hill Education, 2012. [4] STEERS, R. M., SANCHES-RUNDE, C. J., NARDON, L. Management Across Cultures: Challenges and Strategies. Cambridge: Cambridge University Press, 2011. | |

- [5] HOFSTEDE, G., HOFSTEDE, G. J., MINKOV, M. Cultures and Organizations: Software of the Mind. New York: McGraw-Hill, 2010.
- [6] TROMPENNARS, F., WOOLLIAMS, P. Business Across Cultures. Chichester: Capstone, 2004.
- [7] SCHNEIDEROVÁ, S. C., BARSOUX, J. L. Managing Across Cultures. Londýn: Prentice Hall, 2002.
- [8] CRANE, R. 2000. European Business Cultures. London : Prentice Hall Europe, 2000.
- [9] BROWN, A. Organisational culture. Londýn: Financial Times Management, 1998.
- [10] TRICE, H, M., BEYEROVÁ, J. M. The Cultures of Work Organizations. Englewood Cliffs: Prentice Hall, 1993.

Languages necessary to complete the course:
english

Notes:

Past grade distribution

Total number of evaluated students: 27

| A | ABS | B | C | D | E | FX | M |
|-------|-----|-------|-------|-------|-------|------|-----|
| 29,63 | 0,0 | 18,52 | 22,22 | 11,11 | 11,11 | 7,41 | 0,0 |

Lecturers: prof. Ing. Ľubica Bajžíková, PhD., doc. PhDr. Helena Šajgalíková, PhD., PhDr. Lukáš Copuš, PhD.

Last change: 16.11.2020

Approved by:

COURSE DESCRIPTION

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|--|-----|-------|---|------|-------|-----|-----|
| University: Comenius University in Bratislava | | | | | | | |
| Faculty: Faculty of Management | | | | | | | |
| Course ID: FM.KEF/192AM/17 | | | Course title: Practical Financial Markets I | | | | |
| Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning | | | | | | | |
| Number of credits: 6 | | | | | | | |
| Recommended semester: | | | | | | | |
| Educational level: I., II. | | | | | | | |
| Prerequisites: | | | | | | | |
| Course requirements: 1/ Continuous testing -each second week an MTeams quiz (15 min.), consisting of aprx. 5 questions (choice from 3-4 answers). Weight 50%. 2/ Final test. Weight 50% | | | | | | | |
| Learning outcomes: The subject introduces practical aspects of handling key financial market’s products, reflecting the curriculum of the certificate/diploma of ACI-Financial Markets Association ACIFMA. At the end of the semester, students will understand main tools, techniques and strategies used by the market makers (banks, dealers) and market users (corporates, institutional investors, traders...) in trading, hedging and arbitraging on the global financial markets. Suitable for bank traders, sales staff, brokers, fund managers, risk managers, corporate treasury staff and back office staff. | | | | | | | |
| Class syllabus: 1/ Intro 2/ Interest rates and returns 3/ Money markets 4/ FX spot 5/ FX forward, FX swap 6-7/ Applications 8/ Bonds 9/ Long term swaps 10/ Futures 11/ Options 12/ Recap | | | | | | | |
| Recommended literature: Non obligatory: 1. „FINANCIAL INSTRUMENTS, THE HANDBOOK“. LEX VAN DER WIELEN, ISBN 978-90-816351-3-, 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 | | | | | | | |
| Languages necessary to complete the course: | | | | | | | |
| Notes: | | | | | | | |
| Past grade distribution Total number of evaluated students: 64 | | | | | | | |
| A | ABS | B | C | D | E | FX | M |
| 48,44 | 0,0 | 17,19 | 17,19 | 6,25 | 10,94 | 0,0 | 0,0 |

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| Lecturers: Ing. Vladimír Valach, PhD., MBA |
| Last change: 21.01.2021 |
| Approved by: |

COURSE DESCRIPTION

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|--|--|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KEF/193AM/17 | Course title: Practical Financial Markets II |
| Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning | |
| Number of credits: 6 | |
| Recommended semester: | |
| Educational level: I., II. | |
| Prerequisites: | |
| Course requirements: Exam Period 100% | |
| Learning outcomes: 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. | |
| Class syllabus: 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. | |

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| Asset and liabilities management (ALM): interest rate risk, ALM in banks, insurances and investment managers. | | | | | | | |
| Recommended literature: 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, WILEY, NEW YORK 2015, | | | | | | | |
| Languages necessary to complete the course: English | | | | | | | |
| Notes: | | | | | | | |
| Past grade distribution Total number of evaluated students: 56 | | | | | | | |
| A | ABS | B | C | D | E | FX | M |
| 1,79 | 0,0 | 46,43 | 10,71 | 10,71 | 28,57 | 1,79 | 0,0 |
| Lecturers: Ing. Vladimír Valach, PhD., MBA | | | | | | | |
| Last change: 25.01.2021 | | | | | | | |
| Approved by: | | | | | | | |

COURSE DESCRIPTION

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|--|-----|------|-----|----------------------------------|-----|-----|-----|
| University: Comenius University in Bratislava | | | | | | | |
| Faculty: Faculty of Management | | | | | | | |
| Course ID: FM.KIS/160AM/16 | | | | Course title: Practise | | | |
| Educational activities: Type of activities: Number of hours: per week: per level/semester: Form of the course: on-site learning | | | | | | | |
| Number of credits: 6 | | | | | | | |
| Recommended semester: 4. | | | | | | | |
| Educational level: II. | | | | | | | |
| Prerequisites: | | | | | | | |
| Course requirements: | | | | | | | |
| Learning outcomes: | | | | | | | |
| Class syllabus: | | | | | | | |
| Recommended literature: | | | | | | | |
| Languages necessary to complete the course: | | | | | | | |
| Notes: | | | | | | | |
| Past grade distribution Total number of evaluated students: 5 | | | | | | | |
| A | ABS | B | C | D | E | FX | M |
| 80,0 | 0,0 | 20,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 |
| Lecturers: prof. RNDr. Michal Greguš, PhD. | | | | | | | |
| Last change: | | | | | | | |
| Approved by: | | | | | | | |

COURSE DESCRIPTION

| | |
|--|--|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KIS/032AM/16 | Course title: Project Management - A Managerial Approach |
| Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning | |
| Number of credits: 6 | |
| Recommended semester: 3. | |
| Educational level: I., II. | |
| Prerequisites: | |
| Course requirements: Total 100% grade of the course consists of three parts: active participation, term paper with presentation and tests. Term paper usually has two parts : the theoretical part at least five or six pages of text or, alternatively, instead of writing a paper, you can prepare a presentation for minimum 15 minutes - that is minimum 17 slides, is to be submitted within the specified deadline (the exact date will be specified after the beginning of lectures, if it is in the form of presentation, then it must be presented in class) in electronic form in MS Word, MS Excel, Mindjet and MS Project on a professional level of processing with complete citations, And the practical part: the theoretical part has to be illustrated by a practical example. Both parts can be intertwined into one logical document. If the term paper is being prepared by a team it must be of course longer, depending on the number of the team members. Term paper – and/or presentation 40 percent: Active participation in the seminars: tests (during the classes in form of several open tests during the semester or one final closed test) of the total up to 40% of the value of the grade and participation is 20 percent of the grade Instead of active participation it is not possible to make a substitute work. Late submission of the term paper can be compensated by a longer term paper and/or longer presentation of the paper in PowerPoint in class. Alternative to the abovementioned conditions is a team project (up to 4 or 5 students). Project and defense of the project is then max 40 points and test 40 points, participation 20 points . Team project must be at least 25 pages long with detailed output from MS Project and Mindjet (output from equivalent open-source software is also accepted). The mentioned test is a comprehensive test (similar to PMP certification tests). Scale of assessment (preliminary/final): 40/20/40 | |
| Learning outcomes: This course is aimed to give the student a deep knowledge of the problems involved with projects and will examine various methods and techniques used in project management. The course addresses project management from a managerial perspective rather than a technical perspective. We will address the basic nature of managing all types of projects—public, business, engineering, information systems, and so on—as well as the specific techniques and insights | |

required to carry out this unique way of getting things done. We intend to deal with the problems of selecting projects, initiating them, and operating and controlling them. We intend to discuss the demands made on the project manager and the nature of the manager's interaction with the rest of the parent organization. The course wants to cover the difficult problems associated with conducting a project using people and organizations that represent different cultures and may be separated by considerable distances. Finally, we also will cover the issues arising when the decision is made to terminate a project.

Class syllabus:

Project Management – The Basics / Seminar – Introduction to MS Project
The Project Stakeholders / Seminar – Stakeholder Analysis
Project Management Environment / Seminar – The Project Feasibility
Project Planning and Project Scheduling / Seminar – The Project Scheduling
Estimating, Budgeting and Cost Control / Seminar – The Project Budget
Project Resources Planning / Seminar – The Project Resource Planning
Project Organization / Seminar – The Project Team
Project Control - The Control Process / Seminar – The Earned Value Analysis
Project Control - The Monitoring / Seminar – The Project Risk Analysis and Identification
Project Execution / Seminar – The Project Execution
Project Communications / Seminar – The Project Communication Plan
Human Factors in Project Management / Seminar – The Project Conflicts Management

Recommended literature:

Obligatory Literature:

Meredith and Mantel, Project Management: A Managerial Approach, 6th ed., Wiley and Sons, 2005, ISBN 0471715379

PROJECT MANAGEMENT INSTITUTE: A Guide to the Project Management Body of Knowledge (PMBOK Guide) – Fourth Edition. An American National Standard ANSI/PMI 99-001-2008, ISBN 978-1-933890-51-7
Additional Literature:

KATHY SCHWALBE: Information Technology Project Management, Course Technology, Fifth edition, 2008, ISBN 978-0324665215

Sharepointportal of the Faculty of Management („STUDIJNE MATERIALY“):

<https://fmuniba.sharepoint.com/materialy/Project%20Management/Forms/AllItems.aspx>
or briefly

<https://fmuniba.sharepoint.com/materialy/>

Languages necessary to complete the course:

The students will be expected to read the assigned texts before the class begins in English language! This will allow for the efficient presentation of project management theory and simultaneous development of a case-study projects also in English language. All assignments, tests and presentations must be in English language.

Notes:

Conditions for the evaluation of the performance.

The expanding capabilities of information technology increase their complexity. Finishing the project on time and at the same time within the planned financial budget and ensure the quality means for today's project managers a great professional challenge. Often they work under pressure and strict deadlines and they must perform tasks with limited human and financial resources.

Therefore project leader should be able to answer the following types of questions:

- What capacities are needed to carry out the project?
- How to create a realistic timetable?
- What risks are associated with the project and how to effectively eliminate them?
- How clearly a project manager needs to state certain task and how to ensure quality output?
- What kind of resources will be needed in various stages of the project?
- What tools and techniques are to be used in carrying out various activities? Where you can have freedom and where it is necessary to standardize?
- How to monitor progress of the project costs and execution of tasks and what mechanisms should be introduced for “Change Management”?
- And more

Each student demonstrates the ability to make a corresponding analysis of the objectives of the project and answer the above questions.

Past grade distribution

Total number of evaluated students: 172

| A | ABS | B | C | D | E | FX | M |
|-------|-----|-------|------|-----|-----|-----|-----|
| 76,16 | 0,0 | 22,67 | 1,16 | 0,0 | 0,0 | 0,0 | 0,0 |

Lecturers: PhDr. Ing. Monika Dávideková, PhD., prof. RNDr. Michal Greguš, PhD., Mgr. Martina Halás Vančová, PhD.

Last change: 06.10.2019

Approved by:

COURSE DESCRIPTION

| | |
|--|---|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KSP/049AM/16 | Course title: Risk Management I |
| Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning | |
| Number of credits: 3 | |
| Recommended semester: | |
| Educational level: I., II. | |
| Prerequisites: | |
| Course requirements: 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. | |
| Learning outcomes: 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. | |
| Class syllabus: 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"> - securitisations. <p>4. Liquidity Risk Management</p> <ul style="list-style-type: none"> - key issues and principals of the liquidity risk management - liquidity risk policy - liquidity management process. <p>5. Interest Rate Risk Management</p> <ul style="list-style-type: none"> - time structure of the interest rate risk and its theories - gap analysis in interest rate risk - interest rate risk strategies based on gap analysis. <p>6. Off Balance Sheet and Risk Management</p> <ul style="list-style-type: none"> - credit-based products and their key characteristics - investment banking - private banking. <p>7. Capital Management and Current Regulation</p> <ul style="list-style-type: none"> - Basel I, II, III. - key risks and calculation of capital requirements to cover them. <p>8. Risk Management in Non-Financial Institutions</p> <ul style="list-style-type: none"> - ERM System and its Key Components. - Key steps to implement ERM in accordance with COSO methodology. | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----|-------|-------|------|------|-----|------|---|-----|---|---|---|---|----|---|-------|-----|-------|-------|------|------|-----|------|
| <p>Recommended literature:</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 & Sons, 2008.</p> <p>[3] The other relevant materials will be distributed during course.</p> | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Languages necessary to complete the course:</p> <p>English</p> | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Notes:</p> | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Past grade distribution</p> <p>Total number of evaluated students: 66</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><th>M</th></tr> </thead> <tbody> <tr> <td>33,33</td><td>0,0</td><td>43,94</td><td>12,12</td><td>4,55</td><td>4,55</td><td>0,0</td><td>1,52</td></tr> </tbody> </table> | | | | | | | | A | ABS | B | C | D | E | FX | M | 33,33 | 0,0 | 43,94 | 12,12 | 4,55 | 4,55 | 0,0 | 1,52 |
| A | ABS | B | C | D | E | FX | M | | | | | | | | | | | | | | | | |
| 33,33 | 0,0 | 43,94 | 12,12 | 4,55 | 4,55 | 0,0 | 1,52 | | | | | | | | | | | | | | | | |
| <p>Lecturers: prof. Ing. Anna Pilková, PhD., MBA</p> | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Last change: 03.06.2021</p> | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Approved by:</p> | | | | | | | | | | | | | | | | | | | | | | | |

COURSE DESCRIPTION

| | |
|---|---|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KEF/302AM/17 | Course title: Skills for Success – From University to Workplace |
| Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning | |
| Number of credits: 3 | |
| Recommended semester: | |
| Educational level: I., II. | |
| Prerequisites: | |
| Course requirements: 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% | |
| Learning outcomes: 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. | |
| Class syllabus: 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>Recommended literature:</p> <p>Module 1 - Team work</p> <p>http://smallbusiness.chron.com/target-behaviors-lead-good-teamwork-63669.html</p> <p>http://academics.boisestate.edu/fsp/files/2013/04/ULO-4-Teamwork.pdf</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 & 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>Languages necessary to complete the course:</p> <p>English</p> | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Notes:</p> <p>The course is headed by soft skills experts of companies associated within the AmCham's Business Service Center Forum (BSCF).</p> | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Past grade distribution</p> <p>Total number of evaluated students: 33</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><th>M</th></tr> </thead> <tbody> <tr> <td>51,52</td><td>0,0</td><td>30,3</td><td>0,0</td><td>3,03</td><td>0,0</td><td>15,15</td><td>0,0</td></tr> </tbody> </table> | | | | | | | | A | ABS | B | C | D | E | FX | M | 51,52 | 0,0 | 30,3 | 0,0 | 3,03 | 0,0 | 15,15 | 0,0 |
| A | ABS | B | C | D | E | FX | M | | | | | | | | | | | | | | | | |
| 51,52 | 0,0 | 30,3 | 0,0 | 3,03 | 0,0 | 15,15 | 0,0 | | | | | | | | | | | | | | | | |
| <p>Lecturers: Mgr. Lucia Kočíšová</p> | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Last change: 13.02.2018</p> | | | | | | | | | | | | | | | | | | | | | | | |

Approved by:

COURSE DESCRIPTION

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|--|-----|-----|---|-----|-----|-----|-----|
| University: Comenius University in Bratislava | | | | | | | |
| Faculty: Faculty of Management | | | | | | | |
| Course ID: FM.KIS/008AM/16 | | | Course title: Solving Business Problems with Wolfram Mathematica II | | | | |
| Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning | | | | | | | |
| Number of credits: 3 | | | | | | | |
| Recommended semester: | | | | | | | |
| Educational level: I., II. | | | | | | | |
| Prerequisites: | | | | | | | |
| Course requirements: | | | | | | | |
| Learning outcomes: | | | | | | | |
| Class syllabus: | | | | | | | |
| Recommended literature: | | | | | | | |
| Languages necessary to complete the course: | | | | | | | |
| Notes: | | | | | | | |
| Past grade distribution Total number of evaluated students: 4 | | | | | | | |
| A | ABS | B | C | D | E | FX | M |
| 100,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 |
| Lecturers: prof. RNDr. Michal Greguš, PhD., doc. RNDr. Mária Bohdalová, PhD. | | | | | | | |
| Last change: | | | | | | | |
| Approved by: | | | | | | | |

COURSE DESCRIPTION

| | |
|---|--|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KSP/032AM/16 | Course title: Strategic Management |
| Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning | |
| Number of credits: 6 | |
| Recommended semester: 3. | |
| Educational level: I., II. | |
| Prerequisites: | |
| Course requirements: Evaluation during the the semester (60 percent), final exam in the exam period (40 percent). 60 percent of evaluation during the semester can be obtained for the elaboration of project, class activities and testing of knowledge. The final exam in the exam period is written. The overall evaluation is in accordance with the faculty evaluation system: A = 91-100%; B = 81-90%; C = 73-80%; D = 66-72%; E = 60-65%; F = 0-59% points. | |
| Learning outcomes: <ul style="list-style-type: none"> - 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 | |
| Class syllabus: 1. Introduction 2. Nature of Strategic Management 3. Key Terms and Relations in Strategic Management 4. Strategic Management Process 5. The Business Vision and Mission 6. Analysis of Macro Environment 7. Analysis of Industry 8. Analysis of Internal Environment 9. SWOT Analysis 10. Hierarchy of Strategy 11. Strategic Implementation and Control 12. Recapitulation and Conclusion | |
| Recommended literature: [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.

Languages necessary to complete the course:

English

Notes:

Forms of teaching transfer also the results of own original research into the teaching process.

Past grade distribution

Total number of evaluated students: 219

| A | ABS | B | C | D | E | FX | M |
|-------|-----|-------|-------|------|-----|------|-----|
| 57,53 | 0,0 | 20,09 | 12,79 | 5,94 | 3,2 | 0,46 | 0,0 |

Lecturers: doc. Mgr. Zuzana Papulová, PhD.

Last change: 03.06.2021

Approved by:

COURSE DESCRIPTION

| | |
|---|---|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KSP/037AM/16 | Course title: Strategic Thinking and Strategy |
| Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning | |
| Number of credits: 6 | |
| Recommended semester: 1. | |
| Educational level: II. | |
| Prerequisites: | |
| Course requirements: Evaluation during the the semester (50 percent), final exam in the exam period (50 percent). 50 percent of evaluation during the semester can be obtained for the elaboration of presentation, class activities and testing of knowledge. The overall evaluation is in accordance with the faculty evaluation system: A = 91-100%; B = 81-90%; C = 73-80%; D = 66-72%; E = 60-65%; F = 0-59% points. | |
| Learning outcomes: <ul style="list-style-type: none"> - Acquisition of theoretical knowledge and findings on process of thinking and development of thinking withing strategy creation. - Orientation in basic terms connected to strategy and its importance for nowadays companies and their success. - Understanding of development and history of strategy and its use in various disciplines. - The emphasis is on the application of strategic thinking and on skills and approaches to develop strategic thing. | |
| Class syllabus: 1. Strategy as a factor of sucessfulness (Critical success factors for businesses. The essence of strategy. The strategy as a success factor. Strategy, tactics, operation and their interdependencies) 2. Application of the strategy in a changing and unpredictable environment (Trends in the development environment and the factors affecting them. The importance of implementing the strategy in a constantly changing environment. Examination of the changes in the environment and in response to changes in the environment. 3. Development of strategy (Roots of Strategy in Military and other disciplines. Development of strategy in business and management) 4. Human thinking as a process (The essence of human thought. Basic phases of human thinking. Using information about the past and the diversity of perspectives on presence in developing visions for the future. Improvement of human thinking from the perspective of medical sciences, psychology and philosophy) 5. Strategic thinking, its nature and specifics (Basic kinds of human thinking, their characteristics and applications. Strategic thinking, its nature and specifics. Advantages and application of strategic thinking. | |

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|--|-----|-------|------|------|-------|-------|-----|
| 6. Strategic thinking managers (Basic ways of thinking managers by K. Ohme. Scope and application of strategic thinking in management, in terms of the basic functions of management positions and managers in management) | | | | | | | |
| Recommended literature: [1] TOVSTIGA, G. 2010. Strategy in Practice: A Practitioner's Guide to Strategic Thinking. Chichester : John Wiley and Sons, 2010. [2] DIVANNA, J. – AUSTIN, F. 2004. Strategic Thinking in Tactical Times. New York : Palgrave Macmillan, 2004 | | | | | | | |
| Languages necessary to complete the course: English | | | | | | | |
| Notes: | | | | | | | |
| Past grade distribution Total number of evaluated students: 17 | | | | | | | |
| A | ABS | B | C | D | E | FX | M |
| 47,06 | 0,0 | 17,65 | 5,88 | 5,88 | 11,76 | 11,76 | 0,0 |
| Lecturers: doc. Mgr. Zuzana Papulová, PhD. | | | | | | | |
| Last change: 18.09.2020 | | | | | | | |
| Approved by: | | | | | | | |

COURSE DESCRIPTION

| | |
|---|--|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KEF/161AM/18 | Course title: Sustainable Energy Economics |
| Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning | |
| Number of credits: 3 | |
| Recommended semester: | |
| Educational level: I., II. | |
| Prerequisites: | |
| Course requirements: Scale of assessment (preliminary/final): 85% / 15% (final presentation) | |
| Learning outcomes: 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. | |
| Class syllabus: 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. Sloomweg, 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. Sloomweg, 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: 12

| A | ABS | B | C | D | E | FX | M |
|-------|-----|------|------|-----|-----|-----|-----|
| 83,33 | 0,0 | 8,33 | 8,33 | 0,0 | 0,0 | 0,0 | 0,0 |

Lecturers: Mgr. Martin Rapoš

Last change: 15.06.2020

Approved by:

COURSE DESCRIPTION

| | |
|--|----------------------------------|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KEF/014AM/16 | Course title: Taxation |
| Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning | |
| Number of credits: 3 | |
| Recommended semester: | |
| Educational level: I., II. | |
| Prerequisites: | |
| Recommended prerequisites: Principles of Financial Accounting 1, 2 | |
| Course requirements: 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 | |
| Learning outcomes: When students complete the course they will be capable to: <ol style="list-style-type: none"> 1. Use appropriate terminology to communicate tax accounting concepts. 2. Explain the theory and objectives of tax law, and distinguish between different tax strategies, elections, and related decisions. 3. Calculate taxable income as it relates to corporate, partnership, and individual tax returns. 4. Explain tax law as it relates to various taxable entities (individuals, corporations, partnerships) 5. Identify tax research resources to solve tax problems. 6. Gain a better understanding of the Internal Revenue Code and the IRS administrative process as related to tax law. <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> | |
| Class syllabus: <ol style="list-style-type: none"> 1. Tax and OECD tax classification. 2. Direct taxes 3. Indirect taxes | |

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|--|-----|-------|------|-----|------|-----|-----|
| 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 | | | | | | | |
| Recommended literature: | | | | | | | |
| Languages necessary to complete the course: English | | | | | | | |
| Notes: | | | | | | | |
| Past grade distribution Total number of evaluated students: 104 | | | | | | | |
| A | ABS | B | C | D | E | FX | M |
| 79,81 | 0,0 | 13,46 | 1,92 | 0,0 | 4,81 | 0,0 | 0,0 |
| Lecturers: doc. Ing. Jana Kajanová, PhD., prof. RNDr. Darina Saxunová, PhD., Mgr. Lenka Papíková, PhD. | | | | | | | |
| Last change: 18.01.2021 | | | | | | | |
| Approved by: | | | | | | | |

COURSE DESCRIPTION

| | |
|---|---|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KSP/046AM/17 | Course title: Value Based Management and Entrepreneurial Risks at SME's |
| Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning | |
| Number of credits: 6 | |
| Recommended semester: | |
| Educational level: I., II. | |
| Prerequisites: | |
| Course requirements: 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. | |
| Learning outcomes: 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. | |
| Class syllabus: <ol style="list-style-type: none"> 1. Introduction <ul style="list-style-type: none"> - Key terms/concept of the value-based management 2. Value-based management and strategic management in SME <ul style="list-style-type: none"> - 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) <ul style="list-style-type: none"> - 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, 2020.
- [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] HENSCHER, 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: 39

| A | ABS | B | C | D | E | FX | M |
|-------|-----|-------|-------|------|-------|-----|-----|
| 56,41 | 0,0 | 12,82 | 12,82 | 7,69 | 10,26 | 0,0 | 0,0 |

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

Last change: 03.06.2021

Approved by:

COURSE DESCRIPTION

| | |
|--|---|
| University: Comenius University in Bratislava | |
| Faculty: Faculty of Management | |
| Course ID: FM.KIS/150AB/17 | Course title: Writing Scientific Papers |
| Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning | |
| Number of credits: 3 | |
| Recommended semester: | |
| Educational level: I., II. | |
| Prerequisites: | |
| Recommended prerequisites: <p>The course intends to give students the skills necessary to write a research thesis, and to prepare other professional materials for presentation or publication. It also should prepare them to be able to write scientific papers especially if they intend to follow research career, or teaching carrier at university. Topics covered in this course include: searching the scientific literature; scientific writing style; writing graduate level papers, proposals, projects, and thesis components; preparing scientific presentations; presentation of data; using visual aids; and using word processing, spreadsheet, and presentation software.</p> <p>Further, the course is designed to introduce students to basic scientific writing skills. Participants will review the general principles of clear, persuasive writing, and will apply these principles to writing for a scientific audience. Particular emphasis will be placed on conveying the significance of research, outlining the aims, and discussing the results for scientific papers. The course will also provide an overview of the structure and style of scientific manuscripts.</p> <p>Classes are highly interactive, and the majority of class time will be spent discussing student scientific writing. The goal of the course is to encourage active and open interaction among students. Ideal endpoints include improved self-editing, and development of effective strategies for offering and receiving concise editorial recommendations among peers.</p> <p>The course aims to clarify the writing process and teach the fundamentals of effective scientific writing.</p> <p>The course will take a multi-modal approach so that students can also work on presentations and posters, using visuals and graphics effectively to convey their message in the scholarly and public realm, including print and digital publishing sites, adapting the materials and texts as needed to become increasingly critical thinkers and writers, who can shape material effectively.</p> <p>While working on clear, correct, concise style, the course will also address the evolution of scientific writing and conventions. A wide range of scientific fields will be addressed, with special emphasis on the field of management.</p> | |
| Course requirements: <p>The following course learning objectives form the basis. The goal of each assignment is to demonstrate mastery in one of the following areas:</p> <ul style="list-style-type: none"> • Model effective scientific and technical communication in the workplace by actively participating in writing activities, both individually and collaboratively. | |

- Apply technical information and knowledge in practical documents for a variety of a.) professional audiences (including peers and colleagues or management), and b.) public audiences.
- Write documents that demonstrate professional style: concise, clear, accurate, honest, economical, and unambiguous.
- Use professional writing strategies: Direct order organization, objective voice, unbiased analysis and summary, and use of transitional devices to create coherence.
- Recognize, explain, and use the rhetorical strategies and the formal elements of specific genres of technical communication, such as technical abstracts, data based research reports, instructional manuals, technical descriptions, web pages, wikis, and correspondence.
- Collect, analyze, document, and report research clearly, concisely, logically, and ethically; understand the standards for legitimate interpretations of research data within scientific and technical communities.
- Recognize and develop professional format features in print, html, and multimedia modes, as well as use appropriate nonverbal cues and visual aids.
- Revise and edit effectively in all assignments, including informal media (such as email to the instructor).
- Demonstrate professional work habits, including those necessary for effective collaboration and cooperation.

Focus Areas:

The core of this course consists of the following four skill areas:

- Research skills - using primary and library research to discover information
- Correspondence skills - learning the generic conventions of each
- Explanatory or demonstrative writing skills - to disseminate technical information to either nontechnical or technical readers, such as descriptions, instructions, informational handouts, international conferences
- Visual communication skills - may appear as separate assignments or as components of other assignments

Learning outcomes:

The successful student will demonstrate the ability to:

- Present scientific information in appropriate language for various audiences, including scholarly and general, in print and online
- Understand of the needs of various audiences/readerships and how these needs affect the style, vocabulary, and content of writing
- Recognize the conventions governing the dissemination of scientific knowledge
- Understand the origins of scientific writing styles
- Write concisely, concretely, and accurately to present complex scientific ideas clearly
- Expand information literacy (researching primary and secondary sources) for finding, evaluating, integrating and synthesizing ethically the necessary information and visuals for the completion of a project
- Effectively and ethically incorporate appropriate scientific exhibits (visuals, graphs, charts, etc) for designing presentations and posters, and for supplementing text
- Competence in the mechanics of writing is essential, including use of appropriate documentation styles.

At the end of the course, students should be able to:

- Distinguish different types of research, their audiences and how research material might be effectively presented
- Prepare scientific and technical papers, and presentations
- Format documents and presentations to optimize their visual appeal when viewed in-press, as a podcast or audio/video file format on the internet, or through personal presentations to an audience

- Effectively use features of Microsoft Office to create eye-catching professional documents and presentations
- Effectively use features of Microsoft Word, Powerpoint, and Excel to create professional looking tables, graphs and figures
- Accept constructive criticism and use reviewers' comments to improve quality and clarity of written reports and presentations.

Class syllabus:

Module-1: Introduction

- Research – What is it?
- How do researchers communicate?
- Examining examples of different types of scientific communication
- Introduction to concepts, investigation of scholarly and popular science writing categories, understanding the difference, rhetorical situation and audiences, disciplinary expectations, what counts as evidence

Module-2: Scientific Literature

- Searching the scientific literature
- Using online search engines
- What is a refereed journal?
- Plagiarism and how to avoid it
- Reading sample Lit Reviews as models of thinking and organizing material
- Work on Lit Review/Annotated bibliography to provide background for longer article
- Work on summary and analysis, rhetorical précis, abstracts, keywords
- Discover a research question and find the conversation to enter

Module-3: Beginning to Write

- Establishing your constraints
- Organizing your writing
- Preparing outlines
- Standard formats for scientific papers, research projects and theses style guides

Module-4: Content

- Creating a literature review
- Preparing other sections of a research report (abstract, introduction, materials and methods, results and discussion, conclusions)
- Including and summarizing research data
- Presentations/sharing of research report on scientific writing in the disciplines, scholarly and popular media
- Continued work on writing styles and correctness

Module-5: Style and grammar

- Scientific writing style
- First-person vs. Third-person; Passive vs. active voice
- Avoiding excessive wording
- Grammar
- Avoiding misuse of words
- When to use footnotes
- More reading. Polishing prose and adapting to audiences.

Module-6: Reference citations

- How to use references
- Within the text
- How to make lists of references

Module-7: Revising

- Dealing with revisions
 - Accepting criticism
 - Making sense of reviewers' comments
 - Making the changes
 - What to do if you do not agree with reviewers' comments
- Module-8: Other communication and other types of scientific writing

- research proposals
- creating a fact sheet/bulletin
- articles for popular press
- memos, letters and emails

Module-9: Using Computer technologies

- Microsoft Word
- Formatting (including margins, tabs, indents, justification, etc)
- Using the table feature
- Creating tables of content
- Microsoft Excel
- Creating tables, charts, graphs

Module-10: Poster and Oral Presentations

- Organization and formats for posters
- Using Microsoft Powerpoint
- Designing and preparing slides for an oral presentation
- Importing tables, charts and graphs from Excel
- Optimizing pictures for use in presentations
- Using visual aids without overdoing it
- Using Microsoft Powerpoint

Recommended literature:

1. Robert A. Day and Barbara Gastel. How to Write and Publish a Scientific Paper, 8 edition. Greenwood, 2016, ISBN 978-1440842801.
2. Alley, M. 2003. The Craft of Scientific Presentations: Critical steps to succeed and critical errors to avoid. Springer, NY. ISBN:0-387-95555-0.
3. George D. Gopen and Judith A. Swan, "The Science of Scientific Writing" American Scientist (1990) vol 78: 550-558. Available at <http://www.americanscientist.org/>
4. Penrose and Katz. Writing in the Sciences. Pearson, 2004.
5. Scott L. Montgomery. The Chicago Guide to Communicating Science. University Of Chicago Press, 2003. ISBN-10: 0226534847.
6. Rebecca Skloot, Floyd Skloot, Jesse Cohen (eds.) The Best American Science Writing 2011. Ecco, 2011. ISBN-10: 0062091247.
7. Thomas A Easton (editor) Taking Sides: Clashing Views in Science, Technology, and Society. 10th edition. McGraw-Hill/Dushkin, 2011. ISBN-10: 0078050278.
8. Björn Gustavii, 2008. How to Write and Illustrate Scientific Papers, Second Edition. Cambridge University Press, ISBN-13 978-0-521-87890-6.
9. UNDERSTANDING THE PUBLISHING PROCESS. How to publish in scholarly journals. Published by Elsevier, April 2015.
10. Ann M. Körner. 2008. Guide to Publishing a Scientific Paper. Routledge, Taylor & Francis Group, ISBN 978-0-415-45265-6.
11. C. Bauer, C. Strauss, "Location-based Advertising on Mobile Devices: A Literature Review and Analysis", Management Review Quarterly (MRQ), Springer, Vol. 66, No. 3, 2016, pp. 159-194.

12. N. Kryvinska, R. Olexova, P. Dohmen, C. Strauss, "The S-D Logic Phenomenon- Conceptualization and Systematization by Reviewing the Literature of a Decade (2004-2013)", Journal of Service Science Research, Springer, Vol. 5, No. 1, 2013, pp. 35-94.
https://www.researchgate.net/publication/262601746_The_S-D_logic_phenomenon_-_conceptualization_and_systematization_by_reviewing_the_literature_of_a_decade_2004-2013

Languages necessary to complete the course:

Notes:

Past grade distribution

Total number of evaluated students: 8

| A | ABS | B | C | D | E | FX | M |
|-------|-----|-----|-----|-----|-----|-----|-----|
| 100,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 |

Lecturers: prof. Ing. Natalia Kryvinska, PhD.

Last change: 17.10.2019

Approved by: