# Course descriptions

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**COURSE DESCRIPTION**

| | |
|---|---|
| **University:** Comenius University in Bratislava | |
| **Faculty:** Faculty of Management | |
| **Course ID:**<br>FM.KMn/043AM/16 | **Course title:**<br>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:**<br>FM.KEF/300AM/16 | **Course title:**<br>Corporate Valuation II |
| **Educational activities:**<br>**Type of activities:** seminar<br>**Number of hours:**<br>**per week:** 2 **per level/semester:** 28<br>**Form of the course:** on-site learning | |
| **Number of credits:** 3 | |
| **Recommended semester:** 2., 4. | |
| **Educational level:** I., II. | |
| **Prerequisites:** | |
| **Recommended prerequisites:**<br>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:**<br>This is an advanced course in corporate valuation. The course has three main objectives:<br>1. Develop an understanding of the tools that are used to prepare complete DCF valuation model in MS Excel for publicly traded company.<br>2. Understand the advanced issues involved in how the evaluation process is working in real world.<br>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:**<br>• Introduction to financial modelling in MS Excel<br>• How to analyze industry trends?<br>• Financial analysis of a company<br>• FCF calculation, CAPEX&OPEX preparation<br>• DCF model preparation (financial plan)<br>• DCF model preparation (WACC, TV growth rates, FCF)<br>• Preparation of valuation model with using Valuation Multiples approach (analyzing data for industry and for company)<br>• Preparation of valuation model with using Valuation Multiples approach (calculation of values and interpreting results)<br>• Dividend Discount Model preparation (DDM)<br>• Case Study<br>• 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:**

## COURSE DESCRIPTION

**University:** Comenius University in Bratislava

**Faculty:** Faculty of Management

| **Course ID:** | **Course title:** |
|---|---|
| FM.KIS/372B/20 | Data Analysis in Management |

**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:** 2., 4.

**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: 148

| A | ABS | B | C | D | E | FX | M |
|---|---|---|---|---|---|---|---|
| 76,35 | 0,68 | 10,81 | 2,03 | 0,0 | 0,0 | 6,76 | 3,38 |

**Lecturers:** doc. Ing. Iveta Stankovičová, PhD., Mgr. Tadeáš Chujac, Ing. Rastislav Kulhánek, PhD., PhDr. Peter Veselý, PhD.

**Last change:** 16.12.2020

**Approved by:**

## COURSE DESCRIPTION

**University:** Comenius University in Bratislava

**Faculty:** Faculty of Management

| **Course ID:** | **Course title:** |
|---|---|
| FM.KEF/268M/16 | Data Science and Big Data Analytics |

**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:** 2., 4.

**Educational level:** I., II.

**Prerequisites:**

**Course requirements:**
Although Data Science represents complex area, students become familiar with essential of this science in a proper way. In order to complete this course successfully and gain the maximum benefits from it, students should have basic quantitative background and understanding of basic statistics, and practical working with notebook. It is an advantage if they have some experience with a scripting language and some knowledge of database. All prerequisites will be reviewed during the Session 0 and available as the reference during the course.

**Learning outcomes:**
Upon the successful completion of this course, students will be able to immediately participate on a big data or other analytics projects and they will be able to explain how advanced analytics can be leveraged to create competitive advantage. They will be able to frame a business challenge as an analytics challenge, apply appropriate analytic techniques and tools to analyse data and create models to identify important insights. They will be able to design data visualizations to communicate insights to stakeholders.

**Class syllabus:**
1. Introduction to Data Science and Big Data Analytics
2. Basic Data Analytic Methods Using R I.
3. Basic Data Analytic Methods Using R II.
4. Data Science Project
5. Predictive Analytics - Linear Regression
6. Association Rules
7. Clustering
8. Classification
9. Text Analytics
10. Sentiment Analytics
11. Deep Learning I.
12. Deep Learning II.

**Recommended literature:**
1. EMC Education Services. Data Science and Big Data Analytics: Discovering, Analyzing, Visualizing and Presenting Data. John Wiley & Sons, 2015.

2. Miller, Thomas W. Marketing Data Science, Modeling Techniques in Predictive Analytics with R and Python. Pearson Education, Inc. 2015
3. Lewis, Nigel Da Costa. Deep learning made easy with R: A gentle introduction for data science. AusCov, 2016.
4. Chinnamgari, Sunil Kumar. R Machine Learning Projects. Packt Publishing, 2019.
5. Menshawy, Ahmed. Deep Learning By Example: A hands-on guide to implementing advanced machine learning algorithms and neural networks. Packt Publishing, 2018.
6. Provost, Foster, and Tom Fawcett. Data Science for Business: What you need to know about data mining and data-analytic thinking. " O'Reilly Media, Inc.", 2013.

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 22

| A | ABS | B | C | D | E | FX | M |
|---|---|---|---|---|---|---|---|
| 40,91 | 0,0 | 4,55 | 22,73 | 22,73 | 4,55 | 4,55 | 0,0 |

**Lecturers:** Ing. Eugen Molnár, PhD., Mgr. Rastislav Molnár

**Last change:** 08.10.2019

**Approved by:**

**STATE EXAM DESCRIPTION**

| | |
|---|---|
| **University:** Comenius University in Bratislava | |
| **Faculty:** Faculty of Management | |
| **Course ID:**<br>FM/O5AM/16 | **Course title:**<br>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:** | **Course title:** |
|---|---|
| FM.KMk/142AM/16 | 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 Bajzíková, 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 Špirková, PhD., doc. Mgr. Emil Wojčák, PhD., doc. Ing. Daniela Zemanovičová, CSc., doc. JUDr. PhDr. Katarína Gubíniová, PhD., doc. Ing. Gabriela Pajtinková Bartáková, PhD., prof. RNDr. Ing. Ľudomír Šlahor, CSc.

**Last change:**

**Approved by:**

## COURSE DESCRIPTION

**University:** Comenius University in Bratislava

**Faculty:** Faculty of Management

| **Course ID:** | **Course title:** |
|---|---|
| FM.KIS/309AM/16 | 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: 8

| A | ABS | B | C | D | E | FX | M |
|---|---|---|---|---|---|---|---|
| 37,5 | 0,0 | 12,5 | 12,5 | 0,0 | 0,0 | 37,5 | 0,0 |

**Lecturers:** Mgr. Martina Drahošová, PhD., doc. JUDr. PhDr. Katarína Gubíniová, PhD., prof. RNDr. Ing. Ľudomír Šlahor, CSc., doc. Mgr. Zuzana Papulová, PhD.

**Last change:**

**Approved by:**

## COURSE DESCRIPTION

**University:** Comenius University in Bratislava

**Faculty:** Faculty of Management

| **Course ID:** | **Course title:** |
|---|---|
| FM.KIS/047AM/16 | 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:** | **Course title:** |
|---|---|
| FM.KIS/010AM/16 | 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 |
|---|---|---|---|---|---|---|---|
| 83,5 | 0,0 | 13,59 | 1,94 | 0,0 | 0,0 | 0,97 | 0,0 |

**Lecturers:** Mgr. Andrea Studeničová, prof. RNDr. Michal Greguš, PhD.

**Last change:**

**Approved by:**

## COURSE DESCRIPTION

| | |
|---|---|
| **University:** Comenius University in Bratislava | |
| **Faculty:** Faculty of Management | |
| **Course ID:**<br>FM.KEF/265AJM/15 | **Course title:**<br>European Integration |
| **Educational activities:**<br>**Type of activities:** lecture / seminar<br>**Number of hours:**<br>**per week:** 2 / 2 **per level/semester:** 28 / 28<br>**Form of the course:** on-site learning | |
| **Number of credits:** 6 | |
| **Recommended semester:** 2., 4. | |
| **Educational level:** I., II. | |
| **Prerequisites:** | |
| **Course requirements:**<br>- Small-group (3-5 students) semester project on selected issues of the EU/CM<br>- Semester test<br>- Presentation of the semester project and discussion/debate on selected issues | |
| **Learning outcomes:** | |
| **Class syllabus:**<br>Introduction to international economic relations (IER) and regional integration (RI)<br>- Brief history of the development in the IER<br>- Main factors of the contemporary IER – globalization, international regional economic integration (IREI), international trade, FDI, international organizations, NGOs, etc.<br>- Declining role of national states/governments in the IER<br>- The role of the United Nations and its specialized agencies in the IER<br>- Regional aspects of the UN role in the IER and technical and financial assistance to developing countries<br>- Other important international organizations regarding IER (OECD, WTO, etc.) and their role in the IER<br>- Institutionalization of the IREI and its role in IER – the model role of the EU institutions<br>- "Free trade" as the basics of the IER and IREI<br>- FDI as an important factor for the development of IER and IREI especially for developing and transitional countries<br>- IREI and its role in the IER and regarding ongoing globalization (main building block and/or hurdle)<br>- IREI as the dominant feature and development trend in the contemporary IER<br>- Main stages of the IREI<br>- Types and specifics of the IREI<br>- Basic terms and forms of the IREI<br>- The EU as a prototype of the IREI<br>- Brief history of the EU and its effects on the development of the IREI and IER<br>- The EU and its three pillars as new approach to the IREI and IER<br>- 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: 119

| A | ABS | B | C | D | E | FX | M |
|---|---|---|---|---|---|---|---|
| 59,66 | 0,0 | 30,25 | 9,24 | 0,0 | 0,84 | 0,0 | 0,0 |

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

**Last change:** 25.08.2021

**Approved by:**

## COURSE DESCRIPTION

**University:** Comenius University in Bratislava

**Faculty:** Faculty of Management

| **Course ID:** | **Course title:** |
|---|---|
| FM.KEF/033AM/16 | 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., Ing. Yuanxin Li, Mgr. Lenka Papíková, PhD.

**Last change:** 14.05.2021

**Approved by:**

## COURSE DESCRIPTION

| | |
|---|---|
| **University:** Comenius University in Bratislava | |
| **Faculty:** Faculty of Management | |
| **Course ID:**<br>FM.KEF/037AM/16 | **Course title:**<br>Financial Management |
| **Educational activities:**<br>**Type of activities:** lecture / seminar<br>**Number of hours:**<br>**per week:** 2 / 2 **per level/semester:** 28 / 28<br>**Form of the course:** on-site learning | |
| **Number of credits:** 6 | |
| **Recommended semester:** 1. | |
| **Educational level:** I., II. | |
| **Prerequisites:** | |
| **Recommended prerequisites:**<br>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:**<br>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).<br>Scale of assessment (preliminary/final): 30% / 70% | |
| **Learning outcomes:**<br>This is an advanced course in financial management and in corporate finance. The course has three main objectives:<br>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.<br>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.<br>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.<br>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:**<br>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.

**Last change:** 10.05.2021

**Approved by:**

## COURSE DESCRIPTION

**University:** Comenius University in Bratislava

**Faculty:** Faculty of Management

| **Course ID:** | **Course title:** |
|---|---|
| FM.KMn/022AM/16 | 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:** 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:**
Bajzíková, Ľ. - Búciová, Z. 2012. Medzinárodný manažment ľudských zdrojov. UK.
Scholz Ch. – Bőhm, 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. Kirkbrride, 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 Bajzíková, 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:** | **Course title:** |
|---|---|
| FM.KMk/030AM/16 | 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 Olšavský, PhD., prof. Mgr. Peter Štarchoň, PhD., Mgr. Lukáš Vaľko, PhD.

**Last change:** 20.09.2020

**Approved by:**

## COURSE DESCRIPTION

**University:** Comenius University in Bratislava

**Faculty:** Faculty of Management

| **Course ID:** | **Course title:** |
|---|---|
| FM.KKM/053AM/16 | 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 derivates and hedging of risks: basic types of financial derivates, standardization of financial derivates, 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

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., Ing. Vladimír Valach, PhD., MBA

**Last change:** 21.01.2021

**Approved by:**

**STATE EXAM DESCRIPTION**

| | |
|---|---|
| **University:** Comenius University in Bratislava | |
| **Faculty:** Faculty of Management | |
| **Course ID:**<br>FM.KMn/S06AM/16 | **Course title:**<br>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:**<br>FM.KIS/029AM/16 | **Course title:**<br>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 REQUIREMENTSStudents 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 gradeMid-Term Exam 40Term Project 40Class Presentation of Term Project and Discussion 20Course 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 GRADEI 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 classYour 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 GRADESMidterm 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: 132

| A | ABS | B | C | D | E | FX | M |
|---|---|---|---|---|---|---|---|
| 55,3 | 0,0 | 28,79 | 13,64 | 0,76 | 0,0 | 1,52 | 0,0 |

**Lecturers:** Ing. Marián Mikolášik

**Last change:** 24.01.2021

**Approved by:**

## COURSE DESCRIPTION

| | |
|---|---|
| **University:** Comenius University in Bratislava | |
| **Faculty:** Faculty of Management | |
| **Course ID:**<br>FM.KEF/057AM/16 | **Course title:**<br>Managerial Accounting |
| **Educational activities:**<br>**Type of activities:** lecture<br>**Number of hours:**<br>**per week:** 2 **per level/semester:** 28<br>**Form of the course:** on-site learning | |
| **Number of credits:** 3 | |
| **Recommended semester:** 2. | |
| **Educational level:** I., II. | |
| **Prerequisites:** | |
| **Recommended prerequisites:**<br>Cost Accounting | |
| **Course requirements:**<br>test 1- 10%<br>test 2- 10%<br>Critical thinking -15%<br>test 3 (midterm)-15%<br>final test - 50%<br>Scale of assessment (preliminary/final): 50%/50% | |
| **Learning outcomes:**<br>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:**<br>Upon completion of this course, a student should be able to solve case studies on the following topics:<br>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.<br>2. Determination of cost functions using several methods and subsequent evaluation of the functions.<br>3. Relevant revenue and costs for managerial decision making.<br>4. Job cost accounting under actual, normal and standard costing, activity-based costing approach in a cost system.<br>5. Variable and Absorption costing<br>6. Operating and financial budgets, static and flexible budget.<br>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 | 25,71 | 10,48 | 8,57 | 1,9 | 0,0 |

**Lecturers:** prof. RNDr. Darina Saxunová, PhD.

**Last change:** 19.01.2021

**Approved by:**

## COURSE DESCRIPTION

| | |
|---|---|
| **University:** Comenius University in Bratislava | |
| **Faculty:** Faculty of Management | |
| **Course ID:**<br>FM.KSP/009AM/16 | **Course title:**<br>Managerial Decision-Making |
| **Educational activities:**<br>**Type of activities:** lecture / seminar<br>**Number of hours:**<br>**per week:** 2 / 2 **per level/semester:** 28 / 28<br>**Form of the course:** on-site learning | |
| **Number of credits:** 6 | |
| **Recommended semester:** 2. | |
| **Educational level:** I., II. | |
| **Prerequisites:** | |
| **Recommended prerequisites:**<br>Finished bachelor degree. | |
| **Course requirements:**<br>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:**<br>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:**<br>1. Introduction into the subject. Decision-making in management. The nature of managerial decision-making. The decision-making process.<br>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.<br>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.<br>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 : Slezska univerzita v Opave, 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: 104

| A | ABS | B | C | D | E | FX | M |
|---|---|---|---|---|---|---|---|
| 40,38 | 0,0 | 33,65 | 17,31 | 7,69 | 0,0 | 0,96 | 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:**<br>FM.KMk/027AM/16 | **Course title:**<br>Marketing Analytics |
| **Educational activities:**<br>**Type of activities:** practicals<br>**Number of hours:**<br>**per week:** 2 **per level/semester:** 28<br>**Form of the course:** on-site learning | |
| **Number of credits:** 3 | |
| **Recommended semester:** 2., 4. | |
| **Educational level:** I., II. | |
| **Prerequisites:** | |
| **Course requirements:**<br>Graded essays on given topic during the semester<br>• Associa&on anaylsis model: 25%<br>• Cross sell model: 25%<br>• Segmenta&on model: 25%<br>• Use of data mining in marke&ng: 25%<br>The overall student ra&ng consists of the sum of the percentages for the analyzed analy&cal models and the quality of the essays.<br>The individual grades of the grading scale are awarded on the basis of the total number of points / points that reflects the degree of comple&on of the subject.<br>Grading scale: 100 –91=A/ 90-81=B/ 80-73=C/ 72-66=D/ 65-60=E/ 59-0=Fx | |
| **Learning outcomes:**<br>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:**<br>1. Basic characteristics of marketing analytics<br>Marketing Research and its components. Role and status of marketing analytics in the organization. Customer Life Cycle.<br>2. Statistical Software Enterprise Miner<br>Introduction to SAS Enterprise Miner software. Basic terms. Data retrieval, fault finding and missing data records, impute and replacement, data cleansing, data standardization.<br>3. Types of analysis used in marketing analytics<br>Customer segmentation. Cross Sell, Up Sell, Customer Retention and Customer lifetime value.<br>4. Customer segmentation<br>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: 72

| 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:** | **Course title:** |
|---|---|
| FM.KMk/028AM/16 | 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 evalua?on will be based on an assessment of the level and quality of the research project. The research project will include: - Research ?tle, Contents, Execu?ve Summary- Research objec?ves- Methodology- Results-Conclusions and recommenda?ons- Appendices
The research project must contain at least 3 of the following analyses: con?ngency tables including chi square tests, associa?on analysis, wilcoxon test, kruskal wallis test, conjoint analysis, cluster analysis, mul?dimensional scaling.
The final test will be a combina?on of open and closed ques?ons from lectures and seminars. Weight of the intermediate / final evalua?on: 40:60
From each seminar a brief summary will be prepared and sent to all students immediately aPer its comple?on. Detailed condi?ons 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.
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 markeFng
Content:
Defini?on, scope, meaning, limita?ons of marke?ng research. Understanding marke?ng research and ethics in marke?ng research. The difference between marke?ng 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 condi?ons of course evalua?on. Jus?fica?on of the importance of marke?ng research in current economic prac?ce. The task is to visit the TNS website (www.tnsglobal.com) and examine the essence of the research services offered by the company, their descrip?on 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 characteris?cs of good sampling prac?ce. Sampling errors. Sample size calcula?on. Prac?cal considera?ons 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 stra?fied and cluster sampling as if you were teaching this concept to a student who is just star?ng off in a sta?s?cs course.
Suppose you are going to be conduc?ng 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 ques?on. Then, describe how you would carry out the sampling of students using the following methods:
(a) simple random sampling
(b) stra?fied sampling
(c) cluster sampling
Think about what acribues of the FMCU student popula?on make sense to stra?fy vs. cluster on with respect to your research ques?on.
3. Research process.
Content:
Research management. Formula?on of a research problem. Logic of the research process. Common mistakes in research management. Evalua?on and control of marke?ng research. Iden?fying the problem.
Reviewing literature.
SeXng research ques?ons, objec?ves, and hypotheses. Choosing the study design.
Deciding on the sample design.
Collec?ng data.
Processing and analyzing data. Wri?ng the report.
Content of examples, tasks, assignments to consolidate the topic:
Write three research ques?ons that could guide the beginning of a research study. They can deal with any subject macer that asks about the behavior, aXtudes, and opinions of people. Be sure to follow the guidelines for wri?ng good ques?ons.
Imagine that you are the Marke?ng Director of McDonalds.
a Make a list of poten?al marke?ng objec?ves whose fulfilment could
improve the performance of McDonalds during the pandemic.
b Select what you feel would be the most important marke?ng objec?ve. Develop a set of marke?ng research objec?ves that you consider would support the decisions needed to fulfil that marke?ng objec?ve
4. Research design and research methodology.
Content:
Defini?on of research proposal, its prepara?on. Marke?ng research methodology. Exploratory research. The essen?al elements of the research design are:
Accurate purpose statement
Techniques to be implemented for collec?ng and analyzing research The method applied for analyzing collected details
Type of research methodology

Probable objec?ons for research
SeXngs 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 informa?on of consumers' aXtudes towards TV and movie streaming services. Neglix would like to determine consumers' aXtudes towards entertainment streaming services and hope to repeat this project annually. What type of research design would you recommend and why? As the marke?ng director of Neglix in your country, how would you use informa?on about consumers' aXtudes towards streaming services to increase consumer sign-ups and reten?on?
5. Typology of research methods.
Content:
Observa?on, ques?oning, experiment, primary and secondary research. Limits and benefits of their use.
Experimental design and its use in marke?ng 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 adver?sements for any brand of perfume. Design and conduct an experiment to determine which adver?sement is the most effec?ve. Use a student sample, with 10 students being exposed to each adver?sement (treatment condi?on). Develop your own measures of adver?sing effec?veness in this context.
6. QualitaFve and quanFtaFve research.
Content:
Differences and areas of applica?on. Methodology of qualita?ve and quan?ta?ve research. Differences between qualita?ve and quan?ta?ve research and the role of each in marke?ng research. Reasons for adop?ng a qualita?ve approach to marke?ng research (Stage 2 of the marke?ng research process). These reasons are developed by examining the basic philosophical stances that underpin qualita?ve research. The concept of ethnographic techniques is presented, with illustra?ons of how such techniques support marke?ng decision makers
Content of examples, tasks, assignments to consolidate the topic:
Describe the key elements to be balanced in the applica?on of ac?on research.
What do you see as the key advantages and challenges of conduc?ng
qualita?ve research online?
An adver?sing agency has selected three pieces of music that it could use in a new adver?sing campaign. It has come to you as a researcher to help in making the case for selec?ng the right piece of music for the campaign. What would be the case for using qualita?ve techniques for this task?
7. DescripFve staFsFcs
Descrip?ve sta?s?cs, raw data, interpreta?on of the data. How to properly describe data through sta?s?cs and graphs. Typically, there are two general types of sta?s?c that are used to describe data:
Measures of central tendency: these are ways of describing the central posi?on of a frequency distribu?on for a group of data. In this case, the frequency distribu?on is simply the distribu?on and pacern of marks scored by the 100 students from the lowest to the highest. We can describe this central posi?on using a number of sta?s?cs, 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 sta?s?cs are available to us, including the range, quar?les, absolute devia?on, variance and standard devia?on.
Content of examples, tasks, assignments to consolidate the topic:
Use descrip?ve sta?s?cs to summarize your group of data using a combina?on of tabulated descrip?on (i.e., tables), graphical descrip?on (i.e., graphs and charts) and sta?s?cal 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 tes?ng. Test sta?s?cs as a suitably determined func?on of sampling data. The subsequently calculated value of this sta?s?c is used to decide whether or not to reject the null hypothesis. The decision rule of the sta?s?cal hypothesis test is a rule that specifies the condi?ons 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 tradi?onally set at 0.05 ($p = 0.05$). By choosing the level of significance of $\alpha$, we determine the risk of erroneous rejec?on of the null hypothesis and at the same ?me define how much difference from the null hypothesis we are willing to tolerate as a consequence of the influence associated with working with random selec?on. Formulate null and alterna?ve hypotheses for chi-square test, analysis of variance and Kruskal-Wallis test on the example of your own data. Iden?fy which data pairs are appropriate for the tests.
9. ApplicaFon of market research.
Content:
Basic concept and scope of cluster analysis and its importance in marke?ng research; sta?s?cs associated with cluster analysis;
procedure for conduc?ng cluster analysis, including formula?ng the problem, selec?ng a distance measure, selec?ng a clustering procedure, deciding on the number of clusters, interpre?ng clusters and profiling clusters; purpose and methods for evalua?ng the quality of clustering results and assessing reliability and validity; applica?ons of non-hierarchical clustering and clustering of variables;
Content of examples, tasks, assignments to consolidate the topic:
You are a marke?ng research analyst for a major airline. You have been set the task of determining consumers' aXtudes 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 characteris?cs from 25 males and 25 females in your community. These data should then be used to cluster par?cipants and to cluster the 15 variables measuring consumer aXtudes towards budget airlines.
10. MulFdimensional scaling and conjoint analysis.
Content:
Basic concept and scope of mul?dimensional scaling (MDS) in marke?ng research and its various applica?ons; steps involved in MDS of percep?on data, including formula?ng the problem, obtaining input data, selec?ng an MDS procedure, deciding on the number of dimensions, labelling the dimensions and interpre?ng the configura?on and assessing reliability and validity; MDS scaling of preference data and dis?nguish between internal and external analysis of preferences; basic concepts of conjoint analysis, contrast it with MDS and its various applica?ons; procedure for conduc?ng conjoint analysis, including formula?ng the problem, construc?ng the s?muli, deciding the form of input data, selec?ng a conjoint analysis procedure, interpre?ng 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 par?cipant experience in comple?ng 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. U?lizing social media to start understanding the volume of conversa?ons and men?ons around a business idea. AB tes?ng. Advantages and disadvantages of online market research.

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

Please divide the bellow techniques into qualita?ve and quan?ta?ve. 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 qualita?ve techniques; quadrant 2, online quan?ta?ve; quadrant 3, offline qualita?ve, quadrant 4: offline quan?ta?ve:

Online ethnography

Visual data

Telephone ques?onnaire

Online quesitonnaire

Online interview

In-depth interview Self-administrated ques?onnaire E-mail ques?onnaire

Online focus group Par?cipant observa?on Secondary data Content analysis

Focus group

Ethnography Semi-structured interview

12. Cross sell analysis.

Content:

Basic characteris?cs of marke?ng analy?cs. Marke?ng Research and its components. Role and status of marke?ng analy?cs in the organiza?on. Customer Life Cycle. Cross Sell and Up Sell. Defini?on of terms. Basic components of Cross Sell Modeling. Next Best Offer. Analysis of customer poten?al for sales of products and services. The analysis provides valuable pacerns of buying behavior in the form of transparent outputs. Its conclusions are used in referral systems, when compiling promo?onal packages, determining the content of promo?onal catalogs, and especially targe?ng marke?ng campaigns to exis?ng customers.

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

Perform cross sell based on teachers instruc?ons.

13. AssociaFon analysis.

Content:

Associa?on analysis. Using associa?on analysis (shopping cart analysis) to iden?fy the Next Best Offer. Model results in managing campaigns. Sequence analysis. Using sequen?al analysis to iden?fy Next Best Offer. Sequence analysis also uses a variable to capture informa?on about the order of product purchase by individual customers. The result is two to mul?-element rules that show the sequence of purchases. Using modeling results in managing campaigns.

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

Perform associa?on analysis model.

14. Marke8ng research trends.

Content:

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

suppor?ng disrup?ons in almost every industry in the world. Market research is no excep?on. Automa?on and DIY surveys. Big Data and predic?ve analy?cs. Partnership 3.0.
Content of examples, tasks, assignments to consolidate the topic:
Present your research project.

**Recommended literature:**
[1]BRADLEY,N.,2013.Marke?ngResearchtoolsandTechniques.Oxford:OxfordUniversity Press, 2013. 359 p. ISBN 978-0-19-965509-0.
[2] CHURCHILL, A. G. – IACOBUCCI, D., 2018. Marke?ng Research. Methodological Founda?ons. Mason: Thomson/South-Western, 2018. 403 p. ISBN 0-324-22509-1.
[3]KUMAR,V.,2015.Marke?ngresearch.AglobalOutlook.NewDehli:SagePublica?ons, 2015. 412 p. ISBN 978-93-515-0248-7.

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 171

| A | ABS | B | C | D | E | FX | M |
|---|---|---|---|---|---|---|---|
| 87,72 | 0,0 | 7,02 | 2,92 | 1,17 | 0,58 | 0,58 | 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:** | **Course title:** |
|---|---|
| FM.KMk/016AM/16 | 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:**
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.

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, PhD.

**Last change:** 19.09.2020

**Approved by:**

## COURSE DESCRIPTION

| | |
|---|---|
| **University:** Comenius University in Bratislava | |
| **Faculty:** Faculty of Management | |
| **Course ID:**<br>FM.KEF/086AM/16 | **Course title:**<br>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:**
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.
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.
Grade table:
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

**Learning outcomes:**
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:
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

software packages for solving economic problems with econometrics.

**Class syllabus:**
Introduction to Econometrics. Regression models. Statistical hypothesis testing. Econometrics model selection methods. Generelized 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: 32

| A | ABS | B | C | D | E | FX | M |
|---|---|---|---|---|---|---|---|
| 43,75 | 0,0 | 25,0 | 9,38 | 6,25 | 9,38 | 6,25 | 0,0 |

**Lecturers:** prof. RNDr. Michal Greguš, PhD., Ing. Rastislav Kulhánek, PhD.

**Last change:** 30.07.2020

**Approved by:**

## COURSE DESCRIPTION

| | |
|---|---|
| **University:** Comenius University in Bratislava | |
| **Faculty:** Faculty of Management | |
| **Course ID:**<br>FM.KMn/039AM/16 | **Course title:**<br>Organizational Behavior |
| **Educational activities:**<br>**Type of activities:** lecture / seminar<br>**Number of hours:**<br>**per week:** 2 / 2 **per level/semester:** 28 / 28<br>**Form of the course:** on-site learning | |
| **Number of credits:** 6 | |
| **Recommended semester:** 1. | |
| **Educational level:** I., II. | |
| **Prerequisites:** | |
| **Course requirements:**<br>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:**<br>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:**<br>• Introduction, The Nature of Organizations, Trends in the New Workplace, The Nature of Managerial Work, Managerial Skills, Management Lessons from Abroad – Japanese Management.<br>• Individual Behavior and Performance, Basic Attributes of Individuals, Values, Attitudes, and the Perceptual Process.<br>• Motivation Theories, Learning, Reinforcement, Self-Management, Job Design<br>• Groups in Organizations, Group Effectiveness, Group Dynamics, Group Norms, Teamwork.<br>• Managing Organizations: Organizational Design for Strategic Competency, Basic Elements of Organizational Structures, Organizational Design Concepts (Options).<br>• Management and Chaos Theory, The New Organization<br>• 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:**<br>Robbins S.P. - Judge T.A.: Organizational Behavior, 16th Edition, Pearson, Harlow, 2015.<br>Shermerhorn, J. R..- Hunt, J.G., - Osborn, R.N.: Organizational Behavior, John Viley and Sons, N.Y. 2008<br>Robbins, S. P. –Judge, T.A.: Organizational Behavior, Prentice Hall, New Jersey, 2011<br>Robbins S.P, Judge T.A.: Organizational Behavior, 16th Edition, Pearson, Harlow, 2015. | |

**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., doc. PhDr. Rozália Sulíková, PhD.

**Last change:** 14.10.2020

**Approved by:**

## COURSE DESCRIPTION

| | |
|---|---|
| **University:** Comenius University in Bratislava | |
| **Faculty:** Faculty of Management | |
| **Course ID:**<br>FM.KEF/193AM/17 | **Course title:**<br>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:** 2., 4.

**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.

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, WILLEY, 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 |
|---|---|---|---|---|---|---|---|
| 3,57 | 0,0 | 44,64 | 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

**University:** Comenius University in Bratislava

**Faculty:** Faculty of Management

| **Course ID:** | **Course title:** |
|---|---|
| FM.KIS/160AM/16 | 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:**<br>FM.KIS/032AM/16 | **Course title:**<br>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:** prof. RNDr. Michal Greguš, PhD., Mgr. Martina Halás Vančová, PhD., Mgr. Sharon Cherono Murgor

**Last change:** 06.10.2019

**Approved by:**

## COURSE DESCRIPTION

| | |
|---|---|
| **University:** Comenius University in Bratislava | |
| **Faculty:** Faculty of Management | |
| **Course ID:**<br>FM.KSP/032AM/16 | **Course title:**<br>Strategic Management |
| **Educational activities:**<br>**Type of activities:** lecture / seminar<br>**Number of hours:**<br>**per week:** 2 / 2 **per level/semester:** 28 / 28<br>**Form of the course:** on-site learning | |
| **Number of credits:** 6 | |
| **Recommended semester:** 3. | |
| **Educational level:** I., II. | |
| **Prerequisites:** | |
| **Course requirements:**<br>Evaluation during the the semester (60 percent), final exam in the exam period (40 percent).<br>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:**<br>- Advanced understanding of strategy and strategic management<br>- Application of various methods, tools and models in strategic management<br>- Development of analytical and strategic thinking skills and practical application of knowledge on selected company/companies | |
| **Class syllabus:**<br>1. Introduction<br>2. Nature of Strategic Management<br>3. Key Terms and Relations in Strategic Management<br>4. Strategic Management Process<br>5. The Business Vision and Mission<br>6. Analysis of Macro Environment<br>7. Analysis of Industry<br>8. Analysis of Internal Environment<br>9. SWOT Analysis<br>10. Hierarchy of Strategy<br>11. Strategic Implementation and Control<br>12. Recapitulation and Conclusion | |
| **Recommended literature:**<br>[1] HITT, M. A, IRELAND, R. D., HOSKISSON, R. E. Strategic Management: Competitiveness and Globalization. Thompson, South-Western, 2005 (and later editions).<br>[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:**<br>FM.KSP/037AM/16 | **Course title:**<br>Strategic Thinking and Strategy |
| **Educational activities:**<br>**Type of activities:** lecture / seminar<br>**Number of hours:**<br>**per week:** 2 / 2 **per level/semester:** 28 / 28<br>**Form of the course:** on-site learning | |
| **Number of credits:** 6 | |
| **Recommended semester:** 1. | |
| **Educational level:** II. | |
| **Prerequisites:** | |
| **Course requirements:**<br>Evaluation during the the semester (50 percent), final exam in the exam period (50 percent).<br>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:**<br>- Acquisition of theoretical knowledge and findings on process of thinking and development of thinking withing strategy creation.<br>- Orientation in basic terms connected to strategy and its importance for nowadays companies and their success.<br>- Understanding of development and history of strategy and its use in various disciplines.<br>- The emphasis is on the application of strategic thinking and on skills and approaches to develop strategic thing. | |
| **Class syllabus:**<br>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)<br>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.<br>3. Development of strategy (Roots of Strategy in Military and other disciplines. Development of strategy in business and management)<br>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)<br>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. | |

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., Mgr. Karol Cagáň

**Last change:** 18.09.2020

**Approved by:**

**COURSE DESCRIPTION**

| | |
|---|---|
| **University:** Comenius University in Bratislava | |
| **Faculty:** Faculty of Management | |
| **Course ID:**<br>FM.KEF/014AM/16 | **Course title:**<br>Taxation |
| **Educational activities:**<br>**Type of activities:** seminar<br>**Number of hours:**<br>**per week:** 2 **per level/semester:** 28<br>**Form of the course:** on-site learning | |
| **Number of credits:** 3 | |
| **Recommended semester:** 2., 4. | |
| **Educational level:** I., II. | |
| **Prerequisites:** | |
| **Recommended prerequisites:**<br>Principles of Financial Accounting 1, 2 | |
| **Course requirements:**<br>Presentation of direct and indirect taxes in a selected country -10%<br>Problem solving - case studies -40%<br>Final test - 50%<br>Scale of assessment (preliminary/final): 50/50 | |
| **Learning outcomes:**<br>When students complete the course they will be capable to:<br>1. Use appropriate terminology to communicate tax accounting concepts.<br>2. Explain the theory and objectives of tax law, and distinguish between different tax strategies, elections, and related decisions.<br>3. Calculate taxable income as it relates to corporate, partnership, and individual tax returns.<br>4. Explain tax law as it relates to various taxable entities (individuals, corporations, partnerships)<br>5. Identify tax research resources to solve tax problems.<br>6. Gain a better understanding of the Internal Revenue Code and the IRS administrative process as related to tax law.<br>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. | |
| **Class syllabus:**<br>1. Tax and OECD tax classification.<br>2. Direct taxes<br>3. Indirect taxes | |

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: 105

| A | ABS | B | C | D | E | FX | M |
|---|---|---|---|---|---|---|---|
| 79,05 | 0,0 | 13,33 | 1,9 | 0,0 | 5,71 | 0,0 | 0,0 |

**Lecturers:** doc. Ing. Jana Kajanová, 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:** | **Course title:** |
|---|---|
| FM.KIS/150AB/17 | 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:** 2., 4.

**Educational level:** II.

**Prerequisites:**

**Recommended prerequisites:**
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.
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.
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.
The course aims to clarify the writing process and teach the fundamentals of effective scientific writing.
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.
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.

**Course requirements:**
The following course learning objectives form the basis. The goal of each assignment is to demonstrate mastery in one of the following areas:
• 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:**