

# The syllabi of additional courses for international students in 2024/25



Wroclaw  
**UNIVERSITY  
OF ECONOMICS  
AND BUSINESS**

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## Contact persons

Educational offer:

**Dr Tomasz Dyczkowski, Prof.**

**UEW**

ECTS and Erasmus+ Coordinator -  
Rector's Representative,  
Academic Coordinator

[tomasz.dyczkowski@ue.wroc.pl](mailto:tomasz.dyczkowski@ue.wroc.pl)

office: Z-504

phone: +48 (71) 36 80 512

The organisation of mobility:

**Ms Małgorzata Mazurek**

International Mobility Section,  
Incoming Students

[malgorzata.mazurek@ue.wroc.pl](mailto:malgorzata.mazurek@ue.wroc.pl)

office: A-27

phone: +48 (71) 36 80 131

The organisation of mobility:

**Ms Maria Thompson**

International Mobility Section,  
Incoming Students

[maria.thompson@ue.wroc.pl](mailto:maria.thompson@ue.wroc.pl)

office: A-27

phone: +48 (71) 36 80 131

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# POLISH LANGUAGE



Course syllabus	POLISH LANGUAGE (*CONTINUATION)		
ECTS	2 ECTS	Level	Bachelor
Winter term	In-class	Summer term	In-class

Total hours	Lectures	Tutorials	Computer labs
30 h	0 h	30 h	0 h

	Name	Email	Room
Author of the syllabus	Ewa Pruchniewicz	<a href="mailto:ewa.pruchniewicz@ue.wroc.pl">ewa.pruchniewicz@ue.wroc.pl</a>	S-49
Instructors	Ewa Pruchniewicz	<a href="mailto:ewa.pruchniewicz@ue.wroc.pl">ewa.pruchniewicz@ue.wroc.pl</a>	S-49

Description of the course	The subject covers lexical and grammar topics as well as communication skills at the A1 level used in different areas compatible with the university educational profile and a field of study
Prerequisites	The course is open to all International Students and does not require any prior knowledge of the Polish language <b>*In case of having prior Polish Language course, you may attend the Polish Language Continuation at various levels (by joining regular international students of WUEB)</b>

Goals	<ol style="list-style-type: none"> <li>Developing four basic language skills (speaking, reading, writing, listening) at A1 level corresponding to the competencies defined by the Common European Framework of Reference for Languages (CEFR).</li> <li>Sharing language knowledge: vocabulary, phrases, structures and intercultural competence necessary to build and support communication with target language users at A1 CEFR level of language proficiency.</li> <li>Raising the awareness of continuous language competence updating and the need for lifelong learning.</li> </ol>
Knowledge	<ol style="list-style-type: none"> <li>Student has a basic range of words and simple phrases used in most common situations in personal and professional life.</li> <li>Student knows the name of the university, faculty and field of study.</li> <li>Student knows simple grammatical structures and sentence patterns, enabling participation in simple communication situations at work and in everyday life.</li> </ol>
Skills	<ol style="list-style-type: none"> <li>Student can use simple sentences to talk about people and places, can introduce themselves, and can ask and answer questions about personal details such as where they live or what they do.</li> <li>Student can write simple expressions and sentences.</li> <li>Student understands very short, simple texts, single phrases based on known names, words and basic expressions.</li> </ol>
Social competencies	<ol style="list-style-type: none"> <li>Student has a pro-active attitude and can initiate social contacts on their own at the A1 CEFR level of language proficiency fluency.</li> <li>Student is ready to fulfil professional roles responsibly within A1 level of CEFR of language proficiency.</li> <li>Student is aware of the importance of a foreign language for communication and social relations.</li> </ol>

Topics – classes	1. Characteristics of the target foreign language - introduction
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	2. Greetings, saying goodbye and introductions (business and non-business context) 3. Self-presentation (academic and labour market context) 4. Countries, people 5. Family, friends (business and non-business context)
Topics – projects	1. Personal details (business and non-business context)

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	50%	10%	10%	30%

Literature	1. Małolepsza M., Szymkiewic A. (2022), <i>HURRA!!! PO POLSKU 1 (Podręcznik studenta / Zeszyt ćwiczeń)</i> . Nowa Edycja, Prolog Publishing. 2. <i>Polish doesn't bite</i> (2022), Edgard 3. Wasilewski P. (2022), <i>Polish in pictures. Dictionary, Phrasebook, Grammar</i> , Edgard.
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## Why should you choose a Polish language course while studying at Wrocław University of Economics and Business?

- The Market Square, beautiful architecture, lots of green areas, an amazing number of stylish restaurants and cafes and lots of cool places – all this in Wrocław! In your Polish classes, in addition to learning the Polish language, you'll learn interesting facts about Wrocław and places worth noticing and seeing.
- Polish is the third largest Slavic language in the world. Compared to Russian or Ukrainian, the language is much easier to learn because it uses the same Latin letters as English, unlike the Cyrillic alphabet. The pronunciation of Polish also becomes easier because of this. Knowing Polish can help you learn other Slavic languages such as: Czech, Slovak, Serbian, Ukrainian or Russian.
- The Polish language is used by more than 58 million people, also you can speak Polish outside of Poland. A lot of people have emigrated from Poland. If you speak Polish, you can join a huge group of people in the United States. Polish communities tend to stick together. You can find Polish food stores and listen to Polish radio stations in the United States.
- By learning Polish, you give yourself the opportunity to learn about wonderful literature. You can read the works of Polish Nobel Prize winners like Wisława Szymborska and Olga Tokarczuk.

# BACHELOR LEVEL

Course syllabus	APPLIED ECONOMETRICS		
ECTS	4 ECTS	Level	Bachelor
Winter term	Hybrid	Summer term	Hybrid

Total hours	Lectures	Tutorials	Computer labs
30 h	15 h	0 h	15 h

	Name	Email	Room
Author of the syllabus	Marta Dziechciarz-Duda	<a href="mailto:marta.dziechciarz-duda@ue.wroc.pl">marta.dziechciarz-duda@ue.wroc.pl</a>	Z-616
Instructors	Marta Dziechciarz-Duda Józef Dziechciarz	<a href="mailto:marta.dziechciarz-duda@ue.wroc.pl">marta.dziechciarz-duda@ue.wroc.pl</a> <a href="mailto:jozef.dziechciarz@ue.wroc.pl">jozef.dziechciarz@ue.wroc.pl</a>	Z-616 Z-617

Description of the course	Students will learn practical issues of econometric modelling with the stress on the applicability. The model specification issues begin with understanding the empirical consequences of the adopted assumptions. The practicalities of choice and the execution of the parameters estimation process will be the next step, which covers understanding of strengths and weaknesses of the OLS estimation technique. The skill of the empirical application of econometric models and a linear regression model. Drawing conclusions from estimated models. Special issues of the empirical models construction cover estimation methods in the case of heteroscedasticity and autocorrelation of the error term. Searching for proper model specification: general-to-specific approach.
Prerequisites	Mathematics, statistics

Goals	Ability to carry out empirical data analysis and apply econometric models for empirical socio-economic problems.
Knowledge	<ol style="list-style-type: none"> <li>1. Students know the techniques of application of econometric models.</li> <li>2. Students know the methods of concluding and formulating decisive recommendations from an estimated regression model.</li> </ol>
Skills	<ol style="list-style-type: none"> <li>1. Students are able to apply a simple and multivariate linear regression model for a given socio-economic problem.</li> <li>2. Students are able to use model estimation results (produced by themselves or someone else) to draw practical and decisive conclusions and make decisions regarding the given economic problem.</li> </ol>
Social competencies	<ol style="list-style-type: none"> <li>1. Students have the competence of an abstract understanding of the relationships and interdependencies between socio-economic variables that may be combined in the econometric model and apply test procedures to evaluate the model quality.</li> <li>2. Students can apply modern econometric methods for assessing and predicting socio-economic phenomena.</li> </ol>

Topics – classes	<ol style="list-style-type: none"> <li>1. Examples of applications of econometric methods. Methods of analysis of relations of economic data: scatter plot, correlation coefficient. Simple regression model: introduction, Ordinary Least Squares (OLS) estimation (with standard errors), interpretation of parameter estimates, assumptions.</li> <li>2. Methods of empirical statistical inference: point estimation, interval estimation, hypothesis testing. Statistical hypothesis testing: test for the significance of correlation coefficient applied to real-life data.</li> </ol>
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	<p>3. Modelling the practical problems. The tools: multiple regression model: introduction, estimation (with standard errors), interpretation of parameter estimates, properties of the OLS estimators. Examples of applications of multiple regression models.</p> <p>4. Empirical testing of the model quality. The goodness of fit. Hypothesis testing: t-test, F-test. Normality of the disturbance term. Heteroskedasticity and autocorrelation of error term: introduction, consequences, detection.</p> <p>5. Specification studies, model selection, multicollinearity, general-to-specific vs specific-to-general approach, omitted variables problem.</p>
Topics – projects	Regression model for a given economic problem – an empirical analysis. Application of econometric methods for real-life decision models.

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	0%	0%	75%	25%

Literature	<p>1. Maddala G.S. (2001), <i>Introduction to Econometrics</i>, John Wiley &amp; Sons.</p> <p>2. Dougherty Ch. (2002), <i>Introduction to Econometrics</i>, Oxford University Press.</p> <p>3. Brooks Ch. (2002), <i>Introductory Econometrics for Finance</i>, Cambridge University Press.</p>
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Course syllabus	<b>BASICS OF MARKETING RESEARCH</b>		
ECTS	4 ECTS	Level	Bachelor
Winter term	Online	Summer term	Online

Total hours	Lectures	Tutorials	Computer labs
30 h	15 h	0 h	15 h

	Name	Email	Room
Author of the syllabus	Klaudia Przybysz	<a href="mailto:klaudia.przybysz@ue.wroc.pl">klaudia.przybysz@ue.wroc.pl</a>	Z-623
Instructors	Klaudia Przybysz (summer) Marcin Haberla (winter)	<a href="mailto:klaudia.przybysz@ue.wroc.pl">klaudia.przybysz@ue.wroc.pl</a> <a href="mailto:marcin.haberla@ue.wroc.pl">marcin.haberla@ue.wroc.pl</a>	Z-623 B-7A

Description of the course	<ol style="list-style-type: none"> <li>1. Introduction of concepts related to market analysis and preparation for binding acquired knowledge with practice.</li> <li>2. To provide students with knowledge of the essence of market analysis.</li> <li>3. Presentation of conditions and principles of application of the research process.</li> <li>4. Some simple quantitative methods useful in marketing research.</li> </ol>
Prerequisites	Fundamentals of Marketing

Goals	<ol style="list-style-type: none"> <li>1. Learning the basic concepts of marketing research – the concept of marketing research.</li> <li>2. To teach about stages of the marketing research process.</li> <li>3. Learning data collection and simple analytical methods useful in marketing research and teaching how to prepare the marketing research report.</li> </ol>
Knowledge	<ol style="list-style-type: none"> <li>1. Students know how to design a questionnaire.</li> <li>2. Students know selected techniques of quantitative methods in marketing research</li> <li>3. Students know what the marketing research process is, its stages, and the methods of concluding based on obtained results.</li> </ol>
Skills	<ol style="list-style-type: none"> <li>1. Students are able to design questionnaires and collect primary data.</li> <li>2. Students are able to design and execute basic marketing research for a given marketing problem.</li> <li>3. Students are able to use the analysis results (produced by themselves or someone else) to draw conclusions and make decisions regarding a given marketing problem.</li> </ol>
Social competencies	<ol style="list-style-type: none"> <li>1. Students are able to work in a group</li> <li>2. Students are creative in solving marketing problems</li> <li>3. Students can assess the market situation of a company using the collected data and make the right decisions based on them.</li> </ol>

Topics – classes	<ol style="list-style-type: none"> <li>1. Introduction to marketing and marketing research. Research design.</li> <li>2. Measurement scales.</li> <li>3. Data collection. Sampling.</li> <li>4. Questionnaire design: methods, question types, question composition, question order, survey layout, common errors in questionnaire design.</li> <li>5. Positioning maps and how to create and use them.</li> <li>6. Introduction to quantitative methods in marketing research.</li> </ol>
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Topics – projects	Project in the area of marketing research, based on the knowledge acquired during the course			
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	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	0%	20%	50%	30%

Literature	<ol style="list-style-type: none"> <li>Churchill G.A. Jr. (1995), <i>Marketing Research: Methodological Foundations</i>, Dryden Press.</li> <li>Malhotra N.K. (2011), <i>Basic Marketing Research, 4th edition</i>, Pearson Prentice Hall.</li> <li>Zikmund W. G. (2003): <i>Exploring Marketing Research</i>, Thomson/South-Western.</li> </ol>
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Course syllabus	BUSINESS CREATIVITY AND INNOVATIONS		
ECTS	5 ECTS	Level	Bachelor
Winter term	In-class	Summer term	Online

Total hours	Lectures	Tutorials	Computer labs
45 h	15 h	30 h	0 h

	Name	Email	Room
Author of the syllabus	Tomasz Dyczkowski	<a href="mailto:tomasz.dyczkowski@ue.wroc.pl">tomasz.dyczkowski@ue.wroc.pl</a>	Z-504
Instructors	Tomasz Dyczkowski Krystian Olek	<a href="mailto:tomasz.dyczkowski@ue.wroc.pl">tomasz.dyczkowski@ue.wroc.pl</a> <a href="mailto:krystian.olek@ue.wroc.pl">krystian.olek@ue.wroc.pl</a>	Z-504 Z-810

Description of the course	<p>The course incorporates a set of multidisciplinary methods and tools to assist students in bridging a process between their specific areas of studies and a workplace by creating innovative business ideas (for a new company, product or service), having in mind the European Market. The four pillars of the course include creative challenges, self-managed work in multinational creative venture teams, team coaching and professional presentations.</p> <p>The course has been developed by partners of the Competence in EuroPreneurship (COEUR) project from Germany (Mainz), Poland (Wroclaw), Scotland (Aberdeen) and Finland (Helsinki), and it is delivered in a local or online mode (virtual cooperation between students from various COEUR partner universities).</p>
Prerequisites	None

Goals	<ol style="list-style-type: none"> <li>Students will become familiar with methods stimulating creativity and innovativeness of individuals, groups and the entire business organisations.</li> <li>Students from all disciplines will be prepared for self-employment or intrapreneurial responsibility within a company in the European market.</li> </ol>
Knowledge	<ol style="list-style-type: none"> <li>Understanding the creativity phenomenon and the importance of creativity to the market success of a business.</li> <li>Comprehension of the new product development process and its stages.</li> <li>Understanding a company foundation process.</li> </ol>
Skills	<ol style="list-style-type: none"> <li>Design thinking.</li> <li>Process management.</li> <li>Testing technological and financial feasibility of innovative concepts.</li> </ol>
Social competencies	<ol style="list-style-type: none"> <li>Enhancing creativity and innovativeness.</li> <li>Being able to work in intercultural teams.</li> <li>Making effective presentations to potential investors.</li> </ol>

Topics – classes	<ol style="list-style-type: none"> <li>The phenomenon of creativity artistic vs problem-solving creativity, creativity techniques; spontaneous, productive, inventive, innovative and emergentive creativity; creativity roots, boosts, influences and blocks; the business development cycle (problem definition, idea generation, idea evaluation, implementation).</li> <li>Types and sources of innovations technology-driven, culture-driven, space or time-driven innovations; research-based vs frugal innovations, different thinking.</li> <li>Intercultural and virtual teamworking</li> </ol>
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	<p>Culture and its dimensions, intercultural competencies in Europe, the EuroPreneurship concept, success factors of work in intercultural teams.</p> <p>4. New product development</p> <p>categories of new products (new-to-the-world, new product lines, line additions, revisions, repositioned products, low-priced products); stages of NPD (idea generation, screening, concept testing, business analysis, product development, test marketing, commercialisation, monitoring and evaluation).</p> <p>5. Market research</p> <p>problem definition, identification of a need, the definition of a target audience, finding communication channels.</p> <p>6. Formulating a value proposition and a business model</p> <p>understanding value, value drivers, value decomposition, value-adding, customer perceived value, business model and value proposition canvas (gains and pains).</p> <p>7. Financing innovative concepts</p> <p>financial support to start-ups in Europe, business angels, venture capital, crowdfunding, entrepreneurship models.</p> <p>8. Developing and managing start-up companies</p> <p>the foundation process, challenges and success factors, protection of intellectual property, me as an entrepreneur.</p> <p>9. Effective business presentations</p> <p>Content of a pitch deck, selection of facts, visual format, preparation for Q&amp;A session, mastering spoken presentations, sharing responsibilities in a team.</p>
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Topics – projects	<p>1. Inspiring organisation (20%)</p> <p>presentation (in pairs or small groups) of a profile of a business organisation, the activities of which may be inspirational in the context of creativity and innovations.</p> <p>2. The value proposition pitch (35%)</p> <p>10-minute pitch to a jury panel (performed by teams) which presents the motivation, the creative opportunity, the market, the product/the service and the unique selling proposition, followed by a Q&amp;A session</p> <p>3. The business report (45%)</p> <p>The final report explains the innovative concept developed by teams focusing on such success factors as the degree of novelty, market and needs, feasibility and scalability.</p>
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	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	0%	0%	100%	0%

Literature	<p>4. Byttebier I., Vullings R. (2015), <i>Creativity in Business: The Basic Guide for Generating and Selecting Ideas</i>, BIS Publishers.</p> <p>5. Drucker P.F. (2006), <i>Innovation and Entrepreneurship</i>, Routledge.</p> <p>6. Micic P. (2010), <i>The Five Futures Glasses: How to See and Understand More of the Future with the Eltville Model</i>, Palgrave Macmillan.</p>
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Course syllabus	COMPUTER TOOLS FOR DATA ANALYSIS		
ECTS	4 ECTS	Level	Bachelor
Winter term	Hybrid	Summer term	Hybrid

Total hours	Lectures	Tutorials	Computer labs
30 h	15 h	0 h	15 h

	Name	Email	Room
Author of the syllabus	Marta Dziechciarz-Duda	<a href="mailto:marta.dziechciarz-duda@ue.wroc.pl">marta.dziechciarz-duda@ue.wroc.pl</a>	Z-616
Instructors	Marta Dziechciarz-Duda	<a href="mailto:marta.dziechciarz-duda@ue.wroc.pl">marta.dziechciarz-duda@ue.wroc.pl</a>	Z-616

Description of the course	Students will learn how to choose and apply the computer software tools appropriate to analyse the socioeconomic data (quantitative and qualitative). Students will learn to construct a simple or multivariate regression analysis for a given economic problem. Students will learn how to design economic research with steps including data preparation for analysis, issues of missing data, techniques of outliers detection, data comparability and reliability. Students will learn how to use selected software for case studies and empirical, real-life data examples to perform multivariate data analysis and how to present results using tables and graphical tools.
Prerequisites	Mathematics, Statistics

Goals	<ol style="list-style-type: none"> <li>Ability to carry out data analysis and construct a simple (univariate) or multivariate data analysis for a given economic problem with the appropriate presentation of results.</li> <li>Ability to draw conclusions and make decision recommendations regarding a given economic problem.</li> </ol>
Knowledge	Students know research design, data analysis, and result presentation techniques with the appropriate computer software tools.
Skills	Students have skills in designing economic research and mastering data analysis methods and techniques using software (MS Excel, Statistica, SPSS).
Social competencies	Students have the competence to discuss the strengths and weaknesses of data analysis methods and how they affect decision-making based on analysis.

Topics – classes	<ol style="list-style-type: none"> <li>Elements of the Analysis of Survey Data (e.g. data coding, preparing data for analysis, missing data, detecting outliers, descriptive statistics) and Basic Data Analysis (correlation analysis, regression analysis, ANOVA).</li> <li>Advanced Data Analysis (e.g. measurement scales, data standardisation, linear ordering, cluster analysis).</li> <li>Advanced Data Analysis (e.g. classification and regression trees).</li> <li>Advanced Data Analysis (e.g. contingency tables; correspondence analysis, multidimensional scaling, factor analysis).</li> <li>Conducting Data Analyses using Computer Tools: MS Excel and Statistica, SPSS. Preparing Presentation of the Research Results using Computer Tools.</li> </ol>
Topics – projects	Empirical data analysis.

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	0%	0%	75%	25%

Literature	<ol style="list-style-type: none"><li>1. Anderson T.W. (2003): <i>An Introduction to Multivariate Statistical Analysis</i>, John Wiley &amp; Sons.</li><li>2. Hair J.F., Black W.C., Babin B.J. Anderson R.E. (2009): <i>Multivariate Data Analysis, 7th edition</i>, Prentice Hall.</li><li>3. Lattin J., Carroll D., Green P. (2002), <i>Analysing Multivariate Data</i>, Cengage Learning.</li></ol>
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Course syllabus	CONTABILIDAD DE GESTIÓN (In Spanish)		
ECTS	4 ECTS	Level	Bachelor
Winter term	Online	Summer term	Not in offer

Total hours	Lectures	Tutorials	Computer labs
30 h	15 h	15 h	0 h

	Name	Email	Room
Author of the syllabus	Magdalena Kapelko	<a href="mailto:magdalena.kapelko@ue.wroc.pl">magdalena.kapelko@ue.wroc.pl</a>	Z-621
Instructors	Magdalena Kapelko	<a href="mailto:magdalena.kapelko@ue.wroc.pl">magdalena.kapelko@ue.wroc.pl</a>	Z-621

Description of the course	El objetivo de este curso es preparar a los estudiantes para realizar y comprender los informes sobre costes de los productos, líneas de negocio, rentabilidad de áreas geográficas, etc. Los estudiantes al finalizar este curso estarán familiarizados con los objetivos, fundamentos de los sistemas de contabilidad de gestión, características de su diseño y diferentes tipos de usos en la planificación y el control que se pueden dar a los datos de contabilidad de gestión. La metodología de enseñanza-aprendizaje comprende tres ámbitos: 1) desarrollo de un conocimiento técnico adecuado a través de lecciones magistrales; 2) desarrollo de habilidades a través de ejercicios a resolver; 3) desarrollo de habilidades a través de la resolución de casos.
Prerequisites	Conocimiento basico de la contabilidad financiera

Goals	<ol style="list-style-type: none"> <li>Realizar y comprender los informes sobre costes de los productos, líneas de negocio, rentabilidad de áreas geográficas, etc.</li> <li>Familiarizarse con los objetivos, fundamentos de los sistemas de contabilidad de gestión, características de su diseño y diferentes tipos de usos en la planificación y el control.</li> </ol>
Knowledge	<ol style="list-style-type: none"> <li>Aprender los principales instrumentos de la gestión contable para la toma de decisiones.</li> <li>Comprender la utilidad y alcance de las herramientas de la gestión contable.</li> <li>Analizar y evaluar los resultados obtenidos a través de los modelos empleados.</li> </ol>
Skills	<ol style="list-style-type: none"> <li>Capacidad para tomar decisiones.</li> <li>Alcanzar los resultados de forma autónoma.</li> </ol>
Social competencies	Adquirir un comportamiento ético en la contabilización.

Topics – classes	<ol style="list-style-type: none"> <li>Introducción a la contabilidad de gestión.</li> <li>Clasificaciones y conceptos de costes.</li> <li>Costes de órdenes de trabajo.</li> <li>Costeo absorbente y costeo variable.</li> <li>Ánálisis coste-volumen-beneficio.</li> <li>Costes y gestión basados en actividades. Costeo por secciones.</li> </ol>
Topics – projects	Solución y detección de problemas a través de la resolución de casos en grupos.

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	90%	0%	10%	0%

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Literature	<ol style="list-style-type: none"><li>1. Horngren Ch.T., Datar S.M., Rajan, M.V. (2012), <i>Contabilidad de costos: Un enfoque gerencial</i>. Pearson Educación, 2012.</li><li>2. Fernández A., Gutiérrez Díaz G., Sáez Torrecilla Á. (2010), <i>Contabilidad de costes y contabilidad de gestión</i>, McGraw-Hill.</li><li>3. Jimenez Montañes M.A. (1995), <i>Fundamentos de contabilidad de costes</i>, Tebar Flores S.L.</li><li>4. Horngren Ch.T., Datar S.M., Foster G. (2009), <i>Cost accounting: A managerial emphasis</i>, Pearson Prentice Hall.</li><li>5. Drury C. (2015), <i>Cost and management accounting: An introduction</i>, Cengage Learning.</li></ol>
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Course syllabus	CONTROLLING		
ECTS	4 ECTS	Level	Bachelor
Winter term	In-class	Summer term	Online

Total hours	Lectures	Tutorials	Computer labs
30 h	15 h	0 h	15 h

	Name	Email	Room
Author of the syllabus	Tomasz Dyczkowski	<a href="mailto:tomasz.dyczkowski@ue.wroc.pl">tomasz.dyczkowski@ue.wroc.pl</a>	Z-504
Instructors	Tomasz Dyczkowski Joanna Dyczkowska	<a href="mailto:tomasz.dyczkowski@ue.wroc.pl">tomasz.dyczkowski@ue.wroc.pl</a> <a href="mailto:joanna.dyczkowska@ue.wroc.pl">joanna.dyczkowska@ue.wroc.pl</a>	Z-504 Z-504

Description of the course	The course discusses problems related to planning, control, coordination and reporting of activities in business organisations, in particular in manufacturing, service and commercial enterprises. Participants of the course will acquire the necessary knowledge and develop competencies required to perform the tasks entrusted to employees of controlling and management accounting departments. The course focuses on practice-oriented elements of controlling, which are trained via an original controlling simulation game played in teams.
Prerequisites	fundamental knowledge of accounting, finance and management

Goals	Students will be made familiar with the tasks of a controller in an enterprise or an institution, including various functional areas as well as operational and strategic perspectives.
Knowledge	<ol style="list-style-type: none"> <li>1. Understanding the controlling concept and being aware of its role in supporting business organisations.</li> <li>2. Awareness of methods and tools applied in controlling.</li> <li>3. Familiarity with the concept of responsibility centres and evaluation of their performance.</li> </ol>
Skills	<ol style="list-style-type: none"> <li>1. Preparing and evaluating budgets, detecting variances and interpreting them.</li> <li>2. Designing ratios for controlling purposes and interpreting their values.</li> <li>3. Monitoring the economic situation of a business organisation.</li> </ol>
Social competencies	<ol style="list-style-type: none"> <li>1. Obtaining, validating, selecting and systematising information for decision-making purposes</li> <li>2. Working effectively in MS Excel by selecting appropriate functions and tools, detecting and avoiding errors, as well as visualising business data.</li> <li>3. Presenting reports and conclusions effectively, including the right balance between numeric, narrative and visual elements.</li> </ol>

Topics – classes	<ol style="list-style-type: none"> <li>1. Controlling in business organisations the controlling concept, functions and tasks of controlling, the evolution of a controller's profession, implementation of controlling in a business organisation.</li> <li>2. Budgeting process the organisation of the process, budgeting methods (top-down, bottom-up, incremental, zero-based, rolling), budgetary control, variance analysis and reporting</li> <li>3. Controlling in functional areas of a business Controlling for supply and the logistic chain, manufacturing, marketing, distribution and sales, human resources</li> <li>4. Project controlling</li> </ol>
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	<p>feasibility studies, cost-benefit analysis, scheduling, resources allocation, budgeting, progress analysis and reporting</p> <p>5. Internal reporting:</p> <p>objectives of reports, selecting, structuring and prioritising information, presenting financial, quantitative and narrative information, validating reports</p>
Topics – projects	<p>The controlling simulation game (played in teams over the entire semester). Throughout the simulations process, students learn how to:</p> <ul style="list-style-type: none"> <li>• analyse performance-related data,</li> <li>• formulate an initial annual budget of a company,</li> <li>• conduct ongoing data analysis on a monthly (weekly basis),</li> <li>• recommend actions and business decisions and evaluate their effectiveness,</li> <li>• identify deviations from the plan and decide on quarterly adjustments,</li> <li>• prepare controller's presentation.</li> </ul> <p>The game's result and presentation of the company's performance contribute to 15% and 25% of the course evaluation, respectively.</p>

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	50%	0%	45%	5%

Literature	<ol style="list-style-type: none"> <li>1. Bragg, S.M. (2012), <i>The controller's function. The work of the managerial accountant</i>, Wiley.</li> <li>2. Drury C. (2008), <i>Management and Cost Accounting</i>, South-Western Centage Learning.</li> <li>3. Merchant K. A., Van Der Stede W. A. (2007), <i>Management Control Systems: Performance Measurement, Evaluation and Incentives</i>, Pearson Education Limited.</li> </ol>
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Course syllabus	CREATIVE ECONOMY		
ECTS	4 ECTS	Level	Bachelor
Winter term	Online	Summer term	Online

Total hours	Lectures	Tutorials	Computer labs
30 h	15 h	15 h	0 h

	Name	Email	Room
Author of the syllabus	Katarzyna Miszczak	<a href="mailto:katarzyna.miszczak@ue.wroc.pl">katarzyna.miszczak@ue.wroc.pl</a>	B-301
Instructors	Katarzyna Miszczak	<a href="mailto:katarzyna.miszczak@ue.wroc.pl">katarzyna.miszczak@ue.wroc.pl</a>	B-301

Description of the course	The course includes basic knowledge of multidimensional and multidirectional trends in the creative economy. It allows one to know and understand terms, concepts and methods of analysing contemporary phenomena and processes occurring in creative entities worldwide. The course covers empirical reflection on creativity, measurement, possible drivers and bottlenecks.
Prerequisites	Basics of economics

Goals	1. To acquaint students with particular modern concepts of a creative economy. 2. To transfer knowledge regarding basic terms, classifications, functions, features and dimensions of phenomena and processes occurring in creative units.
Knowledge	Students gain a new perspective on the creative economy and discover how culture and business can collaborate.
Skills	Students are able to pave a career path in creative professions.
Social competencies	Students engage in a collaborative learning environment where participation and hands-on learning are fundamental.

Topics – classes	1. What is Creativity? 2. Innovation as a global economic driver 3. Creative industries and cultural industries in an economy 4. The unique role of arts in the development of social and economic capital 5. The three-sector model of creative activity 6. Measurement of creativity and innovativeness 7. The intersection of arts and business – the complexities and opportunities 8. Concepts of the “creative class” and creative cities and creative clusters – and how they apply to companies, governments and citizens alike 9. Learning region as a creative milieu of smart cities – the need for multiple strategies 10. Mapping creative communities to forging new pathways for intelligent development
Topics – projects	1. Creative Strategy (individual project) 2. Networking in creative and cultural industries (team game-group project)

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	0%	60%	30%	10%

Literature	1. <i>Creative Economy Report</i> (2013), UNESCO and UNDP <a href="http://www.unesco.org/culture/pdf/creative-economy-report-2013.pdf">http://www.unesco.org/culture/pdf/creative-economy-report-2013.pdf</a>
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	<ul style="list-style-type: none"><li>2. Hua, M., Harvey, S., Rietzschel, E.F. (2022), <i>Unpacking "Ideas" In Creative Work: A Multidisciplinary Review</i>. Academy of Management Annals, Vol. 16 Issue 2, DOI: 10.5465/annals.2020.0210</li><li>3. Bilton C. (2006), <i>Management and Creativity: From Creative Industries to Creative Management</i>, Blackwell.</li><li>4. Florida R. (2008), <i>Who's Your City: How the Creative Economy is Making Where to Live the Most Important Decision of Your Life</i>, Basic Books.</li><li>5. Miszczak K. (2018), <i>Smart specialisation in innovative environment</i>. Regional Journal No. 18, pp. 39–49, <a href="http://doi.org/10.15611/br.2018.1.03">http://doi.org/10.15611/br.2018.1.03</a></li><li>6. Dubina, I.N., Carayannis, E.G. (2016), <i>Creativity, Innovation, and Entrepreneurship Across Cultures: Theory and Practices</i>, Springer, New York</li></ul>
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Course syllabus	ECONOMIC AND POLITICAL INTEGRATION IN EUROPE		
ECTS	4 ECTS	Level	Bachelor
Winter term	Not in offer	Summer term	Hybrid

Total hours	Lectures	Tutorials	Computer labs
30 h	15 h	15 h	0 h

	Name	Email	Room
Author of the syllabus	Łukasz Olipra	<a href="mailto:lukasz.olipra@ue.wroc.pl">lukasz.olipra@ue.wroc.pl</a>	B-103
Instructors	Łukasz Olipra	<a href="mailto:lukasz.olipra@ue.wroc.pl">lukasz.olipra@ue.wroc.pl</a>	B-103

Description of the course	The course aims to acquaint students with the functioning, basic rules, principles, policies, and history of the European Union. After this course, students should be able to answer the questions: what is European Union? How and why it was created? What is the responsibility of particular EU institutions? And the last, most general question: how does the European Union work? After this course, students should understand the current activities and policies of the European Union and its influence on the national economies, companies and international business.
Prerequisites	Basic knowledge of economics (micro and macroeconomics) and international relations.

Goals	<ol style="list-style-type: none"> <li>1. The transfer of knowledge concerning the idea of economic integration and its practical example, which is the European integration process and the functioning of the European Union, its institutions, decision-making process, Single European Market, and other EU Policies.</li> <li>2. The creation of an aware EU citizen with an active and professional attitude to the activity on the Single European Market, skills and abilities to analyse driving forces and effects of the European integration, as well as to identify and use advantages resulting from the integration process for companies and individuals.</li> </ol>
Knowledge	<ol style="list-style-type: none"> <li>1. After this course, students know the basic and advanced terminology, ideas and concepts concerning both: the theoretical framework of economic integration and the process of European integration, including the functioning and responsibilities of EU institutions, the decision making process in the EU, functioning of the Single European Market and other EU Policies.</li> <li>2. Students know the driving forces and effects of the European integration process, as well as methods and instruments to identify and use advantages resulting from the integration process for companies and individuals.</li> </ol>
Skills	<ol style="list-style-type: none"> <li>1. Students properly use the basic and advanced terminology, ideas and concepts concerning both: the theoretical framework of economic integration and the process of European integration, including the functioning and responsibilities of EU institutions, the decision-making process in the EU, functioning of the Single European Market and other EU Policies.</li> <li>2. Students are able to participate professionally and are active on the Single European Market, are able to use skills and abilities to analyse driving forces and effects of the European integration, as well as to identify and use advantages resulting from the integration process for companies and individuals. Graduate is also able to interpret basic problems and processes of the contemporary world economy, their causes and course know how to use the basic theoretical</li> </ol>

	knowledge to analyse specific phenomena and processes in the European integration.
Social competencies	<p>1. Students are able to work independently and in a team (also internationally), including taking different roles in a team; students willingly accept responsibility for tasks entrusted to them; possess basic organizational skills and are able to complement and improve their knowledge and skills, being aware of the existence of multiculturalism and diversity of standards in different social systems, and particularly in the European Union and its Members.</p> <p>2. Students are able to participate effectively in the making and execution of group projects concerning the functioning of contemporary enterprises and the economy in a context of increasing internationalization and the development of integration processes, with particular emphasis on the Single European Market. Students correctly identify socio-economic problems related to the functioning of a market economy and the Single European Market</p>

Topics – classes	<p>1. Origins and history of the European integration process.</p> <p>2. Theories and concepts of European integration (political and economic), stages of economic integration.</p> <p>3. Development of the European Communities and European Union – analysis of European treaties.</p> <p>4. Institutional structure and decision making processes in the EU.</p> <p>5. Groups of interests in the EU.</p> <p>6. Creation and basis of the Single European Market.</p> <p>7. The Common Agricultural Policy.</p> <p>8. Regional Policy of the European Union.</p> <p>9. Economic and Monetary Union.</p> <p>10. Finances of the European Union: budget, revenues and expenditures, the evolution of the budget, financial perspectives.</p> <p>11. Environmental and Climate Changes Policy in the European Union.</p> <p>12. The EU's Foreign, Security, and Defence Policies; European Union External Relations.</p> <p>13. Justice and home affairs.</p> <p>14. Enlargement: yes or no? How? – Debate.</p>
Topics – projects	<p>1. Formulation of the strategy for an international company aimed at transferring expertise to the EU institutions during the legislation process and lobbying for solutions advantageous for that company.</p> <p>2. Creation of the Regional Operational Program for a selected underdeveloped EU region to use EU funds to facilitate that region's development.</p>

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	50%	0%	40%	10%

Literature	<p>1. <i>European Union Politics</i>, 6<sup>th</sup> edition (2019), Cini M., Perez-Solorzano Borragan N. (eds.), Oxford University Press.</p> <p>2. <i>The European Union. How does it work?</i> 2nd edition (2009), Bomberg E., Peterson J., Stubb A. (eds.), Oxford University Press.</p> <p>3. Artis M., Nixson F. (2007), <i>Economics of the European Union</i>, 4<sup>th</sup> edition, Oxford University Press 2007.</p> <p>4. <i>General information about the functioning of the European Union and its policies published online by different EU institutions</i>.</p>
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Course syllabus	ECONOMIC GLOBALIZATION AND THE CURSE OF BLACK SWAN		
ECTS	2 ECTS	Level	Bachelor
Winter term	Online	Summer term	In-class

Total hours	Lectures	Tutorials	Computer labs
15 h	15 h	0 h	0 h

	Name	Email	Room
Author of the syllabus	Sebastian Bobowski	<a href="mailto:sebastian.bobowski@ue.wroc.pl">sebastian.bobowski@ue.wroc.pl</a>	B-121
Instructors	Sebastian Bobowski	<a href="mailto:sebastian.bobowski@ue.wroc.pl">sebastian.bobowski@ue.wroc.pl</a>	B-121

Description of the course	The course is intended to familiarize students with theoretical and empirical studies on the globalization of the 21 <sup>st</sup> century, determinants and implications of major shocks experienced by the world economy, recognized as black swan events. The course includes case studies to address current phenomena and trends.
Prerequisites	Basic principles of microeconomics, macroeconomics

Goals	<ol style="list-style-type: none"> <li>1. The course is intended to familiarize students with key characteristics of economic globalization, its triggers and challenges.</li> <li>2. The course is intended to develop the skills required to analyse the determinants and impacts of black swan events taking place in international trade and international finance.</li> <li>3. The course is intended to shape an open, creative attitude on various aspects of economic shocks in the world economy of the 21<sup>st</sup> century.</li> </ol>
Knowledge	<ol style="list-style-type: none"> <li>1. Students define the basic characteristics of globalization in the 21st century, its main actors and trends.</li> <li>2. Students characterize the concept of the black swan and its economic context.</li> </ol>
Skills	<ol style="list-style-type: none"> <li>1. Student anticipates the consequences of black swan events for selected regions, countries and sectors.</li> <li>2. Students discuss various aspects of crisis management in the face of global shocks, including supranational coordination of responses and its effects.</li> </ol>
Social competencies	<ol style="list-style-type: none"> <li>1. Students are aware of the complexity of the international economic environment.</li> <li>2. Students are credible and creative members of working groups challenging international economic issues.</li> </ol>

Topics – classes	<ol style="list-style-type: none"> <li>1. Globalization of the 21st century, slowbalization, deglobalization - explaining the conceptual intricacies.</li> <li>2. The concept of the black swan – seeking for case studies.</li> <li>3. Global economy and the mystery of missing deficits.</li> <li>4. Capital paradoxes.</li> <li>5. Disproving the myth of “too big to fail”.</li> <li>6. Chinese cough, global flu.</li> <li>7. Offshoring vs reshoring in the global value chains.</li> </ol>
Topics – projects	Global vs regional coordination of responses in the face of black swan events.

	Control work	Individual projects	Group projects	Activity in class

Assessment of achievements	40%	0%	40%	20%
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Literature	<ol style="list-style-type: none"> <li>1. Krugman P., Obstfeld M., Melitz M. (2018), <i>International Economics, Theory and Policy, 11th edition</i>, Pearson.</li> <li>2. Stiglitz J.E. (et al.) (2010), <i>The Stiglitz Report: Reforming the International Monetary and Financial Systems in the Wake of the Global Crisis</i>, The New Press.</li> <li>3. Antràs P. (2020), <i>De-Globalisation? Global Value Chains in the Post-COVID-19 Age</i>, NBER Working Paper No. 28115.</li> <li>4. Reinhart C.M., Reinhart V., Trebesch Ch. (2016), <i>Global Cycles: Capital Flows, Commodities, and Sovereign Defaults, 1815–2015</i>, American Economic Review, No. 106.</li> <li>5. Eichengreen B. (2010), <i>International Financial Regulation after the Crisis</i>, Daedalus Fall.</li> <li>6. Goodhart Ch.A.E. (1999), <i>Myths about the Lender of Last Resort</i>, International Finance No. 2 (November).</li> <li>7. Frenkel J.A., Mussa M.L. (1980), <i>The Efficiency of Foreign Exchange Markets and Measures of Turbulence</i>, American Economic Review, No. 70 (May).</li> </ol>
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Course syllabus	ESSENTIALS OF INTERNATIONAL BUSINESS		
ECTS	4 ECTS	Level	Bachelor
Winter term	Not in offer	Summer term	Online

Total hours	Lectures	Tutorials	Computer labs
30 h	15 h	15 h	0 h

	Name	Email	Room
Author of the syllabus	Artur Klimek	<a href="mailto:artur.klimek@ue.wroc.pl">artur.klimek@ue.wroc.pl</a>	B-216b
Instructors	Artur Klimek	<a href="mailto:artur.klimek@ue.wroc.pl">artur.klimek@ue.wroc.pl</a>	B-216b

Description of the course	The module aims to provide crucial knowledge regarding the relevance of international economic cooperation; main forms of international business (export, licencing, franchising, foreign direct investment) and key players in international business (multinational enterprises and small and medium-sized enterprises) and develop basic skills allowing to work in the international business environment.
Prerequisites	Understanding of basic economic rules.

Goals	Explaining opportunities and threats related to international operations of firms.
Knowledge	Providing knowledge regarding forms of international business, its modes and participants
Skills	1. Understanding strategies of firms participating in international business. 2. Building internationalisation strategies based on factors of the external and internal business environment.
Social competencies	Preparation to work in international teams and effectively present findings to a diversified audience.

Topics – classes	1. Role of international business. 2. Firms in international business. 3. Multinational corporations and their strategies. 4. Entry modes to foreign markets. 5. Analysis of international markets. 6. Development of strategies for international firms.
Topics – projects	Designing the basic internationalisation strategy of an enterprise.

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	40%	0%	40%	20%

Literature	1. Ball, D. (et al.) (2010), <i>International Business: The Challenge of Global Competition</i> , McGraw-Hill. 2. Verbeke, A. (2009), <i>International Business Strategy</i> , Cambridge University Press. 3. Czinkota, M. (et al.) (1994), <i>International Business</i> , Dryden Press.
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Course syllabus	EUROPEAN FINANCIAL MARKETS		
ECTS	4 ECTS	Level	Bachelor
Winter term	Online	Summer term	Online

Total hours	Lectures	Tutorials	Computer labs
30 h	30 h	0 h	0 h

	Name	Email	Room
Author of the syllabus	Iwo Augustyński	<a href="mailto:iwo.augustynski@ue.wroc.pl">iwo.augustynski@ue.wroc.pl</a>	B-106
Instructors	Iwo Augustyński	<a href="mailto:iwo.augustynski@ue.wroc.pl">iwo.augustynski@ue.wroc.pl</a>	B-106

Description of the course	During the course, students will learn what financial markets are, why we need them and what is currently happening in European financial markets.
Prerequisites	None

Goals	To teach students what role financial markets play in the economy of the European Union and its member states.
Knowledge	<ol style="list-style-type: none"> <li>1. Students have knowledge of theories of financial markets.</li> <li>2. Students know the peculiarities of financial markets in the EU.</li> </ol>
Skills	<ol style="list-style-type: none"> <li>1. Students are able to analyse macroeconomic financial indicators.</li> <li>2. Students are able to use financial statistics from Eurostat.</li> </ol>
Social competencies	<ol style="list-style-type: none"> <li>1. Workgroup.</li> <li>2. Analytical thinking.</li> </ol>

Topics – classes	<ol style="list-style-type: none"> <li>1. Structure of financial markets – basic facts about financial institutions and instruments</li> <li>2. Functioning of financial markets – role and relations between main actors on the financial markets. Banks as money creators.</li> <li>3. Financial system and the real economy – the role of debt, savings, and investment in the economic growth and crises</li> <li>4. The problem of value on financial markets – main drivers of the securities' prices. Inflation vs substitution</li> <li>5. The problem of liquidity on financial markets – sources and costs of liquidity. Role of market dealers in the financial markets.</li> <li>6. European financial centres – financial geography of Europe. Tax havens and financial secrecy in Europe.</li> <li>7. Regulation of financial markets in the EU – pros and cons of the Banking Union and Capital Markets Union</li> <li>8. Financial transaction tax – example of the political power of the financial markets</li> </ol>
Topics – projects	<p>A report consisting of three parts:</p> <p>I – financial positions of the economic sectors,  II – intra-European financial imbalances,  III - the role of debt in the economy.</p> <p>Each group of students prepares a report for the selected country.</p>

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	45%	0%	45%	10%

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Literature	<ol style="list-style-type: none"><li>1. Toporowski J. (2000), <i>End of Finance: Capital Market Inflation, Financial Derivatives and Pension Fund Capitalism</i>, Routledge.</li><li>2. Mehring P. (2011), <i>The New Lombard Street: How the Fed became the Dealer of Last Resort</i>, Princeton University Press.</li><li>3. Grahl J. (2010), <i>Global Finance and Social Europe</i>, Edward Elgar Publishing Ltd.</li><li>4. Nesvetailova (2010), <i>Financial Alchemy in Crisis: The Great Liquidity Illusion</i>, Pluto Press.</li><li>5. <a href="https://www.bankofengland.co.uk/quarterly-bulletin/2014/q1/money-creation-in-the-modern-economy">https://www.bankofengland.co.uk/quarterly-bulletin/2014/q1/money-creation-in-the-modern-economy</a></li><li>6. <a href="https://www.finance-watch.org/understand-finance/online-class/">https://www.finance-watch.org/understand-finance/online-class/</a></li><li>7. Lavoie M. (2015), <i>The Eurozone: Similitudes and differences with Keynes's plan</i>, IMK Working Paper No. 145, Institut für Makroökonomie und Konjunkturforschung (IMK), <a href="http://hdl.handle.net/10419/110389">http://hdl.handle.net/10419/110389</a></li></ol>
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Course syllabus	EUROPEAN UNION'S LAW		
ECTS	4 ECTS	Level	Bachelor
Winter term	Online	Summer term	Online

Total hours	Lectures	Tutorials	Computer labs
30 h	30 h	0 h	0 h

	Name	Email	Room
Author of the syllabus	Bartosz Ziemblicki	<a href="mailto:bartosz.ziemblicki@ue.wroc.pl">bartosz.ziemblicki@ue.wroc.pl</a>	B-116
Instructors	Bartosz Ziemblicki	<a href="mailto:bartosz.ziemblicki@ue.wroc.pl">bartosz.ziemblicki@ue.wroc.pl</a>	B-116

Description of the course	In this course, students will have an opportunity to learn about the basics of the European Union's law. That includes the sources of EU law, principles of EU law, application, interpretation and enforcement of EU law. The instructor will lecture on the most complex aspects of EU law. Students will work on their individual projects and present them in the class. Active class participation will also be rewarded.
Prerequisites	none

Goals	Explaining how EU law works, is applied and enforced
Knowledge	Knowledge of the basics of the European Union's law and structure
Skills	Ability to search for the sources of the EU law, ability to apply the EU law
Social competencies	Understanding the ways the European Union acts and its aims

Topics – classes	<ol style="list-style-type: none"> <li>1. History of the European Union.</li> <li>2. Economic Freedoms of the Single Market.</li> <li>3. Area of Freedom, Security and Justice.</li> <li>4. Court of Justice of the European Union.</li> <li>5. EU's foreign policy and international agreements.</li> </ol>
Topics – projects	<ol style="list-style-type: none"> <li>1. Treaty of Lisbon.</li> <li>2. Citizenship of the EU.</li> <li>3. EU Charter of Fundamental Rights.</li> <li>4. Euro Area.</li> <li>5. EU budget.</li> </ol>

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	45%	45%	0%	10%

Literature	<ol style="list-style-type: none"> <li>1. <i>European Union Law</i> (2020), Barnard C., Peers S. (eds.), Oxford University Press.</li> <li>2. Schutze R. (2015), <i>European Union Law</i>, Cambridge University Press.</li> <li>3. Kaczorowska-Ireland A. (2016), <i>European Union Law</i>, Taylor &amp; Francis Ltd.</li> </ol>
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Course syllabus	<b>FINANCIAL REPORTING AND ANALYSIS OF FINANCIAL STATEMENTS</b>		
ECTS	2 ECTS	Level	Bachelor
Winter term	Online	Summer term	Online

Total hours	Lectures	Tutorials	Computer labs
15 h	15 h	0 h	0 h

	Name	Email	Room
Author of the syllabus	Bartłomiej Nita	<a href="mailto:bartlomiej.nita@ue.wroc.pl">bartlomiej.nita@ue.wroc.pl</a>	Z-519
Instructors	Bartłomiej Nita	<a href="mailto:bartlomiej.nita@ue.wroc.pl">bartlomiej.nita@ue.wroc.pl</a>	Z-519

Description of the course	The course concerns the analysis of financial statements. Students will receive modern knowledge that will be useful for understanding financial processes taking place in global organizations and skills and competencies aimed at conducting various analyses, interpreting financial and accounting data, and making decisions. The students will acquire skills in the field analysis of financial statements and the application of financial management methods based on information from the accounting system. The students will also acquire knowledge of basic issues concerning international aspects of accounting and finance.
Prerequisites	None

Goals	The goal of the course is to provide knowledge and skills in financial reporting and financial analysis in an international business environment.
Knowledge	<ol style="list-style-type: none"> <li>1. Students should know the structure of financial statements according to international standards.</li> <li>2. Students should know the tools of financial analysis used to assess the financial situation of a company.</li> </ol>
Skills	<ol style="list-style-type: none"> <li>1. Students are able to understand the financial statement and its structure.</li> <li>2. Students can calculate financial ratios.</li> <li>3. Students are able to understand relationships among various financial measures.</li> <li>4. Students can assess the financial performance of a company.</li> </ol>
Social competencies	The student is able to search for and process information and cooperate in multidisciplinary teams.

Topics – classes	<ol style="list-style-type: none"> <li>1. The financial statement as a major source of information.</li> <li>2. Fundamentals of financial reporting according to IFRS and US GAAP (understanding Balance Sheet, Income Statement, EBIT, Cash Flow Statement).</li> <li>3. Common size analysis.</li> <li>4. Percentage change analysis.</li> <li>5. Assessing Liquidity.</li> <li>6. Asset Management Ratios and Operational Efficiency Assessment.</li> <li>7. Debt ratios.</li> <li>8. Assessing profitability, risk and growth.</li> <li>9. Measuring and analyzing cash flows.</li> <li>10. Forecasting financial statement and additional funds needed formula.</li> <li>11. Working capital analysis and cash conversion cycle.</li> </ol>
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	12. Market measures (EPS, P/E).
Topics – projects	Analysis of the financial statement of the chosen company

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	0%	80%	0%	20%

Literature	<ol style="list-style-type: none"> <li>1. Stickney C.P., Brown P., Wahlen J.M. (2006), <i>Financial Reporting, Financial Statement Analysis, and Valuation: A Strategic Perspective</i>, South-Western.</li> <li>2. Porter G.A., Norton C.L. (2017), <i>Using Financial Accounting Information: The Alternative to Debits and Credits</i>, Cengage Learning.</li> <li>3. Gibson Ch.H (2010), <i>Financial Reporting and Analysis: Using Financial Accounting Information</i>, South-Western.</li> </ol>
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Course syllabus	FINANCIAL RISK MANAGEMENT		
ECTS	2 ECTS	Level	Bachelor
Winter term	Online	Summer term	In-class
Total hours	Lectures	Tutorials	Computer labs
15 h	15 h	0 h	0 h

	Name	Email	Room
Author of the syllabus	Radosław Kurach	<a href="mailto:radoslaw.kurach@ue.wroc.pl">radoslaw.kurach@ue.wroc.pl</a>	B-222
Instructors	Radosław Kurach	<a href="mailto:radoslaw.kurach@ue.wroc.pl">radoslaw.kurach@ue.wroc.pl</a>	B-222

Description of the course	This course introduces the fundamentals of financial risk management: identification of risk types, measurement issues and risk steering. Particular focus is put on the use of derivatives – options, forwards and swaps. The discussed concepts are illustrated by numerous business practice examples, including those from crisis episodes.
Prerequisites	None

Goals	Acquiring fundamental knowledge and skills in the area of financial risk management.
Knowledge	Understanding of risk types and the risk management process.
Skills	The ability to identify risk sources and implement effective financial risk management strategies
Social competencies	<ol style="list-style-type: none"> <li>1. The ability to present and discuss financial risk management topics.</li> <li>2. Recognizing the role of financial risk management in business decision making.</li> </ol>

Topics – classes	<ol style="list-style-type: none"> <li>1. Introduction to risk management – definitions, risk management process, and the types of financial risk (market risk, credit risk, liquidity risk, operational risk).</li> <li>2. Measuring the market risk – the sensitivity and distribution based measures, the Value at Risk.</li> <li>3. Using the derivatives in market risk management - options. The pricing of options.</li> <li>4. Using the derivatives in market risk management - forwards. The pricing of forwards.</li> <li>5. Fundamentals of credit risk management: measurement and hedging.</li> <li>6. Fundamentals of Modern Portfolio Theory.</li> </ol>
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	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	80%	0%	0%	20%

Literature	<ol style="list-style-type: none"> <li>1. Elton E.J. (2007), <i>Modern Portfolio Theory and Investment Analysis</i> 7th ed., John Wiley &amp; Sons.</li> <li>2. Jorion P. (2007), <i>Value-at-Risk: The New Benchmark for Managing Financial Risk</i>, McGraw-Hill.</li> <li>3. Mishkin F.S., Eakins S. G. (2009), <i>Financial markets and institutions</i>, Prentice Hall.</li> </ol>
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Course syllabus	<b>FUNDAMENTALS OF INTERNATIONAL TRADE</b>		
ECTS	4 ECTS	Level	Bachelor
Winter term	Online	Summer term	In-class

Total hours	Lectures	Tutorials	Computer labs
30 h	15 h	15 h	0 h

	Name	Email	Room
Author of the syllabus	Sebastian Bobowski	<a href="mailto:sebastian.bobowski@ue.wroc.pl">sebastian.bobowski@ue.wroc.pl</a>	B-121
Instructors	Sebastian Bobowski	<a href="mailto:sebastian.bobowski@ue.wroc.pl">sebastian.bobowski@ue.wroc.pl</a>	B-121

Description of the course	The course is intended to familiarize students with theoretical and empirical studies on international trade, its determinants and its impacts on the economy. The course includes case studies and practical applications of international trade databases to address current phenomena and trends.
Prerequisites	Basic principles of microeconomics and macroeconomics

Goals	<ol style="list-style-type: none"> <li>1. The course is intended to familiarize students with key phenomena related to international trade in theoretical and empirical contexts.</li> <li>2. The course aims to develop the skills required to analyse the determinants and impacts of arrangements, processes, and decisions in international trade policymaking and business practice.</li> <li>3. The course is intended to shape an open attitude on issues related to the functioning of the international trade architecture and practice while recognizing the importance of complexity and mutual interdependencies of the international economic system.</li> </ol>
Knowledge	<ol style="list-style-type: none"> <li>1. Students know basic international trade theories, economies of scale, outsourcing, and trade regionalism.</li> <li>2. Students explain the determinants of international trade and controversies around policymaking in this field.</li> </ol>
Skills	<ol style="list-style-type: none"> <li>1. Students analyse international trade statistics and identify profiles of local specialization and fragmentation of global value chains (GVCs).</li> <li>2. Students formulate recommendations and conclusions regarding international trade policymaking and division of labour.</li> </ol>
Social competencies	<ol style="list-style-type: none"> <li>1. Students are aware of the complexity of international trade, including the evolution of the key phenomena.</li> <li>2. Students appreciate both opportunities and threats related to trade liberalization, including trade regionalism.</li> </ol>

Topics – classes	<ol style="list-style-type: none"> <li>1. Catching up with international trade – where are we now?</li> <li>2. Labour productivity and comparative advantage: a model approach.</li> <li>3. Resources and trade: a model approach.</li> <li>4. Intra-industry trade: a model approach.</li> <li>5. Economies of scale and location of production: a model approach.</li> <li>6. Trade policy: instruments and controversies.</li> <li>7. Practical applications of international trade databases.</li> </ol>
Topics – projects	<ol style="list-style-type: none"> <li>1. Trade regionalism and GVCs.</li> <li>2. International trade and black swans.</li> </ol>

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	40%	20%	20%	20%

Literature	<ol style="list-style-type: none"> <li>1. Krugman P., Obstfeld M., Melitz M. (2018), <i>International Economics, Theory and Policy, 11th edition</i>, Pearson,</li> <li>2. Feenstra R. (1998), <i>Integration of Trade and Disintegration of Production in the Global Economy</i>, Journal of Economic Perspectives, No. 12 (Fall).</li> <li>3. Bernard A.B., Bradford Jensen J., Redding S. J., Schott P. K. (2007), <i>Firms in International Trade</i>, Journal of Economic Perspectives, No. 21 (Summer).</li> <li>4. Markusen J. (1995), <i>The Boundaries of Multinational Enterprises and the Theory of International Trade</i>, Journal of Economic Perspectives, No. 9 (Spring).</li> <li>5. Bobowski S. (2018), <i>Trade regionalism of tomorrow. Entanglement of megaregionals vs. WTO</i>, Eurasian Studies in Business and Economics, No. 8(2).</li> <li>6. Feenstra R.C. (1992), <i>How Costly Is Protectionism?</i>, Journal of Economic Perspectives, No. 6.</li> <li>7. <i>WTO website</i>.</li> <li>8. <i>UN Comtrade Database</i>.</li> </ol>
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Course syllabus	GENERAL MANAGEMENT		
ECTS	4 ECTS	Level	Bachelor
Winter term	Online	Summer term	In-class

Total hours	Lectures	Tutorials	Computer labs
30 h	15 h	15 h	0 h

	Name	Email	Room
Author of the syllabus	Katarzyna Piórkowska	<a href="mailto:katarzyna.piorkowska@ue.wroc.pl">katarzyna.piorkowska@ue.wroc.pl</a>	Z-823
Instructors	Katarzyna Piórkowska	<a href="mailto:katarzyna.piorkowska@ue.wroc.pl">katarzyna.piorkowska@ue.wroc.pl</a>	Z-823

Description of the course	The course introduces the most important aspects of managing organisations. It provides students with both theoretical approaches and practical skills concerning self-managerial development.
Prerequisites	None

Goals	1. To provide students with theoretical approaches to managing organisations. 2. To provide students with practical skills concerning self-managerial development.
Knowledge	Students know fundamental theoretical aspects of managing organisations.
Skills	Students have practical skills concerning self-managerial development.
Social competencies	Students develop social competencies, including teamwork.

Topics – classes	1. Organisational effect. 2. Facilitative effect. 3. Assertiveness and cooperativeness in the management. 4. Groups and teams. Team roles and solving conflicts. 5. Managerial Hippocratic Oath. 6. Ways of managerial thinking. 7. Managers and management – how to start thinking about a company. 8. Planning. 9. Organising. 10. Motivating & Leading. 11. Controlling. 12. Management process. 13. Communication and leadership. 14. Evolution of management.
Topics – projects	Individual work on the selected case study concerning general management issues.

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	20%	40%	0%	40%

Literature	1. Stańczyk-Hugiet E., Lichtarski J., Piórkowska K. (2011), <i>Management. Functions. Strategies. Methods</i> , Wrocław University of Economics. 2. Jones G.R., George J.M. (2008), <i>Contemporary Management</i> , McGraw-Hill.
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	<p>3. Robbins S.P. De Cenzo D.A., Coulter M. (2016), <i>Fundamentals of Management: Management Myths Debunked! Global Edition (e-book)</i>, Pearson.</p>
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Course syllabus	GLOBAL SOURCING BY MULTINATIONAL ENTERPRISES		
ECTS	2 ECTS	Level	Bachelor
Winter term	Online	Summer term	In-class

Total hours	Lectures	Tutorials	Computer labs
15 h	15 h	0 h	0 h

	Name	Email	Room
Author of the syllabus	Sebastian Bobowski	<a href="mailto:sebastian.bobowski@ue.wroc.pl">sebastian.bobowski@ue.wroc.pl</a>	B-121
Instructors	Sebastian Bobowski	<a href="mailto:sebastian.bobowski@ue.wroc.pl">sebastian.bobowski@ue.wroc.pl</a>	B-121

Description of the course	The course is intended to familiarize students with theoretical and empirical studies on global sourcing by multinational enterprises (MNEs), its determinants and its impacts on the economy. The course includes case studies to address current phenomena and trends.
Prerequisites	Basic principles of microeconomics, macroeconomics and international business

Goals	<ol style="list-style-type: none"> <li>1. The course is intended to familiarize students with key phenomena related to global sourcing by MNEs with theoretical and empirical contexts.</li> <li>2. The course is intended to develop skills required to analyse determinants and impacts of MNEs' decision making processes when considering sourcing of inputs globally.</li> <li>3. The course is intended to shape an open attitude on issues related to the social and environmental aspects of MNEs' activities while recognizing the importance of the qualitative dimension of globalization processes in the 21<sup>st</sup> century.</li> </ol>
Knowledge	<ol style="list-style-type: none"> <li>1. Students define basic categories of inputs sourced globally by MNEs and their strategic importance in business activities.</li> <li>2. Students characterize basic strategies of global sourcing and investor profiles.</li> <li>3. Students identify the location advantages of selected countries and regions.</li> </ol>
Skills	<ol style="list-style-type: none"> <li>1. Students analyse decision-making processes by MNEs regarding the global sourcing of inputs.</li> <li>2. Students formulate recommendations and conclusions regarding the social and environmental impacts of MNEs' activities when sourcing globally.</li> </ol>
Social competencies	<ol style="list-style-type: none"> <li>1. Students are aware of the complexity of the international business environment.</li> <li>2. Students appreciate the importance of human and knowledge resources in global sourcing by MNEs.</li> </ol>

Topics – classes	<ol style="list-style-type: none"> <li>1. Globalization vs deglobalization and global sourcing.</li> <li>2. Global sourcing: a theoretical perspective.</li> <li>3. Inputs and their allocation.</li> <li>4. Inputs in the MNEs' strategies.</li> <li>5. Location determinants of foreign direct investments (FDI).</li> <li>6. Human capital and knowledge as location determinants.</li> <li>7. International financial system and global sourcing.</li> </ol>
Topics – projects	<ol style="list-style-type: none"> <li>1. Corporate social responsibility and global sourcing.</li> <li>2. Clustering and networking and global sourcing.</li> </ol>

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	40%	0%	40%	20%

Literature	<ol style="list-style-type: none"> <li>1. Dunning J.H. (2006), <i>Towards a new paradigm of development: Implications for determinants of international business</i>, Transnational Corporations No. 15(1) (April).</li> <li>2. Hummels D., Ishii J., Yi K.-M. (2001), <i>The Nature and Growth of Vertical Specialization in World Trade</i>, Journal of International Economics, No. 54(1).</li> <li>3. Jones R.W., Kierzkowski H. (1990), <i>The Role of Services in Production and International Trade: A Theoretical Framework</i>, [in:] The Political Economy of International Trade: Essays in Honour of Robert E. Baldwin, Jones R.W., Krueger A. O. (ed.), Basil Blackwell.</li> <li>4. Krugman P., Obstfeld M., Melitz M. (2018), <i>International Economics, Theory and Policy, 11th edition</i>, Pearson.</li> <li>5. Feenstra R. (1998), <i>Integration of Trade and Disintegration of Production in the Global Economy</i>, Journal of Economic Perspectives, No. 12 (Fall).</li> </ol>
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Course syllabus	<b>HUMAN RESOURCE DEVELOPMENT</b>		
ECTS	2 ECTS	Level	Bachelor
Winter term	In-class	Summer term	Not in offer

Total hours	Lectures	Tutorials	Computer labs
15 h	15 h	0 h	0 h

	Name	Email	Room
Author of the syllabus	Katarzyna Tracz-Krupa	<a href="mailto:katarzyna.tracz-krupa@ue.wroc.pl">katarzyna.tracz-krupa@ue.wroc.pl</a>	Z-820
Instructors	Katarzyna Tracz-Krupa	<a href="mailto:katarzyna.tracz-krupa@ue.wroc.pl">katarzyna.tracz-krupa@ue.wroc.pl</a>	Z-820

Description of the course	The purpose of the course is to create an awareness of the opportunities and challenges in Human Resource Development (HRD). The HRD course provides the possibility of understanding needs assessment, evaluating HRD programs, and using development processes and technologies to increase employee performance. It also teaches students about communication principles within HRD and in relation to HR management systems, e.g., compensation, staffing and performance management.
Prerequisites	Fundamentals of Management, Organizational Behaviour

Goals	To get students acquainted with the process of HRD, the techniques and the evaluation of HRD.
Knowledge	<ol style="list-style-type: none"> <li>1. Students know the methods, techniques, and tools used in training and development.</li> <li>2. Students possess knowledge of career management.</li> </ol>
Skills	<ol style="list-style-type: none"> <li>1. Students can prepare the basic forms for training, e.g., the training needs analysis form or the evaluation form.</li> <li>2. Students can prepare the „Development Curricula”.</li> </ol>
Social competencies	<ol style="list-style-type: none"> <li>1. Students have the competencies to formulate conclusions and recommendations regarding training effectiveness.</li> <li>2. Students can justify their choices regarding, e.g. career paths.</li> </ol>

Topics – classes	<ol style="list-style-type: none"> <li>1. Introduction to HRD.</li> <li>2. Training: types, methods of evaluation.</li> <li>3. Career Management. Work Project.</li> <li>4. Global Talent management.</li> <li>5. Communication in HRD.</li> </ol>
Topics – projects	Career management.

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	50%	25%	5%	20%

Literature	<ol style="list-style-type: none"> <li>1. <i>Global Human Resource Development. Regional and Country Perspective</i> (2016), Garavan T.N., McCarthy A.M. and Morley M. (eds.), Routledge.</li> <li>2. Tjepkema S., Stewart J., Sambrook S., Mulder M., Horst H., Scheerens J. (2002), <i>HRD and learning organizations in Europe</i>, Routledge.</li> <li>3. Dessler G. (2013), <i>Human Resource Management</i>, Pearson Education, Inc.</li> <li>4. Tracz-Krupa K., Tome E. (2019), <i>Human Resource Development in SMEs within the European Social Fund in Poland – research findings and international</i></li> </ol>
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Course syllabus	INNOVATIONS AND DEVELOPMENT OF THE WORLD ECONOMY		
ECTS	4 ECTS	Level	Bachelor
Winter term	Online	Summer term	Not in offer

Total hours	Lectures	Tutorials	Computer labs
30 h	15 h	15 h	0 h

	Name	Email	Room
Author of the syllabus	Niki Derlukiewicz	<a href="mailto:niki.derlukiewicz@ue.wroc.pl">niki.derlukiewicz@ue.wroc.pl</a>	B-219
Instructors	Niki Derlukiewicz	<a href="mailto:niki.derlukiewicz@ue.wroc.pl">niki.derlukiewicz@ue.wroc.pl</a>	B-219

Description of the course	The lecture is devoted to considerations of innovations and their role in developing the modern economy. During the course, issues related to innovation policy and supporting an innovative economy are discussed. The economies of different countries and regions are also analyzed in the context of their innovation. Also smart city concept is discussed.
Prerequisites	Basic knowledge of economics

Goals	<ol style="list-style-type: none"> <li>1. To familiarize students with innovations, their typology and their role in socio-economic development.</li> <li>2. To familiarize students with the innovation policy, activities undertaken to support the innovation in the economy and the possibilities of financing such activities.</li> </ol>
Knowledge	<ol style="list-style-type: none"> <li>1. Students know and understand the conditions and trends of the development of the modern economy.</li> <li>2. Students are able to distinguish types of innovation and present examples of innovative economies in the world.</li> <li>3. Students are able to explain the essence of innovation policy and innovation systems.</li> </ol>
Skills	<ol style="list-style-type: none"> <li>1. Students compare and classify the economies of countries and regions in terms of innovation.</li> <li>2. Students identify the elements that contribute to the development of innovative economies.</li> </ol>
Social competencies	<ol style="list-style-type: none"> <li>1. Students can work individually and express their opinions.</li> <li>2. Students engage in teamwork and are able to take different roles in a team.</li> </ol>

Topics – classes	<ol style="list-style-type: none"> <li>1. Changes in the economy – towards innovations.</li> <li>2. Innovation- definition and types, innovative economy.</li> <li>3. Innovation policy.</li> <li>4. Measuring innovation ( indicators) and examples of rankings.</li> <li>5. The most innovative countries in the world – examples and characteristics.</li> <li>6. Innovations in regions and cities.</li> </ol>
Topics – projects	Development of innovative economy in a chosen country.

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	40%	40%	0%	20%

Literature	<ol style="list-style-type: none"><li>1. Kahn K.B. (2018), <i>Understanding innovation</i>, Elsevier, <a href="https://doi.org/10.1016/j.bushor.2018.01.011">https://doi.org/10.1016/j.bushor.2018.01.011</a>.</li><li>2. <i>Inside Smart Cities: Place, Politics and Urban Innovation</i> (2018), Karvonen A., Cugurullo F., Federico Caprotti F. (eds), Routledge.</li><li>3. Kline S.J., Rosenberg N. (2009), <i>An overview of innovation</i>, [in:] Studies on Science and the Innovation Process: Selected Works of Nathan Rosenberg, Rosenberg N. (ed.), World Scientific Publishing, pp. 173-203.</li><li>4. Johnson B. (2008), <i>Cities, systems of innovation and economic development</i>, <i>Innovation</i>, No. 10 (2-3), pp. 146-155, DOI:10.5172/impp.453.10.2-3.146.</li><li>5. Derlukiewicz N. (et al.) (2021), <i>Development of Innovation Economy – Activity of Local Government in Poland</i>, European Research Studies Journal, No. 24(2), pp. 175-195.</li><li>6. <i>European innovation scoreboard 2021</i>, <a href="https://ec.europa.eu/research-and-innovation/en/statistics/performance-indicators/european-innovation-scoreboard/eis">https://ec.europa.eu/research-and-innovation/en/statistics/performance-indicators/european-innovation-scoreboard/eis</a></li></ol>
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Course syllabus	INNOVATIVE ORGANIZATION AND ENTREPRENEUR		
ECTS	2 ECTS	Level	Bachelor
Winter term	Online	Summer term	Online

Total hours	Lectures	Tutorials	Computer labs
15 h	15 h	0 h	0 h

	Name	Email	Room
Author of the syllabus	Niki Derlukiewicz	<a href="mailto:niki.derlukiewicz@ue.wroc.pl">niki.derlukiewicz@ue.wroc.pl</a>	B-219
Instructors	Niki Derlukiewicz	<a href="mailto:niki.derlukiewicz@ue.wroc.pl">niki.derlukiewicz@ue.wroc.pl</a>	B-219

Description of the course	The course is devoted to innovation in theory and practice. During the classes, the student will learn about the methods of generating innovative solutions.
Prerequisites	None

Goals	To provide knowledge about innovation and about creating innovative solutions.
Knowledge	<ol style="list-style-type: none"> <li>Students are able to distinguish types of innovation and present examples of innovative products, services, etc.</li> <li>Students are able to explain the role of knowledge and creativity in the process of developing innovation (design thinking).</li> <li>Students can give examples of innovative start-ups and possibilities of financing innovative activities.</li> </ol>
Skills	<ol style="list-style-type: none"> <li>Critical thinking- analyzing the situation and identifying areas for improvement.</li> <li>Problem-solving- understanding how to identify common problems and finding the best way to address them.</li> </ol>
Social competencies	<ol style="list-style-type: none"> <li>Students have the ability to autonomic and creative thinking is able to create innovative solutions.</li> <li>Students are able to work in a group and are able to take different roles in a team.</li> </ol>

Topics – classes	<ol style="list-style-type: none"> <li>Determinants of innovative activity.</li> <li>Innovative company and organization- theory and indicators.</li> <li>Institutional support for innovation.</li> <li>Innovative start-ups.</li> <li>Creation of innovative products, services, solutions- design thinking and Business Model Canvas.</li> </ol>
Topics – projects	Creation of innovative solutions.

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	0%	40%	40%	20%

Literature	<ol style="list-style-type: none"> <li>Drucker P.F. (2015), <i>Innovation and entrepreneurship</i>, Routledge 2015.</li> <li>Bessant J., Tidd J. (2007), <i>Innovation and entrepreneurship</i>, John Wiley &amp; Sons.</li> <li>Kahn K.B. (2018), <i>Understanding innovation</i>, Elsevier.</li> </ol>
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	<ol style="list-style-type: none"><li>4. Joern H. Block J.H., Fisch Ch.O., van Praag M. (2017), <i>The Schumpeterian entrepreneur: a review of the empirical evidence on the antecedents, behaviour and consequences of innovative entrepreneurship</i>, <i>Industry and Innovation</i>, No. 24(1), pp. 61-95, DOI: 10.1080/13662716.2016.1216397.</li><li>5. Trimis S., Berbegal-Mirabent J. (2012), <i>Business model innovation in entrepreneurship</i>, <i>International Entrepreneurship and Management Journal</i>, No. 8(4), pp. 449-465.</li></ol>
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Course syllabus	INTERCULTURAL MARKETING COMMUNICATION		
ECTS	4 ECTS	Level	Bachelor
Winter term	Not in offer	Summer term	Online

Total hours	Lectures	Tutorials	Computer labs
30 h	30 h	0 h	0 h

	Name	Email	Room
Author of the syllabus	Aleksandra Kuźmińska-Haberla	<a href="mailto:aleksandra.kuzminska-haberla@ue.wroc.pl">aleksandra.kuzminska-haberla@ue.wroc.pl</a>	B-302a
Instructors	Aleksandra Kuźmińska-Haberla	<a href="mailto:aleksandra.kuzminska-haberla@ue.wroc.pl">aleksandra.kuzminska-haberla@ue.wroc.pl</a>	B-302a

Description of the course	The module is designed to sensitize students to the nature of marketing communication on international markets and the factors that managers must consider when deciding whether to adopt or standardize marketing messages. After attending this lecture, a student should be able to discuss different elements of culture in the international context, and should see how cultural diversity, different values, attitudes, and preferences may influence the necessity to adjust marketing communication activities in particular markets.
Prerequisites	Basic marketing knowledge.

Goals	<ol style="list-style-type: none"> <li>1. To provide knowledge about the nature of marketing communication in international markets.</li> <li>2. To provide knowledge about a substance of culture and its importance in marketing communication in an international environment.</li> <li>3. To provide knowledge of elements of culture that have the biggest influence on intercultural marketing communication.</li> </ol>
Knowledge	A student understands the concept of culture, its main elements, and its influence on marketing communication activities and strategies.
Skills	A student can evaluate promotional strategies in the context of cultural differences and is able to propose appropriate solutions.
Social competencies	A student is ready to prepare a marketing communication strategy for international markets taking into account cultural differences.

Topics – classes	<ol style="list-style-type: none"> <li>1. The concept of marketing communication.</li> <li>2. Standardization vs adaptation.</li> <li>3. The conception of culture.</li> <li>4. Elements of culture in marketing communication (religion, values, traditions and customs, attitudes, aesthetics, symbolism).</li> <li>5. Communication issues.</li> <li>6. Transcreation in advertising.</li> <li>7. Political correctness in advertising across cultures.</li> <li>8. Breaking cultural taboos by companies.</li> <li>9. New media in an intercultural context.</li> <li>10. Marketing failures due to disregard for cultural differences.</li> </ol>
Topics – projects	<ol style="list-style-type: none"> <li>1. Advertising style in a selected country.</li> <li>2. An image of a family, men, and women in marketing communication across cultures.</li> </ol>

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	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	10%	20%	50%	20%

Literature	<ol style="list-style-type: none"><li>1. J.C. Usunier, J.A. Lee (2005), <i>Marketing Across Cultures</i>, Pearson Education.</li><li>2. F.E. Jandt (2012), <i>An Introduction to Intercultural Communication: Identities in a Global Community</i>, SAGE Publications.</li><li>3. M.R. Czinkota, I.A. Ronkainen (2013), <i>International Marketing. Tenth Edition</i>, South-Western Cengage Learning.</li></ol>
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Course syllabus	<b>INTERNATIONAL BUSINESS LAW</b>		
ECTS	4 ECTS	Level	Bachelor
Winter term	Online	Summer term	Online

Total hours	Lectures	Tutorials	Computer labs
30 h	30 h	0 h	0 h

	Name	Email	Room
Author of the syllabus	Bartosz Ziemblicki	<a href="mailto:bartosz.ziemblicki@ue.wroc.pl">bartosz.ziemblicki@ue.wroc.pl</a>	B-116
Instructors	Bartosz Ziemblicki	<a href="mailto:bartosz.ziemblicki@ue.wroc.pl">bartosz.ziemblicki@ue.wroc.pl</a>	B-116

Description of the course	In this course, students will have an opportunity to learn about the International Business Law basics. That includes the sources of International Business Law, application, interpretation and enforcement of EU law. The instructor will lecture on the most complex aspects of International Business Law. Students will work on their individual projects and present them in the class. Active class participation will also be rewarded.
Prerequisites	Knowledge from high school

Goals	Explaining how International Business Law works, is applied and enforced
Knowledge	Knowledge of the basics of international business law and its subjects
Skills	Ability to search for the sources of the international business law, ability to apply international business law
Social competencies	Understanding the ways law affects international business

Topics – classes	<ol style="list-style-type: none"> <li>1. Sources of International Business Law.</li> <li>2. Vienna Convention on Contracts for the International Sale of Goods.</li> <li>3. International Arbitration.</li> <li>4. Private International Law and Jurisdiction.</li> <li>5. Corporate Veil.</li> </ol>
Topics – projects	<ol style="list-style-type: none"> <li>1. INCOTERMS.</li> <li>2. UNCITRAL.</li> <li>3. Chambers of Commerce.</li> <li>4. Bilateral Investment Agreements.</li> <li>5. European Company.</li> </ol>

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	45%	45%	0%	10%

Literature	<ol style="list-style-type: none"> <li>1. August R.A., Mayer D., Bixby M. (2012), <i>International Business Law</i>, Pearson Higher Education.</li> <li>2. Schaffer R., Agusti F., Dhooge L.J., (2014), <i>International Business Law and Its Environment</i>, Cengage Learning, Inc.</li> <li>3. Wevers H. (2021), <i>A Basic Guide to International Business Law</i>, Routledge</li> </ol>
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Course syllabus	<b>INTERNATIONAL COMPARATIVE ECONOMICS</b>		
ECTS	4 ECTS	Level	Bachelor
Winter term	Hybrid	Summer term	Hybrid

Total hours	Lectures	Tutorials	Computer labs
30 h	15 h	15 h	0 h

	Name	Email	Room
Author of the syllabus	Łukasz Olipra	<a href="mailto:lukasz.olipra@ue.wroc.pl">lukasz.olipra@ue.wroc.pl</a>	B-103
Instructors	Łukasz Olipra	<a href="mailto:lukasz.olipra@ue.wroc.pl">lukasz.olipra@ue.wroc.pl</a>	B-103

Description of the course	This course is devoted to the broad and interesting topic of international comparative studies. Before moving to the international level, it is necessary first to understand the concept of an economic system, factors shaping and influencing economic systems, as well as categorization of economic systems according to different criteria. International comparative studies analyse and compare, in fact, the economic systems of countries or their parts. In the next step, methods and approaches to creating international comparative studies will be presented, mainly based on the example of existing rankings of countries prepared by various international organizations. Students will be asked and encouraged to prepare their own comparative study for selected countries based on chosen criteria during the course.
Prerequisites	Basic knowledge in economics and general knowledge about international diversity in the economic and social development of countries

Goals	<ol style="list-style-type: none"> <li>1. To make students aware of the economic system concept and varieties of types of economic systems across the world as well as methods of comparing different economic systems and the existence of various international comparative studies.</li> <li>2. To make students able to prepare their own international comparative analysis based on different criteria and for various purposes.</li> </ol>
Knowledge	<ol style="list-style-type: none"> <li>1. Students will gain knowledge about the concept of an economic system, factors shaping economic systems, categorization of economic systems according to different criteria and varieties of capitalism. Students will also analyze different countries as examples of particular types of economic systems.</li> <li>2. Students will learn about the basics of international comparative economics and methods of international comparative studies of countries and economic systems.</li> <li>3. Students will gain knowledge about international rankings, ratings, organizations preparing such rankings and sources of data.</li> </ol>
Skills	<ol style="list-style-type: none"> <li>1. After this course, students are able to compare countries independently according to criteria specified by themselves.</li> <li>2. After this course, students are able to search for comparable data in the international databases, distinguish types of economic systems across the world and compare them on the base of ranking presented during the lecture.</li> <li>3. After this course, students can prepare a comparative analysis for the company's decision on the possible direction of their international expansion and foreign investment.</li> </ol>

Social competencies	<ol style="list-style-type: none"> <li>1. Students gain competencies in teamwork (final projects are prepared in teams) and intercultural communication.</li> <li>2. Students gain competencies in presenting to the audience results of their work in a foreign language using the presentation in ppt (or corresponding program).</li> </ol>
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Topics – classes	<ol style="list-style-type: none"> <li>1. Foundation of the international comparative economics.</li> <li>2. Basis of the institutional economics: the concept of institution, varieties and factors influencing institutions.</li> <li>3. The state's economic system – theories, general information, types, varieties, and factors that influence and shape economic systems in a contemporary world.</li> <li>4. The problem of inequalities in the contemporary world.</li> <li>5. Examples of different economic systems in a contemporary world – case studies of Germany, France, Sweden, UK, USA, China, Russia, transition countries: Poland, Hungary, and other selected examples, particularly emerging economies.</li> <li>6. Methodology and methods of international economic assessment, comparisons and rankings.</li> <li>7. Examples of the international rankings and ratings (structure, content and methodology of rankings): World Competitiveness Yearbook of IMD, Global Competitiveness Report of World Economic Forum, Index of Economic Freedom (Global Economic Freedom), Corruption Perception Index (CPI), Human Development Index (HDI), Ease of Doing Business Index (of World Bank), Foreign Direct Investment Index (FDII) and other examples if necessary.</li> <li>8. Assessment of particular economic systems based on different rankings and criteria.</li> <li>9. Students' presentations of research projects.</li> </ol>
Topics – projects	<ol style="list-style-type: none"> <li>1. Presentation of the economic system of one selected country.</li> <li>2. Comparative analysis of selected countries (about 6, 7 countries) based on chosen criteria (students can either choose one of the topics proposed by the lecturer or suggest their idea of comparative analysis; student's idea has to be approved by the lecturer).</li> </ol>

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	0%	0%	100%	0%

Literature	<ol style="list-style-type: none"> <li>1. Barkley Rosser Jr. J., Rosser M.V. (2018), <i>Comparative Economics in a Transforming World Economy</i>, 2<sup>nd</sup> edition, The MIT Press.</li> <li>2. Tridico P. (2011), <i>Institutions, Human Development and Economic Growth in Transition Economies</i>, Palgrave Macmillan.</li> <li>3. Journal of Comparative Economics, Elsevier, Selected Articles</li> <li>4. Economic Systems Research: Journal of the International Input-Output Association. Taylor &amp; Francis, Selected Articles</li> <li>5. <i>Rankings and rating published online by different international organizations, institutes and companies.</i></li> </ol>
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Course syllabus	<b>INTERNATIONAL STRATEGY SIMULATION GAME</b>		
ECTS	4 ECTS	Level	Bachelor
Winter term	In-class	Summer term	In-class

Total hours	Lectures	Tutorials	Computer labs
30 h	0 h	0 h	30 h

	Name	Email	Room
Author of the syllabus	Joanna Radomska Anna Witek-Crabb	<a href="mailto:joanna.radomska@ue.wroc.pl">joanna.radomska@ue.wroc.pl</a> <a href="mailto:anna.witek@ue.wroc.pl">anna.witek@ue.wroc.pl</a>	B-118 B-113
Instructors	Joanna Radomska Anna Witek-Crabb	<a href="mailto:joanna.radomska@ue.wroc.pl">joanna.radomska@ue.wroc.pl</a> <a href="mailto:anna.witek@ue.wroc.pl">anna.witek@ue.wroc.pl</a>	B-118 B-113

Description of the course	<p>Marketplace is an international business simulation game, a sophisticated interactive computer program that mimics the competitive, ever-changing marketplace. The consequences of the students' decisions are quickly reflected in the simulated marketplace. Students learn to adjust their strategies to become stronger competitors. Marketplace Simulation integrates all functional areas of business and enables students to understand how the pieces fit together as a coherent whole. In six decision rounds, teams choose a business strategy, evaluate tactical options, and make a series of decisions regarding marketing, sales, production, human resources management, R&amp;D, and business finance. After each round, the students will see how their decisions affect the performance of others and the entire organization.</p> <p>The game was first set up over 20 years ago as an experiential learning exercise. Today, fully web-based Marketplace simulations are used by thousands of students and managers worldwide. At the moment, you can find it in over 300 business schools and 180 corporations in 35 countries.</p>
Prerequisites	Basics of management

Goals	To understand the idea of strategy creation and implementation in an international context.
Knowledge	<ol style="list-style-type: none"> <li>1. Simulation of strategy implementation in international settings.</li> <li>2. Understanding of business management processes.</li> </ol>
Skills	<ol style="list-style-type: none"> <li>1. Ability to discuss strategy creation applied in an international context.</li> <li>2. Ability to prepare a business plan.</li> <li>3. Ability to carry out market research and market analysis.</li> </ol>
Social competencies	<ol style="list-style-type: none"> <li>1. Teamworking.</li> <li>2. Effective communication.</li> </ol>

Topics – classes	<ol style="list-style-type: none"> <li>1. Company set up, mission statement and goals, market strategy.</li> <li>2. Brand design and brand management. Marketing mix.</li> <li>3. Strategic analysis of the customer needs and competitors in the international markets.</li> <li>4. International expansion of the business.</li> <li>5. HRM – compensation, salaries and motivational strategy.</li> <li>6. Production management – greenfield development, inventory control, production scheduling.</li> <li>7. Sales development in the global market. E-commerce.</li> <li>8. Strategy implementation.</li> </ol>
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	9. Business plan preparation and presentation.
Topics – projects	Business plan presentation.

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	40%	0%	40%	20%

Literature	1. <i>Marketplace Students' Manual.</i> 2. Henry A. (2018), <i>Understanding Strategic Management</i> , Oxford University Press.
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Course syllabus	LEADERSHIP IN BUSINESS		
ECTS	2 ECTS	Level	Bachelor
Winter term	In-class	Summer term	In-class

Total hours	Lectures	Tutorials	Computer labs
15 h	15 h	0 h	0 h

	Name	Email	Room
Author of the syllabus	Łukasz Haromszki	<a href="mailto:lukasz.haromszki@ue.wroc.pl">lukasz.haromszki@ue.wroc.pl</a>	Z-819
Instructors	Łukasz Haromszki	<a href="mailto:lukasz.haromszki@ue.wroc.pl">lukasz.haromszki@ue.wroc.pl</a>	Z-819

Description of the course	Leadership in business is the area of knowledge essential in managerial activity in different types of organizations worldwide. The subject is realized in the form of interactive lectures and workshops (Teaching methods - Discussion (e.g. Socratic Method), case studies, teamwork and simulations). The concepts and theoretical models were chosen based on their usefulness to the realized simulations and analyzed case studies. The combination of leadership and international context is not accidental. It is important to know how to use the different methods and techniques of influence in chosen place and time.
Prerequisites	Basic knowledge of management

Goals	1. To familiarize the students with basic knowledge of leadership. 2. Learning and attempting to apply methods of impact on people useful in the present organizational reality.
Knowledge	Knowledge of leadership in business – the best solution in different cultural, social, economic and organizational contexts.
Skills	The ways to create the leader-subordinates relationship based on mutual trust also in the global scope.
Social competencies	Efficiency and effectiveness of the leadership in different cultures.

Topics – classes	1. Organizations in a competitive market environment. The sources of leadership. 2. Different approaches to leadership. 3. Situational leadership. 4. Heritability of leadership and learning leadership. 5. Expectations towards global leaders. 6. Global trends in leadership.
Topics – projects	Future leadership simulation in teams.

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	25%	25%	25%	25%

Literature	1. DuBrin A. (2010), <i>Principles of Leadership</i> , 6th ed., South-Western Cengage. 2. Meyer E. (2016), <i>The Culture Map: Decoding How People Think, Lead, and Get Things Done Across Cultures</i> , Hachette Book Group. 3. Black J. S., Morrison A. J. (2020), <i>The Global Leadership Challenge</i> , 3rd ed., Routledge.
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	4. Stor M., Haromszki Ł. (2019), <i>Organizational leadership practices in MNCs: the effect of the HRs value as a competitive factor and the FDI structure</i> , Journal of Transnational Management, No. 24 (2), pp. 83-121.
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Course syllabus	MANAGEMENT ETHICS		
ECTS	2 ECTS	Level	Bachelor
Winter term	In-class	Summer term	In-class

Total hours	Lectures	Tutorials	Computer labs
15 h	15 h	0 h	0 h

	Name	Email	Room
Author of the syllabus	Łukasz Haromszki	<a href="mailto:lukasz.haromszki@ue.wroc.pl">lukasz.haromszki@ue.wroc.pl</a>	Z-819
Instructors	Łukasz Haromszki	<a href="mailto:lukasz.haromszki@ue.wroc.pl">lukasz.haromszki@ue.wroc.pl</a>	Z-819

Description of the course	Management ethics is the area of knowledge essential in the managerial activity in different types of organisations worldwide that are going to compete following the basic ethical standards. The core of the course shows the role of ethics in modern management because ethics is an important part of an activity in a managerial position. Other issues: basic information about ethics and morality, codes of ethics, and CSR. The subject is realised in the form of interactive lectures and workshops (Teaching methods - Discussion (e.g. Socratic Method), case studies).
Prerequisites	Basic knowledge of management

Goals	<ol style="list-style-type: none"> <li>1. The acquisition of the necessary knowledge about the effectiveness of the ethical manager.</li> <li>2. Learn how to implement ethical standards for the organisation.</li> <li>3. Easiness of functioning in the world of modern organisation values.</li> </ol>
Knowledge	<ol style="list-style-type: none"> <li>1. Basic knowledge of ethics and morality.</li> <li>2. Development and implementation of codes of ethics and CSR.</li> <li>3. Knowledge about ethical relationships with stakeholders.</li> </ol>
Skills	<ol style="list-style-type: none"> <li>1. Students have appropriate skills to understand people's behaviour from different cultural contexts.</li> <li>2. Students implement the basic elements of codes of ethics and CSR in an organisation.</li> <li>3. Students use ethical/fair tactics to influence stakeholders.</li> </ol>
Social competencies	<ol style="list-style-type: none"> <li>1. Students feel comfortable in the ethical sphere of organisation.</li> <li>2. Students efficiently create ethical solutions in an organisation.</li> </ol>

Topics – classes	<ol style="list-style-type: none"> <li>1. Fundamentals of Management Ethics.</li> <li>2. Ethics of a manager as an example of professional ethics.</li> <li>3. Impact of organisational culture in shaping the ethical values of managers.</li> <li>4. Ethical leader.</li> <li>5. Corporate Social Responsibility – the role of managers.</li> </ol>
Topics – projects	<ol style="list-style-type: none"> <li>1. Ethical/unethical behaviour in a chosen company – Individual Project</li> <li>2. Code of ethics – Group project</li> </ol>

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	25%	50%	25%	0%

Literature	<ol style="list-style-type: none"><li>1. DesJardins J.R. (2019), <i>An Introduction to Business Ethics</i>, 6th edition, McGraw-Hill Education.</li><li>2. Ferrell O.C. (2018), <i>Business Ethics: Ethical Decision Making &amp; Cases</i>, 12th edition, South-Western College.</li><li>3. Hoffman W.M., Frederick R.E., Schwartz M. S. (2014), <i>Business Ethics: Readings and Cases in Corporate Morality</i>, 5th edition, Wiley-Blackwell.</li><li>4. Haromszki Ł., Listwan T. (2019), <i>Organisational Leaders in Public Institutions: Operating Amidst the Prevalent and Desirable Organisational Culture, Leadership across Cultures</i>, New Horizons in Management Sciences, pp. 89-107.</li><li>5. Ł. Haromszki (2016), <i>The cultural inheritance of abilities and skills in entrepreneurship domain as a determinant of organisational leadership</i>, Journal of Intercultural Management, No. 8 (1), pp. 31-49.</li></ol>
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Course syllabus	METHODS OF DATA ANALYSIS		
ECTS	4 ECTS	Level	Bachelor
Winter term	Online	Summer term	Online

Total hours	Lectures	Tutorials	Computer labs
30 h	15 h	0 h	15 h

	Name	Email	Room
Author of the syllabus	Klaudia Przybysz	<a href="mailto:klaudia.przybysz@ue.wroc.pl">klaudia.przybysz@ue.wroc.pl</a>	Z-623
Instructors	Klaudia Przybysz	<a href="mailto:klaudia.przybysz@ue.wroc.pl">klaudia.przybysz@ue.wroc.pl</a>	Z-623

Description of the course	The course aims to introduce the methods and procedures of quantitative data analyses. Particular attention is paid to formulating research objectives, selecting appropriate analytical methods, and interpreting results.
Prerequisites	Mathematics, Statistics

Goals	<ol style="list-style-type: none"> <li>1. To know the methods and procedures of quantitative data analyses.</li> <li>2. To acquire skills in designing and conducting a study of a multifaceted socio-economic problem.</li> </ol>
Knowledge	<ol style="list-style-type: none"> <li>1. Students know the selected Multivariate Analysis techniques (MVA): linear ordering, clustering, and multidimensional scaling.</li> <li>2. Students know the methods of concluding based on the results of an analysis.</li> </ol>
Skills	<ol style="list-style-type: none"> <li>1. Students are able to design and execute Multivariate Analysis for a given economic problem.</li> <li>2. Students are able to use the analysis results (produced by themselves or someone else) to draw conclusions and make decisions regarding the given economic problem.</li> </ol>
Social competencies	<ol style="list-style-type: none"> <li>1. Students have the competence of an abstract understanding of the relationships and interdependencies between economic variables.</li> <li>2. Students can suggest modern multivariate methods for assessing and analysing economic phenomena.</li> </ol>

Topics – classes	<ol style="list-style-type: none"> <li>1. Introduction to quantitative data analysis. Research design. Measurement scales. Data sources. Sampling. Introduction to Multivariate Analysis (MVA).</li> <li>2. Multivariate Analysis (MVA): data preparation, similarity measures. Distance: definition, properties, measurement.</li> <li>3. Linear ordering: introduction, methods, interpretation of results.</li> <li>4. Clustering: introduction, methods, interpretation of results.</li> <li>5. Multidimensional scaling: introduction, methods, interpretation of results.</li> </ol>
Topics – projects	An analysis of a multifaceted socio-economic problem using adequate analytical methods.

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	50%	0%	50%	0%

Literature	<ol style="list-style-type: none"> <li>1. Anderson T.W., Finn J.D. (1997), <i>The New Statistical Analysis of Data</i>, Springer.</li> <li>2. Warner R.M. (2008), <i>Applied Statistics</i>, Sage.</li> </ol>
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	3. Gnanadesikan R. (1997), <i>Methods for Statistical Data Analysis of Multivariate Observations</i> , John Wiley & Sons.
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Course syllabus	MOTIVATING PEOPLE		
ECTS	4 ECTS	Level	Bachelor
Winter term	In-class	Summer term	In-class

Total hours	Lectures	Tutorials	Computer labs
30 h	15 h	15 h	0 h

	Name	Email	Room
Author of the syllabus	Łukasz Haromszki	<a href="mailto:lukasz.haromszki@ue.wroc.pl">lukasz.haromszki@ue.wroc.pl</a>	Z-819
Instructors	Łukasz Haromszki	<a href="mailto:lukasz.haromszki@ue.wroc.pl">lukasz.haromszki@ue.wroc.pl</a>	Z-819

Description of the course	Motivating people is the area of knowledge essential in the managerial activity in different types of organizations worldwide that are going to compete with their major competitors in chosen segments of the market. The subject is realized in the form of interactive lectures and workshops (Teaching methods - Discussion (e.g. Socratic Method), case studies, teamwork –“The project of Motivational system”). The concepts and theoretical models were chosen based on their usefulness to the realized simulations and analyzed case studies. Motivating People is an important part of an activity in a managerial position.
Prerequisites	Basic knowledge of management

Goals	1. To familiarize the students with basic knowledge of motivation. 2. Learning and attempting to apply methods of impact on people useful in the present organizational reality.
Knowledge	1. Key factors influencing a work motivation system. 2. Tools having short-term and long-term potential for use in various situations in an organization.
Skills	1. Analyzing the needs of employees. 2. Precise criteria in expectations towards employees and information about their successes and mistakes in an organization.
Social competencies	1. Efficiency and effectiveness in motivating employees based on one's qualifications and expectations of an organization. 2. Clarification in reading social expectations through active communication with employees.

Topics – classes	1. Introduction to the problems of motivation and motivating. 2. The practical application of theory. 3. Motivational role of money. Material tools for motivating people. Compensation system. 4. Nonmaterial tools for motivating people. 5. Motivating people in chosen social and cultural circumstances.
Topics – projects	Group project of Motivational System

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	50%	0%	50%	0%

Literature	1. Franken R.E. (2007), <i>Human Motivation</i> , 6th ed., Thomson. 2. Gerhart B., Newman J., Milkovich G. (2019), <i>Compensation</i> , McGraw Hil. 3. <i>HBR Guide to Motivating People</i> (2019), Harvard Business Review Press.
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	<ol style="list-style-type: none"><li>4. Stor M., Haromszki Ł. (2012), <i>Talent Management and the Financial Results of the Foreign Subsidiaries of Polish MNCs – Empirical Research Findings</i>, Zeszyty Naukowe Uniwersytetu Ekonomicznego w Krakowie.</li><li>5. Griffin R.W. (2007), <i>Fundamentals of Management</i>, 5th ed., Cengage Learning.</li></ol>
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Course syllabus	PERSONAL BRANDING IN MODERN BUSINESS		
ECTS	2 ECTS	Level	Bachelor
Winter term	Hybrid	Summer term	Hybrid

Total hours	Lectures	Tutorials	Computer labs
15 h	0 h	15 h	0 h

	Name	Email	Room
Author of the syllabus	Joanna Macalik	<a href="mailto:joanna.macalik@ue.wroc.pl">joanna.macalik@ue.wroc.pl</a>	B-11
Instructors	Joanna Macalik	<a href="mailto:joanna.macalik@ue.wroc.pl">joanna.macalik@ue.wroc.pl</a>	B-11

Description of the course	As part of the course, students will learn the importance of personal branding in modern business and the labour market. They will be introduced to the most important theories and models of personal branding. Students will also learn practical principles of strategic personal branding, including the use of social media for this purpose. The class will include lectures, discussion, analysis of case studies, group work and individual exercises.
Prerequisites	Basic familiarity with the Internet and social media

Goals	<ol style="list-style-type: none"> <li>1. To equip students with an understanding of the personal branding role in modern business.</li> <li>2. To introduce students to the most important theories and models of personal branding.</li> <li>3. To teach students how strategically build and sustain their personal brand.</li> </ol>
Knowledge	<ol style="list-style-type: none"> <li>1. Students understand the role of personal branding in modern business.</li> <li>2. Students know basic concepts and models of personal branding.</li> <li>3. Students know the procedure of strategic personal branding and its tools.</li> </ol>
Skills	<ol style="list-style-type: none"> <li>1. Students can independently create and introduce the strategy of personal brand.</li> <li>2. Students know how to choose and use tools of personal branding.</li> <li>3. Students are able to choose proper channels of personal brand communication.</li> </ol>
Social competencies	<ol style="list-style-type: none"> <li>1. Students increase awareness of their strengths.</li> <li>2. Students are able to effectively self-present.</li> <li>3. Students can receive and understand feedback.</li> </ol>

Topics – classes	<ol style="list-style-type: none"> <li>1. Introduction to the subject. The concept of branding and personal branding. Theories and models on personal brand and its creation. Personal brand versus self-management. Personal brand versus self-marketing. Functions of a personal brand. Personal branding versus labour market and organizational context.</li> <li>2. Personal branding strategy and tactics (personal branding procedure).</li> <li>3. Presentation and self-presentation versus personal brand. Personal brand vs personal etiquette: dress code, savoir vivre, body language, voice delivery. Managing the “first impression”.</li> <li>4. Personal branding tools. Online and offline branding. Personal branding and co-branding.</li> <li>5. Crisis communication for a personal brand. Ethics in personal branding.</li> <li>6. Measuring personal brand effectiveness.</li> </ol>
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Topics – projects	1. Analysis of a chosen personal brand. 2. Preparing the strategy and tactics of personal brand.
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	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	0%	50%	25%	25%

Literature	<ol style="list-style-type: none"> <li>1. Gorbatov, S., Khapova, S.N., Lysova, E.I., (2018), <i>Personal branding: Interdisciplinary systematic review and research agenda</i>, Frontiers in Psychology, 9, pp. 1-17 (online)</li> <li>2. Manai, A., Holmlund, M., (2015), <i>Self-marketing brand skills for business students</i>, Marketing Intelligence and Planning, 33(5), pp. 749-762 (online)</li> <li>3. Ilies, V.I., (2018), <i>Strategic Personal Branding for Students and Young Professionals</i>, Cultural Management Journal, Vol XX, Issue 1, pp 43-51 (online)</li> </ol>
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Course syllabus	PROBABILITY THEORY WITH APPLICATIONS		
ECTS	5 ECTS	Level	Bachelor
Winter term	Hybrid	Summer term	Hybrid

Total hours	Lectures	Tutorials	Computer labs
45 h	30 h	15 h	0 h

	Name	Email	Room
Author of the syllabus	Albert Gardoń	<a href="mailto:albert.gardon@ue.wroc.pl">albert.gardon@ue.wroc.pl</a>	Z-605
Instructors	Albert Gardoń	<a href="mailto:albert.gardon@ue.wroc.pl">albert.gardon@ue.wroc.pl</a>	Z-605

Description of the course	The course is complementary to "Statistics: Inference and Mathematical Statistics". It concerns the theoretical backgrounds of Probability Theory used in Statistics and lets students understand better the general idea and the sense of statistical methods presented in other quantitative courses. During the course, the modern axiomatic approach to probability is introduced, which is a generalization of the classical case, appropriate for infinite and continuous models. The notion of the random variable and its distribution is presented, which is a basis for the notion of the statistical feature. The crucial Central Limit Theorem is discussed, including its consequences in observed reality and statistical methods.
Prerequisites	Mathematics

Goals	<ol style="list-style-type: none"> <li>Identification of practical phenomena as random events.</li> <li>Learning the mathematical tools for the evaluation of probabilities and other random characteristics.</li> </ol>
Knowledge	<ol style="list-style-type: none"> <li>Students identify and describe random phenomena.</li> <li>Students explain the background of the methods applied.</li> </ol>
Skills	<ol style="list-style-type: none"> <li>Students recognize a distribution of an observed phenomenon.</li> <li>Students calculate random characteristics of an observed phenomenon.</li> </ol>
Social competencies	<ol style="list-style-type: none"> <li>Students are aware that economic phenomena are mostly random.</li> <li>Students are informed that probabilistic methods are applicable in business.</li> </ol>

Topics – classes	<ol style="list-style-type: none"> <li>Probability space, events as sets, axiomatic definition of probability.</li> <li>Conditional probability, independence of events.</li> <li>Random variables and their characteristics.</li> <li>Random vectors, independence of random variables.</li> <li>Correlation and the 1-st kind regression.</li> <li>Basic discrete distributions.</li> <li>Basic continuous distributions.</li> <li>Central Limit Theorem.</li> </ol>
Topics – projects	None

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	50%	0%	0%	50%

Literature	<ol style="list-style-type: none"> <li>Pitman J. (1993), <i>Probability</i>, Springer.</li> <li>McClave J.T., Benson P.G. (1985), <i>Statistics for Business and Economics</i>, Dellen.</li> </ol>
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	3. Lupton R. (1993), <i>Statistics in Theory and Practice</i> . Princeton.
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Course syllabus	PUBLIC SECTOR ECONOMICS		
ECTS	2 ECTS	Level	Bachelor
Winter term	In-class	Summer term	In-class

Total hours	Lectures	Tutorials	Computer labs
15 h	15 h	0 h	0 h

	Name	Email	Room
Author of the syllabus	Marcin Brol	<a href="mailto:marcin.brol@ue.wroc.pl">marcin.brol@ue.wroc.pl</a>	B-202
Instructors	Marcin Brol	<a href="mailto:marcin.brol@ue.wroc.pl">marcin.brol@ue.wroc.pl</a>	B-202

Description of the course	The role and importance of the state in the economic process have evolved over the centuries due to technological progress, the development of social thought, and democratisation. Traditionally, it was supposed to be a guardian of compliance with the free market rules. The perception of what can be described as "public" has recently changed. The scope of tasks of the public entities includes public safety, social welfare, education, health protection, technical infrastructure, and many other activities, mainly regulatory. The subject of "Public Sector Economics" is to present issues related to the functioning of the state, its imperfections, the failure of the market mechanism, as well as to explain the concepts of public goods, public regulation, and public choice decentralisation, privatisation and commercialisation. Classes require the active participation of students in the discussion.
Prerequisites	Microeconomics

Goals	Understanding the role of government and local government in the modern economy.
Knowledge	Knowing the basics of public sector economics.
Skills	Ability to analyse public sector entities.
Social competencies	Ability to evaluate and discuss the role of the state in the economy.

Topics – classes	<ol style="list-style-type: none"> <li>1. The subject range of the public sector.</li> <li>2. Theory of public goods.</li> <li>3. Public sector failures. Bureaucracy. Corruption. Dealing with public money. Risk aversion. Budget limitations.</li> <li>4. Public administration. Private and public sector management – key differences.</li> <li>5. Market failures.</li> <li>6. Market regulations.</li> <li>7. Public choice theory.</li> </ol>
Topics – projects	<ol style="list-style-type: none"> <li>1. The purpose of public regulations.</li> <li>2. Methods of cooperation between private and public sectors.</li> <li>3. The sources of corruption.</li> <li>4. Decision-making process in the public sector.</li> <li>5. The role of the local governments.</li> <li>6. Objectives of public aid.</li> <li>7. The reasons for privatisation.</li> <li>8. The role of the public sector in creating a knowledge-based economy.</li> </ol>

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	50%	0%	40%	10%

Literature	<ol style="list-style-type: none"> <li>1. Stiglitz J.E. (2000), <i>Economics of the Public Sector</i>, W. W. Norton &amp; Company.</li> <li>2. Holcombe R. (2006), <i>Public Sector Economics</i>, Pearson Education.</li> <li>3. Tresch R. W. (2008), <i>Public Sector Economics</i>, Palgrave Macmillan.</li> </ol>
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Course syllabus	<b>STATISTICS: INFERENCE AND MATHEMATICAL STATISTICS</b>		
ECTS	5 ECTS	Level	Bachelor
Winter term	Hybrid	Summer term	Hybrid

Total hours	Lectures	Tutorials	Computer labs
45 h	30 h	15 h	0 h

	Name	Email	Room
Author of the syllabus	Albert Gardoń	<a href="mailto:albert.gardon@ue.wroc.pl">albert.gardon@ue.wroc.pl</a>	Z-605
Instructors	Albert Gardoń	<a href="mailto:albert.gardon@ue.wroc.pl">albert.gardon@ue.wroc.pl</a>	Z-605

Description of the course	The course is complementary to "Probability Theory with Applications". It concerns the methods for the presentation, the description and the interpretation of statistical data based on Probability. Basic manners for estimation of statistical parameters are introduced, including their meaning according to Probability. Some methods for dependence analysis are discussed in the 2-dimensional case, especially the linear regression model. The methods of mathematical statistics as the confidence intervals and statistical hypotheses testing are presented, including basic nonparametric tests.
Prerequisites	Mathematics, Probability

Goals	1. Presentation of statistical data. 2. Recognition of statistical dependencies. 3. Verification of statistical hypotheses.
Knowledge	1. A student analyses the research results based on tables and graphs. 2. A student identifies and explains statistical dependencies.
Skills	1. A student calculates and interprets basic statistical parameters. 2. A student calibrates the linear regression model and evaluates its goodness of fit. 3. A student verifies statistical hypotheses and understands a degree of uncertainty.
Social competencies	1. A student is informed that statistical methods are applicable in business. 2. A student is aware that economic phenomena are mostly random.

Topics – classes	1. Data ordering and graphical presentation. 2. Estimation, basic statistical parameters (central tendency, volatility, skewness). 3. Linear dependence, the 2-nd kind regression (linear regression model). 4. Confidence intervals. 5. Introduction to statistical testing, testing errors. 6. Parametric hypotheses. 7. Nonparametric hypotheses.
Topics – projects	None

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	50%	0%	0%	50%

Literature	<ol style="list-style-type: none"><li>1. McClave J.T., Benson P.G. (1985), <i>Statistics for Business and Economics</i>, Dellen.</li><li>2. Lupton R. (1993), <i>Statistics in Theory and Practice</i>, Princeton.</li><li>3. Pitman J. (1993), <i>Probability</i>, Springer.</li></ol>
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Course syllabus	<b>STRESS MANAGEMENT</b>		
ECTS	4 ECTS	Level	Bachelor
Winter term	In-class	Summer term	In-class

Total hours	Lectures	Tutorials	Computer labs
30 h	15 h	15 h	0 h

	Name	Email	Room
Author of the syllabus	Marta Nowak	<a href="mailto:marta.nowak@ue.wroc.pl">marta.nowak@ue.wroc.pl</a>	Z-512
Instructors	Marta Nowak	<a href="mailto:marta.nowak@ue.wroc.pl">marta.nowak@ue.wroc.pl</a>	Z-512

Description of the course	The course delivers knowledge related to stress, its antecedents and consequences, and competencies of analysing stress and managing it. During the lectures and workshops, the students will get acquainted with the positive and negative aspects of stress. The students will learn different stress theories; however, the course will focus on applying methods that will help them deal with stress during everyday life, including private and occupational life.
Prerequisites	Being sincere with oneself and ready to cooperate with other students.

Goals	<ol style="list-style-type: none"> <li>1. To heighten stress management skills.</li> <li>2. To develop effective stress management methods for individual students to be applied in different situations.</li> </ol>
Knowledge	<ol style="list-style-type: none"> <li>1. Knowledge of various stress theories.</li> <li>2. Knowledge of different stress analysis methods.</li> <li>3. Knowledge of differentiated stress management methods.</li> </ol>
Skills	<ol style="list-style-type: none"> <li>1. Analysing stress.</li> <li>2. Reducing stress.</li> <li>3. Managing stress in occupational and private life.</li> </ol>
Social competencies	<ol style="list-style-type: none"> <li>1. Identification of stress exhibited by people from different countries and cultures.</li> <li>2. Cooperation to reduce stress during stressful group events.</li> </ol>

Topics – classes	<ol style="list-style-type: none"> <li>1. Stress in professional life.</li> <li>2. Stress in private life.</li> <li>3. Public speaking stress.</li> <li>4. Stress-related to communication.</li> <li>5. Time-connected stress.</li> <li>6. Cultural stress.</li> <li>7. Occupational burnout.</li> <li>8. Positive and negative aspects of stress.</li> <li>9. Eustress and distress.</li> <li>10. Stress analysis.</li> <li>11. Stress models.</li> <li>12. Effectiveness of stress management methods.</li> <li>13. Stress defined according to stimuli.</li> <li>14. Stress defined according to a reaction.</li> <li>15. Stress defined according to a stimulus (stressor) – reaction interaction.</li> </ol>
Topics – projects	Development of stress management methods.

	Control work	Individual projects	Group projects	Activity in class

Assessment of achievements	0%	0%	0%	100%
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Literature	<ol style="list-style-type: none"> <li>1. Chen D.D. (2017), <i>Stress management and prevention: applications to daily life</i>, 3rd edition, Routledge</li> <li>2. <i>Occupational stress: a handbook</i> (2010), Crandall R., Perrewé P.L. (eds.), CRC Press.</li> <li>3. Dewe Ph., Cooper C.L. (2021), <i>Work and stress: a research overview</i>, Routledge.</li> <li>4. Fisher Sh. (2016), <i>Stress and strategy</i>, Routledge.</li> <li>5. <i>Stress and emotion: anxiety, anger, and curiosity</i> (2016), Spielberger Ch.D., Irwin Sarason G. (eds.), Routledge.</li> </ol>
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# MASTER LEVEL

Course syllabus	<b>BALANCED SCORECARD</b>		
ECTS	2 ECTS	Level	Master
Winter term	In-class	Summer term	Online

Total hours	Lectures	Tutorials	Computer labs
15 h	15 h	0 h	0 h

	Name	Email	Room
Author of the syllabus	Maria Nieplowicz	<a href="mailto:maria.nieplowicz@ue.wroc.pl">maria.nieplowicz@ue.wroc.pl</a>	Z-505
Instructors	Maria Nieplowicz	<a href="mailto:maria.nieplowicz@ue.wroc.pl">maria.nieplowicz@ue.wroc.pl</a>	Z-505

Description of the course	The course aims to present the importance of the Balanced Scorecard in performance measurement and management. Students should learn how the Balanced Scorecard translates a company's vision and strategy into a coherent set of performance measures. The Balanced Scorecard implementation cases in the private and public sectors are discussed.
Prerequisites	Students should have basic knowledge in management, strategic management, accounting and corporate finance.

Goals	1. The students receive knowledge about the Balanced Scorecard's role in a company. 2. The students know how to create the Balanced Scorecard.
Knowledge	1. The students know and understand the role of the Balanced Scorecard in a company. 2. The students know the structure of the Balanced Scorecard.
Skills	1. The students can assign goals and measures in four perspectives of the Balanced Scorecard. 2. The students can create a strategy map for a company.
Social competencies	1. The students analyse the cases of Balanced Scorecard implementation. 2. The students create the Balanced Scorecard for chosen company.

Topics – classes	1. Introduction to performance measurement and the Balanced Scorecard. 2. Measures, targets and initiatives in the Balanced Scorecard. 3. Developing the strategy map. 4. Using the Balanced Scorecard as a strategic management system. 5. Cases of the Balanced Scorecard implementation in the private sector. 6. Cases of the Balanced Scorecard implementation in the public sector.
Topics – projects	1. Evolution of the Balanced Scorecard. 2. The Balanced Scorecard for chosen company.

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	0%	25%	50%	25%

Literature	1. Kaplan R.S., Norton D.P. (1996), <i>The Balanced Scorecard: Translating Strategy into Action</i> , Harvard Business School.
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	<ul style="list-style-type: none"><li>2. Kaplan R.S., Norton D.P. (2004), <i>Strategy Maps: Converting Intangible Assets into Tangible Outcomes</i>, Harvard Business School.</li><li>3. Kaplan R.S., Norton D.P. (2006), <i>Alignment: Using the Balanced Scorecard to Create Corporate Synergies</i>, Harvard Business.</li><li>4. Niven P.R. (2014), <i>Balanced Scorecard Evolution: A Dynamic Approach to Strategy Execution</i>, John Wiley &amp; Sons Inc.</li><li>5. Niven P.R. (2005), <i>Balanced Scorecard Diagnostic. Maintaining Maximum Performance</i>, John Wiley &amp; Sons Inc.</li><li>6. Kober R., Northcott D. (2021), <i>Testing cause-and-effect relationships within a balanced scorecard</i>, Accounting &amp; Finance, No. (61), pp. 1815-1849, <a href="https://onlinelibrary.wiley.com/doi/10.1111/acfi.12645">https://onlinelibrary.wiley.com/doi/10.1111/acfi.12645</a></li><li>7. Nieplowicz M. (2015), <i>The use of the balanced scorecard in the implementation of the strategy to support the development of sport and recreation in the city of Lublin</i>, Prace Naukowe Uniwersytetu Ekonomicznego we Wrocławiu, 2015, nr 375, pp.94-104, DOI:10.15611/pn.2015.375.11 <a href="https://www.dbc.wroc.pl/dlibra/docmetadata?id=27285&amp;from=publication">https://www.dbc.wroc.pl/dlibra/docmetadata?id=27285&amp;from=publication</a></li></ul>
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Course syllabus	<b>BASICS OF INTERNAL AUDITING, RISK MANAGEMENT AND CONTROL</b>		
ECTS	2 ECTS	Level	Master
Winter term	In-class	Summer term	Not in offer

Total hours	Lectures	Tutorials	Computer labs
15 h	15 h	0 h	0 h

	Name	Email	Room
Author of the syllabus	Piotr Bednarek	<a href="mailto:piotr.bednarek@ue.wroc.pl">piotr.bednarek@ue.wroc.pl</a>	Z-510
Instructors	Piotr Bednarek	<a href="mailto:piotr.bednarek@ue.wroc.pl">piotr.bednarek@ue.wroc.pl</a>	Z-510

Description of the course	This course aims to develop students' basic knowledge and skills in internal auditing. It provides participants with the necessary knowledge of governance, its principles and different roles and responsibilities within governance. Students develop their understanding of enterprise risk management and internal control in a variety of frameworks. Based on this knowledge, students can identify how internal auditors evaluate and improve risk management, control and governance processes in organisations. During this course, students develop their skills to cope with tasks that internal auditors face in their business practice when they develop an annual audit plan. The course consists of lectures supported by PowerPoint presentations. Students are encouraged to discuss presented problems. Students work in groups to solve a multistage case study. It is an opportunity to discuss among teammates and the group.
Prerequisites	Basics of Management

Goals	To apply relevant knowledge and skills and exercise professional judgement in determining an annual internal audit plan
Knowledge	<ol style="list-style-type: none"> <li>1. The student knows internal auditing value, definition, process and its role in an organisation</li> <li>2. The student understands governance, risk management and internal control systems in a variety of frameworks</li> <li>3. The student is acquainted with internal audit standards</li> </ol>
Skills	<ol style="list-style-type: none"> <li>1. The student is able to document simple process flows, showing key process steps, interfaces, and departments involved</li> <li>2. The student can identify and assess the key risks to an organisation's objectives</li> </ol>
Social competencies	<ol style="list-style-type: none"> <li>1. Students should be able to share their newly learned skills with others.</li> <li>2. The student understands and accepts the need for continuous professional development of the internal auditor</li> </ol>

Topics – classes	<ol style="list-style-type: none"> <li>1. Fundamental Internal Audit Concepts</li> <li>2. Governance and Risk Management</li> <li>3. Business Processes and Risks</li> <li>4. Internal Control</li> </ol>
Topics – projects	Annual audit plan and plan of the assurance engagement for Pizza Inc.

	Control work	Individual projects	Group projects	Activity in class

Assessment of achievements	0%	0%	80%	20%
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Literature	<ol style="list-style-type: none"> <li>1. Kurt F. Reding K.F. (et al.) (2013), <i>Internal Auditing: Assurance &amp; Consulting Services</i>, The IIRF.</li> <li>2. Bednarek P. (2016), <i>Evaluating the usefulness of quantitative methods as analytical auditing procedures</i>, Research Papers of the Wroclaw University of Economics, No. 434.</li> <li>3. <i>The International Professional Practices Framework (IPPF)</i>, <a href="https://www.theiia.org/en/standards/">https://www.theiia.org/en/standards/</a></li> </ol>
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Course syllabus	BUDGETING AND FINANCIAL PLANNING		
ECTS	4 ECTS	Level	Master
Winter term	Online	Summer term	In-class

Total hours	Lectures	Tutorials	Computer labs
30 h	15 h	0 h	15 h

	Name	Email	Room
Author of the syllabus	Joanna Dyczkowska	<a href="mailto:joanna.dyczkowska@ue.wroc.pl">joanna.dyczkowska@ue.wroc.pl</a>	Z-504
Instructors	Joanna Dyczkowska	<a href="mailto:joanna.dyczkowska@ue.wroc.pl">joanna.dyczkowska@ue.wroc.pl</a>	Z-504

Description of the course	<p>The course offers a practice-oriented approach to budgeting and financial planning. It provides participants with the necessary knowledge and skills to cope with tasks that employees of financial departments face in their business practice. The course consists of mini-lectures supported by multimedia presentations (and electronic materials for students). The students are encouraged to discuss presented problems and examples.</p> <p>Moreover, the students analyse a multistage case study within computer labs. The IT workshops include group work, with presentations and discussions among participants.</p>
Prerequisites	Basics of Accounting, Management Accounting

Goals	<ol style="list-style-type: none"> <li>1. Explaining information, coordinating, motivating and control function of budgeting</li> <li>2. Presenting the phases of a budgeting process and various budgeting methods</li> <li>3. Indicating a role of internal reporting in budgeting and financial planning</li> </ol>
Knowledge	<ol style="list-style-type: none"> <li>1. The student understands the budgeting process and knows its role in managing a business organisation.</li> <li>2. The student is acquainted with various types of budgets, budgeting methods, a budget formation process and budgetary control.</li> <li>3. The student knows how to monitor needs for financial resources and plan financial support for new initiatives and projects.</li> </ol>
Skills	<ol style="list-style-type: none"> <li>1. The student can identify information flows and financial and organisational links between particular workplaces, teams, projects and business units.</li> <li>2. The student is able to design a structure of budgets for a given company, including divisional, master and cash budgets.</li> <li>3. The student is competent in evaluating budgets, detecting variances and analysing their origins.</li> </ol>
Social competencies	<ol style="list-style-type: none"> <li>1. The student is able to work in a group, negotiate and influence other people's opinions on economic issues.</li> <li>2. The student is able to use IT support to: develop budgets, perform what-if analyses, and visualise data.</li> <li>3. The student is able to prepare professional presentations regarding budgeting and financial planning and hold them in front of the public.</li> </ol>

Topics – classes	<ol style="list-style-type: none"> <li>1. Stages of the planning process</li> <li>2. Budgeting and its function in an organisation</li> <li>3. Budgets' development procedure</li> <li>4. Financial planning</li> <li>5. The organisation of a budgeting process</li> <li>6. Phases of a budgeting process</li> </ol>
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	<p>7. Budgetary control</p> <p>8. Budgeting methods</p> <p>9. Management reporting in budgeting and financial planning</p> <p>10. IT support for budgeting and financial planning</p>
Topics – projects	<p>A group project.</p> <p>A project aims at developing quantitative, month-by-month, operating and financial budgets for a given organisation. As a result, a cohesive and integrated master budget and envisaged financial statements should be provided.</p> <p>The project consists of three parts:</p> <p>Part I – A concise business report including a written description of a company, basic assumptions and information necessary to prepare sub-budgets, a master budget and envisaged financial statements, and conclusions resulting from ratio and variance analyses.</p> <p>Part II – Calculations needed to accomplish the project are presented in the form of tables or charts. The budgets should have standardised formats.</p> <p>Part III – Presentation of the project.</p>

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	0 %	0 %	80%	20%

Literature	<p>1. <i>Handbook of Budgeting</i> 6th ed. (2012), Lalli W.R. (ed.), Wiley &amp; Sons.</p> <p>2. Shim J.K., Siegel J.G. (2005), <i>Budgeting Basics &amp; Beyond</i>, 2nd ed., Wiley &amp; Sons.</p> <p>3. Bragg S.M. (2004), <i>Controller's Guide to Planning and Controlling Operations</i>, Wiley &amp; Sons.</p>
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Course syllabus	BUSINESS IN THE DIGITAL ECONOMY		
ECTS	4 ECTS	Level	Master
Winter term	Online	Summer term	In-class

Total hours	Lectures	Tutorials	Computer labs
30 h	30 h	0 h	0 h

	Name	Email	Room
Author of the syllabus	Mikołaj Klimczak	<a href="mailto:mikolaj.klimczak@ue.wroc.pl">mikolaj.klimczak@ue.wroc.pl</a>	B-220
Instructors	Mikołaj Klimczak	<a href="mailto:mikolaj.klimczak@ue.wroc.pl">mikolaj.klimczak@ue.wroc.pl</a>	B-220

Description of the course	Markets in the digital economy differ significantly from traditional products' markets. Music, films, and computer programs can be reproduced at virtually no cost, and the Internet and digital media allow easy and fast search for content of interest to buyers and comparison of offers and prices. This course aims to familiarise students better with both the technological and legal foundations of digital product exchange and attempts at theoretical analysis of the phenomena occurring in these markets. However, the primary goal of the course is to enable students to freely navigate, analyse, and make informed decisions related to the digital economy.
Prerequisites	Microeconomics

Goals	<ol style="list-style-type: none"> <li>1. To enable students to freely navigate, analyse and make informed decisions related to digital goods and online services.</li> <li>2. Familiarisation with attempts at theoretical analysis of phenomena occurring in the digital economy and their impact on business.</li> </ol>
Knowledge	<ol style="list-style-type: none"> <li>1. Students should possess knowledge about the theoretical economic framework of analysis of the digital economy.</li> </ol>
Skills	<ol style="list-style-type: none"> <li>1. Students should be able to distinguish and describe various effects occurring in the digital economy.</li> <li>2. Students should describe various new business models which emerged in the process of development of the digital economy.</li> </ol>
Social competencies	<ol style="list-style-type: none"> <li>1. Students should comprehend the technological, legal, and ethical boundaries of the digital economy.</li> <li>2. Students should assess, criticise new business models and evaluate their usefulness in various conditions and situations.</li> </ol>

Topics – classes	<ol style="list-style-type: none"> <li>1. Basic concepts and issues: digitisation, existence in excess, networks.</li> <li>2. Network effect: types and business applications.</li> <li>3. Power law – measuring popularity in the digital economy.</li> <li>4. Business models in the digital economy: typologies, business model components, the most common approaches. Revenue models. Pricing strategies – an overview, differences between traditional and digital economy. Monetisation logic in the digital economy.</li> <li>5. Product strategies in the digital economy: versioning.</li> <li>6. Switching cost and lock-in effect.</li> <li>7. Standardisation as a competitive strategy.</li> </ol>
Topics – projects	Which of the business models, strategies and developments in the digital economy discussed in this unit are relevant to your chosen business? Analyse your chosen company in a specific market, providing your own analysis of the

	business model, revenue model and strategies used in the context of the particular characteristics of the digital economy.
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	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	50%	50%	0%	0%

Literature	<ol style="list-style-type: none"> <li>1. Shapiro C., Varian H.R. (1998), <i>Information Rules: A Strategic Guide to the Network Economy</i>, Harvard Business Review Press.</li> <li>2. Easley D., Kleinberg J. (2010), <i>Networks, Crowds, and Markets: Reasoning About a Highly Connected World</i>, Cambridge University Press.</li> <li>3. <i>Understanding the digital economy: data, tools, and research</i> (2002), Brynjolfsson E., Kahin B. (eds.), MIT Press.</li> <li>4. Osterwalder A., Pigneur Y. (2010), <i>Business Model Generation</i>, John Wiley and Sons.</li> <li>5. Anderson Ch. (2008), <i>The Long Tail: Why the Future of Business is Selling Less of More</i>, Hachette Books.</li> </ol>
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Course syllabus	BUSINESS NEGOTIATIONS		
ECTS	4 ECTS	Level	Master
Winter term	Hybrid	Summer term	Hybrid

Total hours	Lectures	Tutorials	Computer labs
30 h	15 h	15 h	0 h

	Name	Email	Room
Author of the syllabus	Arkadiusz Wierzbic	<a href="mailto:arkadiusz.wierzbic@ue.wroc.pl">arkadiusz.wierzbic@ue.wroc.pl</a>	Z-720
Instructors	Arkadiusz Wierzbic	<a href="mailto:arkadiusz.wierzbic@ue.wroc.pl">arkadiusz.wierzbic@ue.wroc.pl</a>	Z-720

Description of the course	The course is dedicated to the topic of negotiations with a special focus on business negotiations. The negotiation strategies, the negotiation process, the features of a negotiator and the international context of negotiations are the main topics. The course is based not only on studying the theory, but a significant part is delivered in the form of workshops. Students gain knowledge and skills and review their predispositions to become successful negotiators.
Prerequisites	Subjects or competencies required to participate in the course effectively: General knowledge in the field of management.

Goals	1. Delivering knowledge about negotiations. 2. Improving students' skills as negotiators.
Knowledge	1. Delivering knowledge about the strategies of negotiations. 2. Delivering knowledge about the process of negotiations. 3. Delivering knowledge about the international context of negotiations.
Skills	1. Improving skills in preparation, conducting and evaluating the negotiations. 2. Improving skills by understanding the personal negotiating style.
Social competencies	1. Gaining the competency of working together with other students as a negotiating team. 2. Gaining the competency of understanding the context (including international) of negotiations.

Topics – classes	1. The nature of negotiation. 2. Phases of the negotiation process. 3. Communication in negotiations. 4. Strategy and tactics of distributive bargaining and integrative approach. 5. Negotiation styles. 6. Negotiation simulation.
Topics – projects	International and cross-cultural negotiations

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	0%	50%	30%	20%

Literature	1. Lempereur A., Colson A. (2010), <i>The First Move</i> , John Wiley & Sons. 2. Lewicki R.J., Saunders D.M., Barry B. (2010), <i>Negotiations</i> , McGraw-Hill, 2010. 3. Gosselin T. (2007), <i>Practical Negotiating: Tools, Tactics &amp; Techniques</i> , John Wiley & Sons.
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Course syllabus	BUSINESS PROCESS MANAGEMENT		
ECTS	4 ECTS	Level	Master
Winter term	Online	Summer term	In-class
Total hours	Lectures	Tutorials	Computer labs
30 h	15 h	0 h	15 h

	Name	Email	Room
Author of the syllabus	Andrzej Niesler	<a href="mailto:andrzej.niesler@ue.wroc.pl">andrzej.niesler@ue.wroc.pl</a>	Z-711
Instructors	Andrzej Niesler	<a href="mailto:andrzej.niesler@ue.wroc.pl">andrzej.niesler@ue.wroc.pl</a>	Z-711

Description of the course	The course is an introduction to Business Process Management as a structured approach to understanding how organizations conduct business operations in terms of processes and how these processes can be improved to increase the cumulative business value efficiently. The focus is on creating and using process models and their role in the BPM life cycle – from the early stage of process discovery, through process analysis and redesign, up to the implementation in a fully automated business environment with process-aware information system. For modelling, students use the BPMN notation and have access to the SAP Signavio Process Modeler online platform.
Prerequisites	None

Goals	Introduction to the theoretical and practical foundations of business process management.
Knowledge	<ol style="list-style-type: none"> <li>Knowledge of the essential concepts of process orientation and business process modelling regarding the role of modelling and IT-driven automation.</li> <li>Understanding of the importance of process models in business process management.</li> </ol>
Skills	Ability to identify, document, analyze, and creatively redesign business processes using BPMN models and modern analytical techniques and tools.
Social competencies	<ol style="list-style-type: none"> <li>Competence in discerning business processes in the corporate milieu and accurately diagnosing the situation, i.e., students can formulate appropriate optimization assumptions, apply scientific improvement measures, and advise on selecting suitable solutions.</li> <li>Awareness of the role that modelling plays in business process management and automation, especially with the support of modern IT solutions.</li> </ol>

Topics – classes	<ol style="list-style-type: none"> <li>Introduction to Business Process Management <i>The Ubiquity of Processes, Definition of a Business Process, History and Origins of BPM, The Role of Business Process Models, BPM Lifecycle.</i></li> <li>Process Identification. <i>Business Process Landscape, Definition of Process Architecture, Process Selection Criteria and Performance Measures.</i></li> <li>Essential Process Modeling. <i>BPMN 2.0 Core Elements: Activities, Gateways, Resources, Data Objects, Sequence Flow; Hierarchical Process Decomposition, Model Reuse.</i></li> <li>Advanced Process Modeling. <i>Rework and Repetition, Business Events and Interaction Through Messages, Handling Exceptions, Processes and Business Rules.</i></li> <li>Process Discovery.</li> </ol>
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	<p><i>Settings and Methods of Process Discovery, Process Modeling Method, Business Process Model Quality Assurance.</i></p> <p>6. Qualitative Process Analysis.  <i>Value-Added Analysis, Waste Analysis, Stakeholder Analysis and Issue Documentation, Root Cause Analysis.</i></p> <p>7. Quantitative Process Analysis.  <i>Flow Analysis, Cycle Time Efficiency, Critical Path Method, John Little's Law, Queues and Queuing Theory, Process Simulation.</i></p> <p>8. Process Redesign.  <i>Product vs Process Innovation, Redesign Concepts, The Devil's Quadrangle, Redesign Heuristics, Transactional and Transformational Methods.</i></p> <p>9. Process-Aware Information Systems (PAIS).  <i>PAIS Typology, Advantages and Challenges of Introducing a Business Process Management System (BPMS).</i></p> <p>10. Process Implementation with Executable Models.  <i>Identification of Automation Boundaries, Review of Manual Tasks, Completion and Granularity Level of Business Process Models.</i></p> <p>11. Process Monitoring.  <i>Process Performance Dashboards, Introduction to Process Mining, Automated Process Discovery, Process Performance Mining, Conformance Checking.</i></p> <p>12. BPM as Enterprise Capability.  <i>BPM Success Barriers, BPM Maturity Levels, Success Factors of BPM Maturity, Business Process Maturity Measurement.</i></p>
Topics – projects	<p>1. Process identification and discovery: verbal description of a business process.</p> <p>2. Creating a descriptive business process model with BPMN.</p> <p>3. Process improvement: select analytical techniques and redesign heuristics.</p>

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	50%	30%	15%	5%

Literature	<p>1. Dumas M. et al. (2018), <i>Fundamentals of Business Process Management</i>, Springer.</p> <p>2. Weske M. (2019), <i>Business Process Management. Concepts, Languages, Architectures</i>, Springer.</p> <p>3. Laguna M., Marklund J. (2018), <i>Business Process Modeling, Simulation and Design</i>, Chapman and Hall/CRC.</p> <p>4. Freund J., Ruecker B. (2019), <i>Real-Life BPMN</i>, Camunda.</p>
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Course syllabus	BUSINESS RESEARCH SEMINAR		
ECTS	2 ECTS	Level	Master
Winter term	Online	Summer term	Hybrid
Total hours	Lectures	Tutorials	Computer labs
15 h	0 h	15 h	0 h

	Name	Email	Room
Author of the syllabus	Andrzej Niesler	<a href="mailto:andrzej.niesler@ue.wroc.pl">andrzej.niesler@ue.wroc.pl</a>	Z-711
Instructors	Andrzej Niesler	<a href="mailto:andrzej.niesler@ue.wroc.pl">andrzej.niesler@ue.wroc.pl</a>	Z-711

Description of the course	This course aims to cover a broad spectrum of topics related to conducting applied research in the business environment. It offers a unique introduction to empirical and design research, with practical references and interdisciplinary case studies. The focus is developing the student's research skills, which facilitate an in-depth understanding of business phenomena, facing opportunities and competitive challenges, and finding reliable, science-based solutions to emerging problems. The formula of the course also includes consulting individual research projects and diploma theses.
Prerequisites	None

Goals	<ol style="list-style-type: none"> <li>1. Introduction to the fundamentals of business research.</li> <li>2. Individual consultations on diploma theses or research initiatives.</li> </ol>
Knowledge	<ol style="list-style-type: none"> <li>1. Student knows the core business research concepts.</li> <li>2. Student knows the contemporary empirical and design research methods.</li> <li>3. Student understands the research process and tools.</li> </ol>
Skills	<ol style="list-style-type: none"> <li>1. Student can identify and define a business research problem.</li> <li>2. Student can apply scientific methods and use tools to solve business problems.</li> <li>3. Student can write a business research proposal.</li> </ol>
Social competencies	<ol style="list-style-type: none"> <li>1. Student recognizes research opportunities in the business environment and can analyze and approach them in a scientific way.</li> <li>2. Student communicates research ideas and study results in a structured way.</li> <li>3. Student understands how research contributes to business success.</li> </ol>

Topics – classes	<ol style="list-style-type: none"> <li>1. Introduction to business research.</li> <li>2. Generating research ideas and identifying research problems.</li> <li>3. Structuring a business research proposal.</li> <li>4. Searching and critically reviewing the literature.</li> <li>5. Research philosophies, approaches and strategies.</li> <li>6. Formulating the research design.</li> <li>7. Ethics in business research. Truth, bias, objectivity.</li> <li>8. Business research methods and tools.</li> <li>9. Design Science Research Framework.</li> <li>10. Design artefacts in business research.</li> <li>11. Case studies and individual consultations.</li> </ol>
Topics – projects	<ol style="list-style-type: none"> <li>1. Individual assignment: identifying and defining an original business research problem, formulating research questions, and providing rationale and context.</li> <li>2. Individual assignment: designing an artefact for a given research scenario.</li> <li>3. Group project: writing a sample business research proposal.</li> </ol>

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	50%	20%	25%	5%

Literature	<ol style="list-style-type: none"> <li>1. Wilson J. (2022), <i>Understanding Research for Business Students</i>, SAGE Publishing.</li> <li>2. Schindler P.S. (2019), <i>Business Research Methods</i>, McGraw-Hill.</li> <li>3. Johannesson P. and Perjons E. (2021), <i>An Introduction to Design Science</i>, Springer.</li> <li>4. Christensen L.B. et al. (2020), <i>Research Methods: Design and Analysis</i>, Pearson.</li> <li>5. Baggini J. and Fosl P.S. (2010), <i>The Philosopher's Toolkit. A Compendium of Philosophical Concepts and Methods</i>, Wiley-Blackwell.</li> </ol>
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Course syllabus	BUSINESS STRATEGY IN PRACTICE		
ECTS	2 ECTS	Level	Master
Winter term	Online	Summer term	In-class

Total hours	Lectures	Tutorials	Computer labs
15 h	15 h	0 h	0 h

	Name	Email	Room
Author of the syllabus	Katarzyna Piórkowska	<a href="mailto:katarzyna.piorkowska@ue.wroc.pl">katarzyna.piorkowska@ue.wroc.pl</a>	Z-823
Instructors	Katarzyna Piórkowska	<a href="mailto:katarzyna.piorkowska@ue.wroc.pl">katarzyna.piorkowska@ue.wroc.pl</a>	Z-823

Description of the course	The course emphasises the practical aspects of developing organisational strategies. It provides students with theoretical approaches to strategy development and practical skills for formulating a corporate strategy under various conceptualisations.
Prerequisites	None

Goals	1. To provide students with theoretical approaches to strategy development. 2. To provide students with practical skills for formulating a corporate strategy under various conceptualisations.
Knowledge	Students know fundamental theoretical approaches to strategy development.
Skills	Students have practical skills for formulating a corporate strategy under various conceptualisations.
Social competencies	Students develop social competencies, including teamwork.

Topics – classes	1. A planning strategy approach in practice (types and case studies of product-market strategies). 2. A positional strategy approach in practice (types and case studies of competitive relations, competitive positions, competitive strategies). 3. A behavioural and evolutionary approach in practice (types and case studies of behavioural strategies and evolutionary strategies, the role of managerial characteristics in developing strategies; managerial heuristics and biases) 4. A resource-based view in practice (types and case studies of competence-market strategies, relational resources strategies, and others; organisational resources as a source of competitive advantage).
Topics – projects	Individual work on the selected case study concerning business strategy development.

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	20%	40%	0%	40%

Literature	1. Johnson G., Scholes K., Whittington R. (2008), <i>Exploring corporate strategy</i> , Prentice Hall. 2. Yip G.S. (1995), <i>Total global strategy: Managing for Worldwide Competitive Advantage</i> , Prentice Hall. 3. Barney J. (2002), <i>Strategic management: from informed conversation to academic discipline</i> , "Academy of Management Executive", No. 16(2).
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Course syllabus	<b>CITY LOGISTICS</b>		
ECTS	4 ECTS	Level	Master
Winter term	Online	Summer term	Online

Total hours	Lectures	Tutorials	Computer labs
30 h	30 h	0 h	0 h

	Name	Email	Room
Author of the syllabus	Andrzej Raszkowski	<a href="mailto:andrzej.raszkowski@ue.wroc.pl">andrzej.raszkowski@ue.wroc.pl</a>	A-41 (Jelenia Góra)
Instructors	Andrzej Raszkowski	<a href="mailto:andrzej.raszkowski@ue.wroc.pl">andrzej.raszkowski@ue.wroc.pl</a>	A-41 (Jelenia Góra)

Description of the course	This course aims at presenting solutions to the main problems of city logistics: traffic congestion, pollution and noise, labour and safety issues and enhancing the quality of urban transport services for the clients and the economy. Moreover, social and technical city infrastructure issues will be discussed.
Prerequisites	None

Goals	<ol style="list-style-type: none"> <li>Identify core concepts of city logistics and the role of city logistics in local and regional socio-economic development.</li> <li>Discovering the importance of city logistics in today's world.</li> <li>Understanding city logistics processes.</li> </ol>
Knowledge	<ol style="list-style-type: none"> <li>Definitions and basic information about city logistics.</li> <li>Knowledge of city logistics strategies implementation.</li> <li>Importance of cooperation in city logistics processes.</li> </ol>
Skills	<ol style="list-style-type: none"> <li>Recognition of basic elements of city logistics.</li> <li>The ability to implement city logistics elements and strategies in practice.</li> </ol>
Social competencies	<ol style="list-style-type: none"> <li>Understanding the benefits of effective city logistics processes for society.</li> <li>The ability to consult experts when difficulties arise.</li> <li>Networking improvement.</li> </ol>

Topics – classes	<ol style="list-style-type: none"> <li>Fundamental concepts and general approaches to city logistics.</li> <li>City logistics as a relatively new and important area of urban study and urban management.</li> <li>Modelling city logistics.</li> <li>City logistics system.</li> <li>Urban transport problems include high levels of traffic congestion.</li> <li>Planning and efficient management of city logistics schemes.</li> <li>City logistics in the context of sustainable city development.</li> <li>Success factors of city logistics in relation to city socio-economic development.</li> </ol>
Topics – projects	City logistics problems and solutions based on the example of a selected city.

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	0%	100%	0%	0%

Literature	<ol style="list-style-type: none"><li>1. Fitzgerald J. (2010), <i>Emerald Cities. Urban Sustainability and Economic Development</i>, Oxford University Press.</li><li>2. <i>Logistics Systems for Sustainable Cities: Proceedings of the 3rd International Conference on City Logistics</i> (2004), Taniguchi E., Thompson R. (eds), Emerald Group Publishing.</li><li>3. <i>Recent Advances in City Logistics. Proceedings of the 4th International Conference on City Logistics</i> (2006), Taniguchi E., Thompson R. (eds.), Emerald Group Publishing.</li><li>4. Taniguchi E., Thompson R., Yamada T., Duin R. (2001), <i>City Logistics. Network modelling and Intelligent Transport Systems</i>, Emerald Group Publishing.</li><li>5. Taniguchi E., Thompson R. (2008), <i>Innovations in City Logistics</i>, Nova Science Publishers.</li></ol>
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Course syllabus	COOPERATION AND INNOVATION IN BUSINESS DEVELOPMENT		
ECTS	2 ECTS	Level	Master
Winter term	Online	Summer term	In class

Total hours	Lectures	Tutorials	Computer labs
15 h	15 h	0h	0h

	Name	Email	Room
Author of the syllabus	Anna Mempel-Śnieżyk	<a href="mailto:anna.sniezyk@ue.wroc.pl">anna.sniezyk@ue.wroc.pl</a>	B-304a
Instructors	Anna Mempel-Śnieżyk	<a href="mailto:anna.sniezyk@ue.wroc.pl">anna.sniezyk@ue.wroc.pl</a>	B-304a

Description of the course	<p>The course provides the basic tools of company development and focuses on tools and techniques improving business activities.</p> <p>After attending this lecture, a student should be able to discuss different conditions and risks facing companies.</p> <p>PEST and competitive analysis will be used (classes) to identify an international condition and environment.</p> <p>The last part of the course concentrates on the pro-business features of the owners, their skills and knowledge (in detail on communication and negotiation, the role of verbal and nonverbal communication).</p>
Prerequisites	Basic economic knowledge, teamwork

Goals	The course aims to explain and practice the practical aspect of business development (referring, among others, to the environment, competitors, stakeholders, business supporting institutions, and communication)
Knowledge	<ol style="list-style-type: none"> <li>Transfer of knowledge about the entrepreneurship support system, barriers, and associated problems.</li> <li>Possible ways of problem-solving.</li> <li>Transfer of knowledge about the business environment sector and its role in the present economy.</li> </ol>
Skills	<ol style="list-style-type: none"> <li>Students identify the core problem in a company (with the Why 5 method, problem analysis),</li> <li>Students identify target groups, know stakeholder analysis, PEST and SWOT analysis, competition analysis,</li> <li>Students use the offer of business-supporting institutions to define the institutions and the scope of their activities.</li> </ol>
Social competencies	<ol style="list-style-type: none"> <li>Students recognise risks that affect the present functioning of the economy.</li> <li>Students can recognise the opportunities and benefits of pro-entrepreneurial and pro-innovative activities.</li> <li>Students can use instruments available to support the business sector</li> </ol>

Topics – classes	<ol style="list-style-type: none"> <li>Presenting economy – features, trends, phenomena, and determinants of development.</li> <li>Economic development at regional and local levels. System of supporting entrepreneurship in Poland and European countries. Examples and discussion.</li> <li>Innovativeness of economy and business sector. Role of innovations for the competitiveness of businesses. How to compete?</li> <li>Business environment and PEST analysis</li> </ol>
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	<p>5. Stakeholder analysis – who are the key players?</p> <p>6. Competition. Cooperation. Coopetition.</p> <p>7. Competition analysis - company's examples and seek opportunities - generating ideas</p> <p>8. Role of cooperation between the business sector and business environment institutions. Examples include incubators of entrepreneurship, centres and technology parks, business support centres, centres for promoting entrepreneurship, local development agencies, and loan and guarantee funds.</p> <p>9. Examples of network cooperation (Hungary, Italy, Poland, Nederland, etc.) Analysis of clusters examples - generating ideas.</p> <p>10. Role of the owner (good manager features)</p> <p>11. How to talk with partners and employees - business communication – what does it mean positive, aggressive, and assertive communication</p> <p>12. Negotiations - how to negotiate if you are not a negotiator</p>
Topics – projects	Students describe the background, choose a company, analyse competitors and stakeholders, and prepare the project to improve the company's situation (new customers, new offers etc.)

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	50%	50%	0%	0%

Literature	<p>1. Baron D.P. (2006), <i>business and its environment</i>, Pearson Prentice Hall, 2006.</p> <p>2. <i>OECD Studies on SMEs and Entrepreneurship High-Growth Enterprises: What Governments Can Do to Make a Difference</i> (2010), OECD Publishing.</p> <p>3. <i>Clusters, networks, and innovation</i> (2012), Breschi S., Malerba F. (ed.), Oxford University Press.</p> <p>4. Mempel-Śnieżyk A. (et al.) (2020), <i>Can local government impact transaction costs of enterprises?</i> Entrepreneurship and Sustainability Issues No. 7(3), pp. 1612-1631.</p>
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Course syllabus	CURRENT ASSETS MANAGEMENT: VALUE-BASED WORKING CAPITAL DECISIONS		
ECTS	4 ECTS	Level	Master
Winter term	Online	Summer term	Online

Total hours	Lectures	Tutorials	Computer labs
30 h	30 h	0 h	0 h

	Name	Email	Room
Author of the syllabus	Grzegorz Michalski	<a href="mailto:grzegorz.michalski@ue.wroc.pl">grzegorz.michalski@ue.wroc.pl</a>	B-210
Instructors	Grzegorz Michalski	<a href="mailto:grzegorz.michalski@ue.wroc.pl">grzegorz.michalski@ue.wroc.pl</a>	B-210

Description of the course	<ol style="list-style-type: none"> <li>1. Working Capital Management in the Business Context. Objectives and nature of enterprises in the context of their risk sensitivity. Relationships between the goals of enterprises and the characteristic features of their businesses.</li> <li>2. Understanding and Measuring Financial Liquidity Levels. Definition of financial liquidity and liquidity-level measurements. The specific role of short-term financial decisions, a classification of definitions of financial liquidity, sources of information about liquidity level, and liquidity-level measurements.</li> <li>3. Intrinsic and External Values of Liquidity and Optimization. Relationship between firm value and business risk sensitivity.</li> <li>4. Net Working Capital Management Strategies. Value-maximizing optimal level of inventory (VBEOQ model). Modification of the POQ model: VBPOQ.</li> <li>5. Conclusions and remarks. Current assets management should use policies and techniques to create firm value.</li> </ol>
Prerequisites	None

Goals	<ol style="list-style-type: none"> <li>1. The ability to decide which current assets management strategy is the best in the context of firm value creation.</li> <li>2. Ability to understand the spirit of financial management perspective during current assets management.</li> </ol>
Knowledge	<ol style="list-style-type: none"> <li>1. After the course, students should know how to use financial management philosophy during current assets management-oriented firm value creation.</li> <li>2. Know arguments that businesses exposed to greater risk need a different approach to managing liquidity levels.</li> </ol>
Skills	<ol style="list-style-type: none"> <li>1. Building for-profit finance issues into capacity and sustainability in a one-time frame short but with the understanding of its long-term consequences.</li> <li>2. Possibly recognize motives and criteria for decision-making by entrepreneurs to protect the financial security of their businesses and manage financial liquidity.</li> </ol>
Social competencies	<ol style="list-style-type: none"> <li>1. Possibility to link current assets management with an oriented value creation perspective.</li> <li>2. After the Value-Based Working Capital Management course, the student should be able to analyze the causes and effects of improper cash flow management between entrepreneurial organizations with varying levels of risk.</li> </ol>

Topics – classes	<ol style="list-style-type: none"> <li>1. The basic philosophy of Current Assets Management and Value-Based Working Capital Management.</li> <li>2. Value-based determinants of Working Capital and characteristics of Working Capital Management Strategies.</li> </ol>
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	<ol style="list-style-type: none"> <li>3. Case study: Value-based determinants of Working Capital and characteristics of Working Capital Management Strategies.</li> <li>4. Working Capital Measures and Metrics and Impact of Working Capital Management on Firm Profitability and Performance.</li> <li>5. Case study: Working Capital Measures and Metrics and Impact of Working Capital Management on Firm Profitability and Performance.</li> <li>6. Value-Based Cash Management: Cash Management and Models.</li> <li>7. Case study: Value-Based Cash Management: Cash Management and Models.</li> <li>8. Value-based Cash Forecasting and Investing Surplus Cash and Short-Term Borrowing.</li> <li>9. Case study: Value-based Cash Forecasting and Investing Surplus Cash and Short-Term Borrowing.</li> <li>10. Value-based Accounts Receivable Management.</li> <li>11. Case study: Value-based Accounts Receivable Management.</li> <li>12. Value-based Inventory Management.</li> </ol>
Topics – projects	<ol style="list-style-type: none"> <li>1. Value-based determinants of Working Capital and characteristics of Working Capital Management Strategies.</li> <li>2. Value-Based Cash Management: Cash Management and Models.</li> <li>3. Value-based Cash Forecasting and Investing Surplus Cash and Short-Term Borrowing.</li> <li>4. Value-based Accounts Receivable Management.</li> <li>5. Value-based Inventory Management.</li> </ol>

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	32%	34%	15%	19%

Literature	<ol style="list-style-type: none"> <li>1. Michalski G. (2014), <i>Value-Based Working Capital Management. Determining Liquid Asset Levels in Entrepreneurial Environments</i>, Palgrave.</li> <li>2. Zietlow J., Hill M., Maness T. (2016), <i>Short-Term Financial Management Fifth Edition</i>, Cognella Academic Publishing.</li> <li>3. Talonpoika A., Kärri T., Pirttilä M. (2017), <i>The dynamics of financial working capital management strategies</i>, International Journal of Business Innovation and Research, No. 13(3), pp. 309-325. DOI: 10.1504/IJBIR.2017.10005067.</li> <li>4. Al-Shubiri F. N., Mohammad Aburumman, N. (2013). <i>The relationship between cash conversion cycle and financial characteristics of industrial sectors: An empirical study</i>. <i>Investment Management and Financial Innovations</i>, No. 10(4), pp. 95-102.</li> <li>5. Anderson R. W., Carverhill A. (2012), <i>Corporate liquidity and capital structure. Review of Financial Studies</i>, No. 25(3), pp. 797-837, DOI: 10.1093/rfs/hhr103.</li> <li>6. Enqvist J., Graham M., Nikkinen J. (2014), <i>The impact of working capital management on firm profitability in different business cycles: Evidence from Finland</i>. <i>Research in International Business and Finance</i>, No. 32, pp. 36-49, DOI: 10.1016/j.ribaf.2014.03.005.</li> <li>7. Faulkender M., Wang R. (2006), <i>Corporate financial policy and the value of cash</i>. <i>Journal of Finance</i>, No. 61(4), pp. 1957-1990, DOI: 10.1111/j.1540-6261.2006.00894.x.</li> <li>8. Subramaniam V., Tang T.T., Yue H., Zhou X. (2011), <i>Firm structure and corporate cash holdings</i>. <i>Journal of Corporate Finance</i>, No. 17(3), pp. 759-773, DOI: 10.1016/j.jcorpfin.2010.06.002.</li> <li>9. Gharaibeh M., Zurigat Z., Ananbeh R. (2016), <i>The impact of financial constraints on inventory investment: Empirical evidence from Jordan</i>. <i>Risk Governance and Control: Financial Markets and Institutions</i>, No. 6(4), pp. 494-502, DOI: 10.22495/rgcv6i4siart7.</li> </ol>
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	<p>10. Pasandideh A.K., Darabi R. (2015), <i>The effect of working capital strategies on performance evaluation criteria</i>. Asian Social Science, No. 11(23), pp. 59-67. 10.5539/ass.v11n23p59.</p> <p>11. <i>Working Capital Management, Concepts and Strategies</i>, Kent Baker H., Filbeck G., Barkley T. (Eds.), World Scientific, <a href="https://doi.org/10.1142/12929">https://doi.org/10.1142/12929</a>.</p>
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Course syllabus	<b>DYNAMIC AND FINANCIAL ECONOMETRICS</b>		
ECTS	4 ECTS	Level	Master
Winter term	Hybrid	Summer term	Hybrid

Total hours	Lectures	Tutorials	Computer labs
30 h	15 h	0 h	15 h

	Name	Email	Room
Author of the syllabus	Marta Dziechciarz-Duda	<a href="mailto:marta.dziechciarz-duda@ue.wroc.pl">marta.dziechciarz-duda@ue.wroc.pl</a>	Z-616
Instructors	Marta Dziechciarz-Duda Józef Dziechciarz	<a href="mailto:marta.dziechciarz-duda@ue.wroc.pl">marta.dziechciarz-duda@ue.wroc.pl</a> <a href="mailto:jozef.dziechciarz@ue.wroc.pl">jozef.dziechciarz@ue.wroc.pl</a>	Z-616 Z-617

Description of the course	Students will learn the methods of practical problems of estimating time series regression models with the most common problem, i.e. the techniques of dealing with autocorrelation and non-stationarity. Students will learn how to detect autocorrelation and non-stationarity. The empirical use of such techniques includes the methods of ARIMA and ARCH. The main area of empirical application of time series modelling covers econometric methods for assessing and predicting financial phenomena (real data examples and case studies).
Prerequisites	Mathematics, statistics

Goals	<ol style="list-style-type: none"> <li>Ability to carry out empirical, socioeconomic time series with the practical analysis of real-life financial time series.</li> <li>Ability to specify and apply simple and multiple time series regression models, ARIMA and ARCH models.</li> </ol>
Knowledge	Students know the methods of estimation of simple and multiple time series regression models, the techniques of autocorrelation and non-stationarity detection and the methods of ARIMA and ARCH models. Students know the methods of concluding time series models.
Skills	Students are able to construct a simple and multivariate time series regression model, ARIMA model and ARCH model. Students have the skills to choose appropriate estimation methods of simple and multiple time series regression models. Students can use model estimation results (produced by himself/herself or someone else) to draw conclusions and formulate decisions and recommendations regarding given financial problems.
Social competencies	<ol style="list-style-type: none"> <li>Students have the competence of an abstract understanding of the relationships and interdependencies between financial variables and their development in time.</li> <li>Students can discuss econometric methods for assessing and predicting financial phenomena.</li> </ol>

Topics – classes	<ol style="list-style-type: none"> <li>Introduction to stochastic processes and time series models. Static models and models with lags.</li> <li>Ordinary Least Squares (OLS) method: introduction and assumptions. Simple time-series regression: estimation and interpretation. Time trends. Sharpe single-index model.</li> <li>Multiple time series regression: introduction, estimation, interpretation of parameter estimates, properties of the OLS estimators.</li> <li>Autocorrelation of error term: introduction, consequences, detection.</li> </ol>
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	<p>5. Stationary and non-stationary stochastic processes. Spurious regression. Integration. Unit root test.</p> <p>6. ARMA and ARIMA models: introduction, estimation, interpretation.</p> <p>7. ARCH and GARCH models: introduction, estimation, interpretation</p>
Topics – projects	Empirical analysis of time series: estimation of simple and multiple time series regression models, autocorrelation and non-stationarity detection or the methods of ARIMA and ARCH models based on real-life capital market data or simulated data.

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	0%	0%	75%	25%

Literature	<p>1. Enders W. (2010), <i>Applied Econometric Time Series</i>, John Wiley &amp; Sons.</p> <p>2. Brooks Ch. (2002), <i>Introductory Econometrics for Finance</i>, Cambridge University Press.</p> <p>3. Neusser K. (2016), <i>Time Series Econometrics</i>, Springer.</p>
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Course syllabus	<b>ECONOMICS AND BUSINESS STRATEGY OF INTEGRATION</b>		
ECTS	4 ECTS	Level	Master
Winter term	Hybrid	Summer term	Hybrid

Total hours	Lectures	Tutorials	Computer labs
30 h	15 h	15 h	0 h

	Name	Email	Room
Author of the syllabus	Jerzy Ładysz	<a href="mailto:jerzy.ladysz@ue.wroc.pl">jerzy.ladysz@ue.wroc.pl</a>	H-7 (Jelenia Góra)
Instructors	Jerzy Ładysz	<a href="mailto:jerzy.ladysz@ue.wroc.pl">jerzy.ladysz@ue.wroc.pl</a>	H-7 (Jelenia Góra)

Description of the course	<p>This course introduces the main economic aspects of international economic integration from the point of view of national states and enterprises. The most attention is concentrated on the European Union as a case study. Covering the process of European integration and its economic impacts on individuals, firms, regions and member states, students analyse the economic costs and benefits generated by EU integration.</p> <p>This course is delivered as a combination of lectures, class discussions and readings. Due to the highly topical nature of the course, students are expected to engage with the material provided in class to contribute meaningfully to class discussions.</p>
Prerequisites	Basic knowledge of macroeconomics and microeconomics. Elementary statistics and mathematics are also desirable.

Goals	While the course focuses on economic analysis, it will allow students to broaden their understanding of theoretical aspects of the international integration processes, its costs and benefits for individuals, enterprises, regions and member states.
Knowledge	Theories of international economic integration and the policy areas it occurs in.
Skills	Students assess business opportunities and threats flowing from international integration and the nature of corporate strategic responses to European integration.
Social competencies	Students analyse, draw conclusions, and discuss topics related to European economic integration using economic and strategic management theories.

Topics – classes	<ol style="list-style-type: none"> <li>1. International economic integration, its benefits, costs, and relationship with multilateral trade opening. Integration stages and tools. Impact of economic integration on economic growth, labour market, competitiveness.</li> <li>2. Business strategies, opportunities and risks in the context of European integration and its external dimension. Strategic management models. Example of the retailing sector.</li> <li>3. Competition. Market integration. Labour migration. Persistent distance decay effects in international trade.</li> <li>4. Regional and urban policy. Spatial effects of economic integration. Regional and global concentration, dispersal of economic activity. Clusters. Spatial income disparities. Economic, social and territorial cohesion. European Neighbourhood Policy and Cross-Border Cooperation.</li> <li>5. Taxation and customs union. Tax competition and harmonization of corporate tax rates in Europe.</li> </ol>
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	<p>6. European financial integration. Common budget.</p> <p>7. Monetary integration. The case of the Eurozone. Asymmetric shocks.</p> <p>8. Transnational corporations. Foreign direct investment. International mergers and acquisitions.</p>
Topics – projects	<p>1. Costs and benefits of the European Union cohesion policy for the Italian economy (and different variants of such topic).</p> <p>2. Impact of euro as a common currency, on the foreign direct investment in Eurozone (and different variants of such topic).</p> <p>3. Impact of Spain's membership in the EU on the activity of transnational corporations in Spain (and different variants of such topic).</p> <p>4. Costs and benefits of labour market integration in the EU for Germany (and different variants of such topic).</p>

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	40%	50%	0%	10%

Literature	<p>1. <i>European Economic Review</i>, Elsevier B.V., <a href="https://www.journals.elsevier.com/european-economic-review">https://www.journals.elsevier.com/european-economic-review</a></p> <p>2. <i>European Economy</i>, Euronews, <a href="https://www.euronews.com/tag/european-economy">https://www.euronews.com/tag/european-economy</a></p> <p>3. <i>European Spatial Research and Policy</i>, Faculty of Spatial Sciences, University of Groningen. Institute of the Built Environment and Spatial Policy, University of Łódź, <a href="http://esrap.geo.uni.lodz.pl">http://esrap.geo.uni.lodz.pl</a></p> <p>4. <i>Journal of Economic Integration</i>, Center for Economic Integration, Sejong University, ISSN 1225-651X, eISSN 1976-5525, <a href="https://www.e-jei.org">https://www.e-jei.org</a></p> <p>5. Baldwin R. E., Wyplosz C (2019). <i>The Economics of European Integration</i>, Sixth Edition, McGraw-Hill Education.</p> <p>6. <i>Consolidated version of the Treaty on European Union</i>, Official Journal of the European Union, <a href="https://eur-lex.europa.eu/collection/eu-law/treaties/treaties-force.html">https://eur-lex.europa.eu/collection/eu-law/treaties/treaties-force.html</a></p> <p>7. <i>Consolidated version of the Treaty on the Functioning of the European Union</i>, Official Journal of the European Union, <a href="https://eur-lex.europa.eu/collection/eu-law/treaties/treaties-force.html">https://eur-lex.europa.eu/collection/eu-law/treaties/treaties-force.html</a></p> <p>8. Dawson, J. (2001), <i>Strategy and Opportunism in European Retail Internationalization</i>, British Journal of Management, No. 12(4), pp. 253-266.</p> <p>9. <i>The European Union. Economics and Policies</i>, 9th edition (2011), El-Agraa A., Ardy B. (ed.), Cambridge University Press.</p> <p>10. <i>European Central Bank</i>, <a href="https://www.ecb.europa.eu">https://www.ecb.europa.eu</a></p> <p>11. <i>European Commission</i>, <a href="https://ec.europa.eu">https://ec.europa.eu/</a></p> <p>12. <i>EUROSTAT</i>, European Commission, <a href="https://ec.europa.eu/eurostat">https://ec.europa.eu/eurostat</a></p> <p>13. <i>International Handbook on the Economics of Integration</i>, Volume II, <i>Competition, Spatial Location of Economic Activity and Financial Issues</i> (2011), Jovanovic M.N. (ed.), United Nations Economic Commission for Europe, Switzerland and Global Studies Institute, University of Geneva.</p> <p>14. Moskal A., Sobarnia A., Pazera S., Kopania Z. (2021), <i>The European Union in light of the Covid-19 pandemic – A failure of European integration or a chance for closer cooperation among member states?</i> Jagiellonian university, Cracow. DOI: 10.12797/9788381385763</p> <p>15. Njazi H., Rexhepi A., Meha A. (2020), <i>Economic integration</i>. Technium Romanian Journal of Applied Sciences and Technology, No. 2, pp. 116-123, DOI: 10.47577/technium.v2i4.860</p> <p>16. <i>Official website of the European Union</i>, <a href="http://europa.eu">http://europa.eu</a></p> <p>17. de Grauwe P. (2020), <i>Economics of monetary union</i>, 13<sup>th</sup> edition, Oxford University Press.</p>
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	<p>18. <i>Schengen Area - 26 European countries, free and unrestricted movement of people</i>, <a href="https://www.schengenvisainfo.com">https://www.schengenvisainfo.com</a></p> <p>19. <i>Strategic plans 2020-2024</i>, European Commission, <a href="https://ec.europa.eu/info/publications/strategic-plans-2020-2024_en">https://ec.europa.eu/info/publications/strategic-plans-2020-2024_en</a></p> <p>20. <i>Europeanization Processes from the Mesoeconomic Perspective: Industries and Policies</i> (2015), Wach K., Stanek P. (eds.), Cracow University of Economics, DOI: 10.13140/RG.2.1.4228.4647</p>
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Course syllabus	<b>FEASIBILITY STUDIES IN BUSINESS</b>		
ECTS	4 ECTS	Level	Master
Winter term	Hybrid	Summer term	Hybrid

Total hours	Lectures	Tutorials	Computer labs
30 h	15 h	15 h	0 h

	Name	Email	Room
Author of the syllabus	Jerzy Ładysz	<a href="mailto:jerzy.ladysz@ue.wroc.pl">jerzy.ladysz@ue.wroc.pl</a>	H-7 (Jelenia Góra)
Instructors	Jerzy Ładysz	<a href="mailto:jerzy.ladysz@ue.wroc.pl">jerzy.ladysz@ue.wroc.pl</a>	H-7 (Jelenia Góra)

Description of the course	This course provides participants with the knowledge and skills to develop and evaluate a feasibility study. It enhances learning with practical activities (), combining conventional teaching (lectures and class discussions) with real examples and case studies (applications for co-financing investment projects, the key element of which are feasibility reports). Participants will work on their own examples of feasibility reports to develop their skills.
Prerequisites	Basic knowledge of macroeconomics and microeconomics. Elementary statistics and mathematics are also desirable.

Goals	<ol style="list-style-type: none"> <li>1. The main purpose of this course is to teach participants how robust and dynamic feasibility studies are planned, conducted, and evaluated.</li> <li>2. Providing students with knowledge about using feasibility studies in business, particularly in investment projects, preparing project documentation, applying for European funds, and granting public aid.</li> </ol>
Knowledge	<ol style="list-style-type: none"> <li>1. Understanding the importance of feasibility studies within business management</li> <li>2. Establish the linkage between feasibility studies and company strategy.</li> </ol>
Skills	<ol style="list-style-type: none"> <li>1. Prepare a robust and reliable feasibility report.</li> <li>2. Measure the impact of competing alternative possibilities.</li> <li>3. Evaluate the risks facing a proposal and develop strategies to avoid or mitigate these risks.</li> </ol>
Social competencies	Demonstrate decision-making skills based on the feasibility studies methods and techniques.

Topics – classes	<ol style="list-style-type: none"> <li>1. What are feasibility studies, and why are they important? Feasibility studies: aims, types, principles and concepts. The basic structure of the feasibility report.</li> <li>2. Creative thinking and problem-solving. Demand analysis. Product and result indicators of investment projects. Identifying and managing key stakeholders.</li> <li>3. Plan of project implementation and operation.</li> <li>4. Project financing. Sources of project financing (own resources, credit, public aid, etc.).</li> <li>5. Financial analysis techniques. Cost estimation. Discount rate. Financial net present value (FNPV), internal rate of return (FIRR).</li> <li>6. Socio-economic costs and benefits analysis. Cost-benefit analysis and valuation of external effects. Social discount rate. Economic effectiveness indicators: economic net present value (ENPV), internal economic rate of return (EIRR).</li> <li>7. Environmental impact assessment of the project.</li> </ol>
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	<p>8. Performing an options analysis. Determining the most feasible option. Multi-criteria analysis and cost-effectiveness analysis. Dynamic generation cost (DGC).</p> <p>9. Risk management and sensitivity analysis. Identifying and assessing the risks of the preferred option. Risk matrix.</p> <p>10. Case studies of actual feasibility reports.</p>
Topics – projects	Development of a short feasibility report based on the participant's own example of an investment project, with an attachment in the form of an Excel spreadsheet with active formulas used to calculate financial and socio-economic efficiency indicators.

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	40%	50%	0%	10%

Literature	<p>1. <i>Economic Appraisal Vademecum 2021-2027. General Principles and Sector Applications</i>, European Commission, <a href="https://ec.europa.eu/regional_policy/sources/guides/vademecum_2127/vademecum_2127_en.pdf">https://ec.europa.eu/regional_policy/sources/guides/vademecum_2127/vademecum_2127_en.pdf</a></p> <p>2. <i>Economic Appraisal Vademecum related Excel tool</i>, European Commission, <a href="https://ec.europa.eu/regional_policy/en/information/publications/guides/2021/economic-appraisal-vademecum-2021-2027-general-principles-and-sector-applications">https://ec.europa.eu/regional_policy/en/information/publications/guides/2021/economic-appraisal-vademecum-2021-2027-general-principles-and-sector-applications</a></p> <p>3. <i>Commission Regulation (EU) No 651/2014 of 17 June 2014 declaring certain categories of aid compatible with the internal market in application of Articles 107 and 108 of the Treaty</i>, Official Journal of the European Union, L 187/1.</p> <p>4. Guidelines for feasibility study in operational programmes 2021-2027.</p> <p>5. Gorlewski B., Wolański M. (2015) <i>Foundations of project feasibility studies</i>. Publishing House of the Warsaw School of Economics.</p> <p>6. Novak L.R. (1996) <i>Market and feasibility studies: a how-to guide</i>. University of Oregon, <a href="https://pages.uoregon.edu/rgp/PPPM613/downloads/How%20to%20do%20a%20Market%20Analysis.pdf">https://pages.uoregon.edu/rgp/PPPM613/downloads/How%20to%20do%20a%20Market%20Analysis.pdf</a></p> <p>7. Ladysz J. <i>From forecasting the financial effects of the land use changes to sustainable land management – case study of the landfill “Iron Bridge”</i> [In:] Ewelina Chodzko E., Szymczyk P. (ed.) <i>Innovations, trends and socio-economic transformations – interdisciplinary research</i>. Scientific Publishing House TYGIEL. Lublin 2023, p. 211-227, <a href="https://bc.wydawnictwo-tygield.pl/publikacja/E1E210A0-3575-B8F9-4CC0-736E212181FD">https://bc.wydawnictwo-tygield.pl/publikacja/E1E210A0-3575-B8F9-4CC0-736E212181FD</a></p> <p>8. Ladysz J. <i>Methods of measuring the economic value of public spaces</i> [In:] Jedlička P. (ed.) <i>Economic development and management of regions, peer-reviewed conference proceedings</i>, part II, published by Gaudemus, University of Hradec Králové, Hradec Králové 2012, p. 108-113, <a href="https://uni.uhk.cz/hed/previous-conferences/edition-archive">https://uni.uhk.cz/hed/previous-conferences/edition-archive</a></p> <p>9. Ladysz J., Kurowski L., Rodawski B., Sztando A. <i>Selected methods of estimation of the cultural heritage economic value with the special reference to historical town districts adaptation</i> [In:] <i>Urban Heritage: Research, Interpretation, Education</i>, Vilnius Gediminas Technical University, Wilno 2007, p. 13-19.</p>
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Course syllabus	<b>FINANCIAL MANAGEMENT FOR NONPROFIT ORGANIZATIONS</b>		
ECTS	4 ECTS	Level	Master
Winter term	Online	Summer term	Online

Total hours	Lectures	Tutorials	Computer labs
30 h	30 h	0 h	0 h

	Name	Email	Room
Author of the syllabus	Grzegorz Michalski	<a href="mailto:grzegorz.michalski@ue.wroc.pl">grzegorz.michalski@ue.wroc.pl</a>	B-210
Instructors	Grzegorz Michalski	<a href="mailto:grzegorz.michalski@ue.wroc.pl">grzegorz.michalski@ue.wroc.pl</a>	B-210

Description of the course	Understanding Nonprofit Organization Finances. How do we define Nonprofit Organizations, and how do we understand Social Economy Organizations Environment. Characteristics of Nonprofit Organizations as Financial actors playing in Social Economy world. The organizational mission of Nonprofit Organizations. Understanding the Financial Language of Nonprofit Organizations. Financial Policies of Nonprofit Businesses. Financial Practices of Social Economy driven businesses. Differences between Businesses and Donative Nonprofits. The typical pattern of Cash Flows in donative nonprofit organizations. The financial objective for purely financial decisions in nonprofit organizations. Approximate liquidity target as recommended primary financial goal for nonprofit financial management. Financial liquidity management in nonprofit organizations. Financial consequences of managing mission and nonprofit strategy organizations. Value of financial planning in the organization's mission, vision, and goals or objectives. Developing financial policies in nonprofit organizations. Understanding accounting basics and financial statements of nonprofit organizations. Developing cash budgets, capital budgets, and operating financial budgets in nonprofit organizations. Managing nonprofit organization's liabilities. Cash management in nonprofit organizations. Nonprofit organizations investment policy and its financial consequences.
Prerequisites	None

Goals	Ability to understand the spirit of nonprofit social economy perspective during financial management mission-oriented entities.
Knowledge	After the course, the student should know how to use financial management philosophy while managing nonprofit organisations' social economy-oriented decisions.
Skills	<ol style="list-style-type: none"> <li>1. Ability to understand the spirit of financial management perspective during social economy mission-oriented nonprofit actions.</li> <li>2. Building nonprofit finance issues into capacity and sustainability in two-time frames: long and short.</li> </ol>
Social competencies	<ol style="list-style-type: none"> <li>1. Possibility to link financial management with oriented on social economy efficient nonprofit actions.</li> <li>2. Differentiating crucially important financial features of nonprofit organizations. Understanding that value produced by nonprofit organizations lies in the achievement of social purposes rather than in generating revenues. Possibility of practising nonprofit finance cases with the basis that nonprofit organizations receive payments from sources other than customer purchases.</li> </ol>

Topics – classes	<ol style="list-style-type: none"> <li>1. Understanding nonprofit organizations and social economy entities' finances</li> <li>2. Liquidity management in nonprofit and social economy entities</li> <li>3. Developing nonprofit and social economy entities' financial policies</li> <li>4. Understanding nonprofit and social economy entities' financial accounting basics and financial statements</li> <li>5. Developing nonprofit and social economy entities' financial reports and ratios</li> <li>6. Developing nonprofit and social economy entities operating and cash budgets</li> <li>7. Long-range financial planning and capital budgeting in nonprofit and social economy entities</li> <li>8. Managing nonprofit and social economy entities' liabilities</li> <li>9. Cash management in nonprofit and social economy entities</li> <li>10. Investment policy in nonprofit and social economy entities</li> </ol>
Topics – projects	<ol style="list-style-type: none"> <li>1. Liquidity management in nonprofit and social economy entities</li> <li>2. Developing nonprofit and social economy entities' financial reports and ratios</li> <li>3. Developing nonprofit and social economy entities operating and cash budgets</li> <li>4. Long-range financial planning and capital budgeting in nonprofit and social economy entities</li> <li>5. Cash management in nonprofit and social economy entities</li> </ol>

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	32%	34%	15%	19%

Literature	<ol style="list-style-type: none"> <li>1. Michalski G. (2016), <i>Nonprofit Organizations</i>, [in:] Global Encyclopedia of Public Administration, Public Policy, and Governance, Farazmand A. (ed.), Springer International Publishing, pp. 1-5, DOI:10.1007/978-3-319-31816-5_10-1.</li> <li>2. Michalski G., Blendinger G., Rozsa Z. (et al.) (2018), <i>Can We Determine Debt to Equity Levels in Non-Profit Organisations? Answer Based on Polish Case</i>, <i>Engineering Economics</i>, No 5(29), pp.526-535, DOI:10.5755/j01.ee.29.5.19666.</li> <li>3. Moore M. H. (2000), <i>Managing for value: Organizational strategy in for-profit, nonprofit, and governmental organizations</i>, Nonprofit and Voluntary Sector Quarterly, No. 29, pp. 183-204.</li> <li>4. Zietlow J., Hankin J., Seidner A. (2007), <i>Cash &amp; Investment Management for Nonprofit Organizations</i>, Wiley.</li> <li>5. Zietlow J., Hankin J., Seidner A. (2007), <i>Financial Management for Nonprofit Organizations</i>, Wiley.</li> <li>6. Bowman W. (2011), <i>Finance fundamentals for nonprofits</i>, Wiley.</li> <li>7. McMillan E. (2010), <i>Not-for-Profit Budgeting and Financial Management</i>, Wiley.</li> <li>8. McLaughlin T. (2016), <i>StreetSmart Financial Basics for Nonprofit Managers</i>, Wiley.</li> <li>9. Bowman W. (2011), <i>Financial capacity and sustainability of ordinary nonprofits</i>. <i>Nonprofit Management and Leadership</i>, No. 22(1), pp. 37-51, DOI: 10.1002/nml.20039.</li> <li>10. von Schnurbein G., Fritz T.M. (2017), <i>Benefits and drivers of nonprofit revenue concentration</i>, <i>Nonprofit and Voluntary Sector Quarterly</i>, No. 46(5), pp. 922-943, DOI: 10.1177/0899764017713876.</li> <li>11. Prentice C.R. (2016), <i>Why so many measures of nonprofit financial performance? Analyzing and improving the use of financial measures in nonprofit research</i>. <i>Nonprofit and Voluntary Sector Quarterly</i>, No. 45(4), pp. 715-740, DOI: 10.1177/0899764015595722.</li> <li>12. de Andrés-Alonso P., Garcia-Rodriguez I., Romero-Merino M.E. (2015), <i>The dangers of assessing the financial vulnerability of nonprofits using traditional measures: The case of the nongovernmental development organizations in the</i></li> </ol>
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	<p><i>United Kingdom, Nonprofit Management and Leadership</i>, No. 25(4), pp. 371-382, DOI: 10.1002/nml.21134.</p> <p>13. Ryan C., Irvine H. (2012), <i>Not-for-profit ratios for financial resilience and internal accountability: A study of Australian international aid organisations</i>. <i>Australian Accounting Review</i>, No. 22(2), pp. 177-194, DOI: 10.1111/j.1835-2561.2012.00163.x.</p> <p>14. Michalski G. (2014), <i>Value-Based Working Capital Management. Determining Liquid Asset Levels in Entrepreneurial Environments</i>, Palgrave.</p>
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Course syllabus	FINANCING OF REAL ESTATE MARKET		
ECTS	2 ECTS	Level	Master
Winter term	Not in offer	Summer term	Online

Total hours	Lectures	Tutorials	Computer labs
15 h	15 h	0 h	0 h

	Name	Email	Room
Author of the syllabus	Patrycja Kowalczyk-Rólczyńska	<a href="mailto:patrycja.kowalczyk-rolczynska@ue.wroc.pl">patrycja.kowalczyk-rolczynska@ue.wroc.pl</a>	Z-409
Instructors	Patrycja Kowalczyk-Rólczyńska	<a href="mailto:patrycja.kowalczyk-rolczynska@ue.wroc.pl">patrycja.kowalczyk-rolczynska@ue.wroc.pl</a>	Z-409

Description of the course	In recent years there has been a significant development in financing the real estate market. It is crucial to select the most advantageous method in terms of both the cost of capital and cash flow structure. Therefore, within the scope of the subject, students learn how to select an appropriate financing method, both for an individual customer (a household) and a company making real estate investments. Topics such as credit risk and mortgage insurance are also discussed.
Prerequisites	The student has basic knowledge of finance and real estate

Goals	<ol style="list-style-type: none"> <li>1. Gain knowledge of real estate financing.</li> <li>2. Estimate the cost of capital.</li> <li>3. Make a comparative analysis of different financing methods.</li> </ol>
Knowledge	<ol style="list-style-type: none"> <li>1. The students know the financing methods of the real estate market.</li> <li>2. The students know the credit risk management of mortgage loans.</li> </ol>
Skills	<ol style="list-style-type: none"> <li>1. The students are able to compare financing methods and carry out an analysis of financing methods.</li> <li>2. The students are able to calculate the cost of capital.</li> </ol>
Social competencies	<ol style="list-style-type: none"> <li>1. The students can gain knowledge about the financing of the real estate market.</li> <li>2. The students are able to work in a group.</li> </ol>

Topics – classes	<ol style="list-style-type: none"> <li>1. Introduction: real estate market (housing market, office, shopping centre).</li> <li>2. Financing methods of real estate market.</li> <li>3. Classification of mortgage loans, cost of capital.</li> <li>4. Economic factors diversifying the level of mortgage loans granted to households.</li> <li>5. Types of risk connected with financing of real estate market.</li> <li>6. Mortgage insurance.</li> <li>7. Leasing.</li> <li>8. Project finance.</li> <li>9. Real estate investment trust.</li> <li>10. Mortgage-Backed Securities.</li> </ol>
Topics – projects	Comparative analysis of financing methods for a selected property.

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	50%	20%	20%	10%

Literature	<ol style="list-style-type: none"><li>1. Brueggeman W.B., Fisher J.D. (2005), <i>Real estate finance and investments</i>, McGraw Hill.</li><li>2. Ling D.C., Archer W.R. (2008), <i>Real estate principles: a value approach</i>, McGraw Hill.</li></ol>
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Course syllabus	GLOBAL CHALLENGES IN MANAGEMENT AND MARKETING		
ECTS	4 ECTS	Level	Master
Winter term	Online	Summer term	Hybrid

Total hours	Lectures	Tutorials	Computer labs
30 h	15 h	15 h	0 h

	Name	Email	Room
Author of the syllabus	Barbara Mróz-Gorgoń	<a href="mailto:barbara.mroz-gorgon@ue.wroc.pl">barbara.mroz-gorgon@ue.wroc.pl</a>	B-7
Instructors	Barbara Mróz-Gorgoń	<a href="mailto:barbara.mroz-gorgon@ue.wroc.pl">barbara.mroz-gorgon@ue.wroc.pl</a>	B-7

Description of the course	This course provides a broad survey of the topic of global challenges in marketing. Special attention will be paid to the changes in the consumption patterns and philosophy made possible by the recent innovations in communication technologies and the interactive revolution in marketing.
Prerequisites	Basic management, marketing and market knowledge.

Goals	The Global Challenges in management and marketing course aims to examine the opportunities and challenges associated with management marketing across borders. The impact on the marketing of the cultural, economic, political, and technological environments in different countries will be assessed. The relationship between global management and marketing and global business strategy will be discussed.
Knowledge	<ol style="list-style-type: none"> <li>1. Knowledge of particular features, principles and instruments of management in the context of the global market.</li> <li>2. Knowledge of particular features, principles and instruments of marketing.</li> <li>3. Knowledge of particular features, principles and instruments of brand creation, brand communication, branding process and brand management in the context of the international and global market.</li> </ol>
Skills	<ol style="list-style-type: none"> <li>1. Students after this course will be able to evaluate the forces of risk.</li> <li>2. Students after this course will be able to evaluate the cultural differences in the management styles.</li> <li>3. Students after this course will be able to understand macro and-national levels economic factors and analyze firm strategy.</li> </ol>
Social competencies	<ol style="list-style-type: none"> <li>1. By completing the course, the student will have the competencies to create market entry scenarios.</li> <li>2. By completing the course, the student will have competencies to conduct product and service adaptation, pricing issues, and challenges in logistics and distribution.</li> <li>3. By completing the course, the student will have competencies to prepare the basics of global branding strategy and marketing communication issues.</li> </ol>

Topics – classes	<ol style="list-style-type: none"> <li>1. Global Market. The definition of the global market. The specifics of the global market.</li> <li>2. Marketing Strategy. What is Marketing Strategy? The types of marketing strategy.</li> <li>3. The art of Marketing. Marketing Concept. Marketing definition and role.</li> <li>4. Sensory marketing. Physiological and Neurological Aspects of Sensory Marketing. Sensory Aspects of Branding</li> </ol>
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	<p>5. Neuromarketing. Branding the brain – marketing aspects of neuromarketing. Ethical implications of emerging neuroscience.</p> <p>6. A critical introduction to marketing. Consumers Rationality. Critical theory. Ethics.</p> <p>7. Consumer behaviour. The sociology of Consumer behaviour. New trends in Consumer behaviour – a global perspective.</p> <p>8. Silver Marketing. The Silver Market Phenomenon. Silver Age Innovators: A New Approach to Old Users.</p> <p>9. E-Marketing. E-Branding- web design, internet possibilities of marketing communication.</p> <p>10. Social Media. The types of social media. The role of social media- marketing aspects.</p> <p>11. The Power of Branding. Storytelling- brand image creation</p> <p>12. Standardization and Adaptation.</p> <p>13. Marketing and Innovation. Society innovations. How to put value in a global brand? Design Thinking process.</p> <p>14. New Marketing Trends. New-age segmentation. Marketing Automation.</p> <p>15. Marketing Challenges. Big Data Analysis. How to be perceived among others?</p>
Topics – projects	<p>1. Pros and Cons of internationalization and globalization of a brand</p> <p>2. Service Design Branding Procedure Project</p> <p>3. Scientific project – managerial implications for the international corporation.</p> <p>4. Global Brand Design Project.</p>

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	30%	10%	40%	20%

Literature	<p>1. Keegan W., Green M. (2012), <i>Global Marketing, Global Edition</i>, Pearson Higher Education.</p> <p>2. Hackley C. (2009), <i>Marketing: A Critical Introduction</i>, SAGE.</p> <p>3. MacLaran P., Rinallo D., Scott L. (2013), <i>Consumption and Spirituality</i>, Routledge.</p> <p>4. Parsons E., Maclaran P. (2009), <i>Contemporary Issues in Marketing and Consumer Behaviour</i>, Elsevier.</p> <p>5. Solomon M.R., Bamossy G., Askegaard S., Hogg M.K. (2006), <i>Consumer Behaviour: A European Perspective, 3rd Edition</i>, Pearson Prentice Hall.</p> <p>6. Chang C. M. (2016), <i>Engineering Management: Meeting the Global Challenges</i>, Second Edition, CRC Press.</p> <p>7. Kouzes J.M., Barry Z.P. (2017), <i>The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations</i>, John Wiley &amp; Sons.</p> <p>8. <i>Global Challenges of Digital Transformation of Markets, Economic Issues, Problems and Perspectives</i> (2021), Poza E., Barykin S. E. (ed.), Nova.</p>
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Course syllabus	INTERNAL AUDITING IN PRACTICE		
ECTS	2 ECTS	Level	Master
Winter term	In-class	Summer term	Not in offer

Total hours	Lectures	Tutorials	Computer labs
15 h	15 h	0 h	0 h

	Name	Email	Room
Author of the syllabus	Piotr Bednarek	<a href="mailto:piotr.bednarek@ue.wroc.pl">piotr.bednarek@ue.wroc.pl</a>	Z-510
Instructors	Piotr Bednarek	<a href="mailto:piotr.bednarek@ue.wroc.pl">piotr.bednarek@ue.wroc.pl</a>	Z-510

Description of the course	This course is rich in content to enhance students' competencies as entry-level internal auditors. It provides participants with the most needed practical knowledge and skills to cope with internal auditors' tasks in their business practice when they plan and conduct assurance engagements. The course consists of lectures supported by PowerPoint presentations. Students are encouraged to discuss presented problems. Students work in groups to solve a multistage case study focused on planning assurance engagement in the payroll department. It is an opportunity to discuss among teammates and the group.
Prerequisites	Basics of Management

Goals	<ol style="list-style-type: none"> <li>1. To apply relevant knowledge and skills and exercise professional judgement in planning an assurance engagement</li> <li>2. To apply relevant knowledge and skills and exercise professional judgement in conducting an assurance engagement</li> </ol>
Knowledge	<ol style="list-style-type: none"> <li>1. Student knows internal auditing process and its role in terms of risk of fraud and IT risks</li> <li>2. Student understands the requirements related to audit evidence</li> <li>3. Student is acquainted with internal audit performance standards</li> </ol>
Skills	<ol style="list-style-type: none"> <li>1. Student is able to design different types of testing approaches depending on the design of the process and engagement objectives</li> <li>2. Student can conduct and document certain types of tests to gather evidence</li> <li>3. Student is able to evaluate evidence, develop observations and formulate recommendations</li> </ol>
Social competencies	<ol style="list-style-type: none"> <li>1. Students should be able to share their newly learned skills with others.</li> <li>2. The student understands and accepts the need for continuous professional development of the internal auditor</li> </ol>

Topics – classes	<ol style="list-style-type: none"> <li>1. Risk of fraud, IT risks and controls</li> <li>2. Audit evidence and working papers</li> <li>3. Planning the Assurance Engagement</li> <li>4. Conducting the Assurance Engagement</li> </ol>
Topics – projects	Plan of the assurance engagement in the payroll department

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	0%	0%	80%	20%

Literature	<ol style="list-style-type: none"> <li>1. Kurt F. Reding K.F. (et al.) (2013), <i>Internal Auditing: Assurance &amp; Consulting Services</i>, The IIRF.</li> </ol>
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	<ol style="list-style-type: none"><li>2. Bednarek P. (2016), <i>Evaluating the usefulness of quantitative methods as analytical auditing procedures</i>, Research Papers of the Wroclaw University of Economics, No. 434.</li><li>3. <i>The International Professional Practices Framework (IPPF)</i>, <a href="https://www.theiia.org/en/standards/">https://www.theiia.org/en/standards/</a></li></ol>
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Course syllabus	<b>LOGISTICS AND SUPPLY CHAIN MANAGEMENT</b>		
ECTS	4 ECTS	Level	Master
Winter term	Hybrid	Spring term	Hybrid

Total hours	Lectures	Tutorials	Computer labs
30 h	15 h	15 h	0 h

	Name	Email	Room
Author of the syllabus	Łukasz Olipra	<a href="mailto:lukasz.olipra@ue.wroc.pl">lukasz.olipra@ue.wroc.pl</a>	B-103
Instructors	Łukasz Olipra	<a href="mailto:lukasz.olipra@ue.wroc.pl">lukasz.olipra@ue.wroc.pl</a>	B-103

Description of the course	Logistics increases the potential for competition, customer satisfaction, through coordination and integration of physical, financial and information flows within the whole supply chain. The course familiarizes students with concepts of logistics and Supply Chain Management, key logistic activities, logistic subsystems and the role of logistics both: in companies as well as in their international operations and business. The concept of SCM will be explained and some basic tools and methods used for logistic operations analysis, improvements of efficiency within the supply chain and optimization. The course includes presentation of principles and theoretical framework of logistics and SC and the use of case studies to present more practical side of topic.
Prerequisites	Basic knowledge in economics and management

Goals	<ol style="list-style-type: none"> <li>1. To acquaint student with concepts of logistics and supply chain management and key activities within them.</li> <li>2. To make students able to identify and analyse functions of logistics and SCM as well as responsibilities of logistic managers and international logistic systems participants.</li> <li>3. To transfer the knowledge and skills used in planning and organizing logistic operations in companies as well as management of the global supply chain.</li> </ol>
Knowledge	<ol style="list-style-type: none"> <li>1. After this course student knows the concept of logistics and supply chain management, its functions, role in international companies, international trade and global economy.</li> <li>2. After this course student has knowledge regarding different divisions of logistics into subsystems, logistic activities, characteristics of logistic systems' participants as well as interrelations between them.</li> <li>3. After this course student has knowledge regarding the concepts of supply chain management, its functioning and interrelations between participants of supply chains.</li> </ol>
Skills	<ol style="list-style-type: none"> <li>1. After this course student is able to analyse functions and role of logistics in particular international companies, in international trade and global economy.</li> <li>2. After this course student is able to identify and analyse different logistic subsystems, logistic activities, as well as interrelations between them.</li> <li>3. After this course student is able to identify the benefits, costs and risks of the planned logistics operations and of the use of particular concepts and instruments in managing supply chains.</li> </ol>
Social competencies	<ol style="list-style-type: none"> <li>1. After this course student has the ability to work independently, to prepare and present their ideas and discuss proposed solutions as well as to solve problems from the scope of the international logistics.</li> </ol>

	<p>2. After this course student has the ability to work in a team, where one remains open to the ideas of other team members, discuss and participate in the development of a common position, which can then be presented to the public forum.</p> <p>3. After this course student has the ability to work in an international environment and cooperate with people from different countries and cultures.</p>
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Topics – classes	<ol style="list-style-type: none"> <li>1. Introduction to logistics and supply chain management: basic concept and definitions, origins, evolution and developments.</li> <li>2. Role and function of logistics and supply chain management in contemporary companies and in the global economy.</li> <li>3. Sourcing and inventory planning and management.</li> <li>4. Warehousing and production logistics.</li> <li>5. Transportation systems.</li> <li>6. Distribution management within supply chains.</li> <li>7. Basic instruments and tools in logistics (just in time, kanban, methods of stock management, QR, ECR, etc.)</li> <li>8. Integrating and managing business processes across the supply chain.</li> <li>9. Strategic lead time management in supply chains</li> <li>10. New technologies in support of logistics (EDI, MRP and ERP, RFID, Telematics etc.) and new trends in logistics (automation, robotization and digitalization).</li> <li>11. Consequences of the COVID-19 pandemic for logistics and supply chain management.</li> </ol>
Topics – projects	<ol style="list-style-type: none"> <li>1. Purchasing logistics: “Make or buy” dilemma and requirements towards possible suppliers.</li> <li>2. SCM Issues: Managing long lead times and irrational behaviour of customers in the era of shortages – a case study.</li> <li>3. SCM Issues: Preparing a Fast-growing Fashion Network for the Challenges of the Globalized World – a case study.</li> <li>4. Selected problems within Supply Chain Management based on case studies</li> </ol>

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	0%	0%	80%	20%

Literature	<ol style="list-style-type: none"> <li>1. Martin Christopher, <i>Logistics and Supply Chain Management</i>, Fourth Edition, Pearson Education Limited, 2011.</li> <li>2. Alan E. Branch, <i>Global Supply Chain Management and International Logistics</i>, Routledge Taylor and Francis Group, New York and London 2009</li> <li>3. <i>Logistics and Supply Chain Management</i>, DMGT523, Lovely Professional University Punjab (India), New Dehli 2013</li> </ol> <p>All of these books are available online in PDF version.</p>
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Course syllabus	<b>MANAGEMENT ACCOUNTING IN FINANCIAL INSTITUTIONS</b>		
ECTS	4 ECTS	Level	Master
Winter term	In-class	Summer term	Online

Total hours	Lectures	Tutorials	Computer labs
30 h	15 h	15 h	0 h

	Name	Email	Room
Author of the syllabus	Magdalena Chmielowiec-Lewczuk	<a href="mailto:magdalena.chmielowiec-lewczuk@ue.wroc.pl">magdalena.chmielowiec-lewczuk@ue.wroc.pl</a>	Z-405
Instructors	Magdalena Chmielowiec-Lewczuk	<a href="mailto:magdalena.chmielowiec-lewczuk@ue.wroc.pl">magdalena.chmielowiec-lewczuk@ue.wroc.pl</a>	Z-405

Description of the course	The subject provides the opportunity to acquire knowledge and practical skills to implement management accounting instruments in financial institutions. These instruments must be adapted to the conditions of the specific activities of banks, insurance companies, and investment or pension funds, and the results obtained must make it possible to solve problems concerning the management of these institutions and financial products.
Prerequisites	Accounting, Finance

Goals	To provide knowledge and practical skills in the application of management accounting instruments in financial institutions
Knowledge	<ol style="list-style-type: none"> <li>1. Students understand and know the need to implement management accounting in financial institutions</li> <li>2. Students know how to adapt management accounting instruments to the needs of financial institutions</li> <li>3. Students know management accounting instruments that can be implemented in financial institutions.</li> </ol>
Skills	<ol style="list-style-type: none"> <li>1. Students can prepare calculations for the purpose of management accounting in financial institutions</li> <li>2. Students can adapt accounting instruments to solve management problems in financial institutions</li> <li>3. Students can design management accounting systems in financial institutions.</li> </ol>
Social competencies	<ol style="list-style-type: none"> <li>1. Students can work, discuss, and search for solutions in a group</li> <li>2. Students can prepare a project and present results.</li> </ol>

Topics – classes	<ol style="list-style-type: none"> <li>1. Accounting system in financial institutions (banks, insurance companies, pension funds, investments funds) (2h)</li> <li>2. The range of management accounting in financial institutions (2h)</li> <li>3. Cost accounting system and financial product costing calculation (2h)</li> <li>4. Variable costing in making decisions process in financial institutions (2h)</li> <li>5. Activity-based costing in financial institutions (2h)</li> <li>6. Life cycle costing in financial institutions (2h)</li> <li>7. Kaizen costing and target costing in financial institutions (2h)</li> <li>8. Decisions accounting in financial institutions (4h)</li> <li>9. Cost management process in financial institutions (2h)</li> <li>10. Budgeting and responsibility accounting in financial institutions (4h)</li> </ol>
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	11. Pricing decisions, sale analysis and profitability analysis of financial products (2h) 12. Strategic management accounting in financial institutions (4h)
Topics – projects	1. Financial institutions market in the EU 2. Accounting system in bank and insurance companies – similarities and differences 3. The insurance market in your country 4. Banking market in your country 5. Problems with management accounting in financial institutions (bank or insurance company or investment fund or pension fund) 6. Activity-based costing in bank 7. Activity-based costing in an insurance company 8. Banking product life cycle costing 9. Insurance product life cycle costing 10. Budgeting in financial institution (bank or insurance company or investment fund or pension fund) 11. Responsibility accounting in financial institutions (bank or insurance company or investment fund or pension fund)

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	60%	0%	40%	0%

	1. Drury C. (2005), <i>Management Accounting for Business</i> , Cengage Learning EMEA. 2. Bhimani A., Horngren C.T., Datar S.M., Rajan M. (2013), <i>Management and Cost Accounting</i> , Pearson Education Ltd. 3. Cooperman E.S. (2016), <i>Managing Financial Institutions: Markets and Sustainable Finance</i> , Taylor & Francis. 4. Lange H., Saunders A., Cornett M.M. (2012), <i>Financial Institutions Management</i> , McGraw-Hill Education Australia. 5. Chmielowiec-Lewczuk M. (2015), <i>Value-Based Management in Insurance Companies</i> , Insurance Review No. 4, pp. 17-28. 6. Chmielowiec-Lewczuk Magdalena (2020), <i>Cost-Management Strategies Applied by Insurance Companies in Poland in the Years 2016 – 2018; Empirical Research</i> , [in:] Contemporary Trends and Challenges in Finance. Proceedings from the 5th Wroclaw International Conference in Finance, Jajuga K. (ed.), Springer Proceedings in Business and Economics, 2020, Springer, pp. 209-219.
Literature	

Course syllabus	MARKETING CONTROLLING		
ECTS	4 ECTS	Level	Master
Winter term	In-class	Summer term	In-class

Total hours	Lectures	Tutorials	Computer labs
30 h	15 h	15 h	0 h

	Name	Email	Room
Author of the syllabus	Marta Nowak	<a href="mailto:marta.nowak@ue.wroc.pl">marta.nowak@ue.wroc.pl</a>	Z-512
Instructors	Marta Nowak	<a href="mailto:marta.nowak@ue.wroc.pl">marta.nowak@ue.wroc.pl</a>	Z-512

Description of the course	The course combines marketing management, controlling, and managerial accounting. Its main aim is to look at marketing strategies, tools, and plans, from the point of view of the costs incurred. The most crucial goal of the course is to teach marketing costs budgeting based on the marketing plans. The meetings are conducted interactively and include a lot of group work during the classes and a project and its presentation in international teams.
Prerequisites	Management (fundamentals of management), Accounting (fundamentals of accounting)

Goals	1. Increasing students' awareness about marketing costs as a consequence of applied marketing strategies and tools. 2. Educate how to prepare a marketing budget for a company.
Knowledge	Knowing how different approaches to marketing influence marketing costs.
Skills	1. Constructing marketing plans and budgets. 2. Analysing the content of marketing budgets.
Social competencies	1. Cooperation in preparing marketing strategies, defining marketing tools, doing marketing plans, planning budgets and analysing them, and presenting the budget to a differentiated audience. 2. Diverse teamwork.

Topics – classes	<ol style="list-style-type: none"> <li>Marketing controlling concept.</li> <li>The role of a marketing controller in a company.</li> <li>Marketing costs.</li> <li>Marketing strategies and their influence on costs incurred by a company.</li> <li>Marketing tools and their influence on costs incurred by a company.</li> <li>Accounting and financial statements as a database for marketing controlling.</li> <li>Marketing responsibility centres of a company.</li> <li>Cost budgeting in marketing controlling.</li> <li>Marketing audit.</li> <li>ABC analysis in marketing controlling.</li> <li>Stakeholder analysis in marketing controlling.</li> </ol>
Topics – projects	The project includes planning marketing strategy defining stakeholders, defining marketing tools, doing marketing plans, constructing a marketing budget, and analysing marketing costs. The project is done and presented in international groups.

	Control work	Individual projects	Group projects	Activity in class
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Assessment of achievements	0%	0%	60%	40%
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Literature	<ol style="list-style-type: none"> <li>1. <i>The marketing / accounting interface</i> (2016), Roslender R., Wilson R.M.S. (eds.), Routledge, Westburn Publishers Ltd.</li> <li>2. <i>Accountable marketing: linking marketing actions to financial performance</i> (2016), Stewart D.W., Gugel C.T. (eds.), Routledge Taylor &amp; Francis Group.</li> <li>3. Piercy N. (2015), <i>Marketing budgeting: a political and organisational model</i>, Routledge.</li> <li>4. Ilott T. (2007), <i>Budgets and markets: a study of the budgeting of European films</i>, Routledge, 2007.</li> <li>5. Ward K. (2004), <i>Marketing finance: turning marketing strategies into shareholder value</i>, Elsevier.</li> <li>6. Koster R.J. (2013), <i>The budget book for film and television</i>, Focal Press.</li> </ol>
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Course syllabus	MARKETS AND STRATEGIES – INDUSTRIAL ORGANIZATION		
ECTS	4 ECTS	Level	Master
Winter term	In-class	Summer term	Online

Total hours	Lectures	Tutorials	Computer labs
30 h	30 h	0 h	0 h

	Name	Email	Room
Author of the syllabus	Mikołaj Klimczak	<a href="mailto:mikolaj.klimczak@ue.wroc.pl">mikolaj.klimczak@ue.wroc.pl</a>	B-220
Instructors	Mikołaj Klimczak	<a href="mailto:mikolaj.klimczak@ue.wroc.pl">mikolaj.klimczak@ue.wroc.pl</a>	B-220

Description of the course	Among economic sciences, the industrial organisation deals with the analysis of imperfectly competitive markets, i.e. markets where a firm has the ability to exercise its market power and set its price above the marginal cost. The main objective of the course is to provide the student with knowledge on the functioning of markets, market analysis and rigorous assessment of business strategies.
Prerequisites	Microeconomics

Goals	<ol style="list-style-type: none"> <li>1. To convey up-to-date theoretical economic knowledge on the functioning of imperfectly competitive markets.</li> <li>2. Identify and validate basic skills in qualitative market analysis.</li> <li>3. To develop an attitude of motivated and critical analysis of markets and business strategies.</li> </ol>
Knowledge	<ol style="list-style-type: none"> <li>1. Students understand the idea of a relevant market.</li> <li>2. Students are able to provide the framework for market power analysis.</li> <li>3. Students distinguish various pricing and non-pricing strategies.</li> </ol>
Skills	<ol style="list-style-type: none"> <li>1. Students should be able to apply ad hoc analysis of the relevant market.</li> <li>2. Students should understand which strategies could be applied under different conditions.</li> <li>3. Students should study the effects of various strategies of companies.</li> </ol>
Social competencies	<ol style="list-style-type: none"> <li>1. Students should be able to understand the reasoning behind anti-trust cases that question market power.</li> <li>2. Students should be able to understand the ethical implications of competition.</li> </ol>

Topics – classes	<ol style="list-style-type: none"> <li>1. Economy – sector – industry – market – segment. The relevant market approach to the market analysis.</li> <li>2. Market power and competitive constraints of strategies. Barriers to entry and exit.</li> <li>3. Collusion and its consequences for companies, markets, and the economy.</li> <li>4. Overview of the competitive strategies.</li> <li>5. Pricing strategies. Pricing strategies to deter entry: limit and predatory pricing. Price discrimination.</li> <li>6. Non-pricing strategies: product differentiation, advertising and information, research and development, vertical integration.</li> <li>7. Competition regulation and its impact on the economy.</li> </ol>
Topics – projects	Which of the strategies and economic phenomena discussed in the class play an essential role in the activities of the enterprise? Analyse an enterprise of your choice in a specifically defined market, providing your own assessment of the

	relevant market and the strategies employed by the enterprise using methods of economic analysis.
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	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	50%	50%	0%	0%

Literature	<ol style="list-style-type: none"> <li>1. Dranove D., Besanko D., Shanley M., Schaefer S. (2017), <i>Economics of Strategy</i>, John Wiley &amp; Sons.</li> <li>2. Pepall L., Richards D., Norman G. (2012), <i>Industrial Organization: Contemporary Theory and Practice</i>, John Wiley &amp; Sons.</li> <li>3. Belleflamme P., Peitz M. (2015), <i>Industrial Organization. Markets and Strategies</i>, Cambridge University Press</li> <li>4. Lipczynski J., Wilson J.O.S., Goddard J. (2017), <i>Industrial Organization: Competition, Strategy and Policy</i>, Pearson Education Ltd.</li> </ol>
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Course syllabus	MATHEMATICS OF LIFE INSURANCE AND PENSION FUNDS		
ECTS	2 ECTS	Level	Master
Winter term	Not in offer	Summer term	In-class

Total hours	Lectures	Tutorials	Computer labs
15 h	0 h	15 h	0 h

	Name	Email	Room
Author of the syllabus	Patrycja Kowalczyk-Rólczyńska	<a href="mailto:patrycja.kowalczyk-rolczynska@ue.wroc.pl">patrycja.kowalczyk-rolczynska@ue.wroc.pl</a>	Z-409
Instructors	Patrycja Kowalczyk-Rólczyńska	<a href="mailto:patrycja.kowalczyk-rolczynska@ue.wroc.pl">patrycja.kowalczyk-rolczynska@ue.wroc.pl</a>	Z-409

Description of the course	Pension planning is an important part of personal finance. Creating a plan and valuing individual cash flows (savings, annuity) is crucial. Life insurance is one form of pension security. The skills learned in this course will enable to make the right choice of instruments to build up the appropriate retirement capital.
Prerequisites	The student has basic knowledge of finance

Goals	1. Estimation of pension benefits. 2. Life insurance premium estimation. 3. Construction of pension plans for individuals.
Knowledge	1. The students know the mathematical concepts necessary for other finance, insurance, and investments courses. 2. The students know about constructing a retirement plan.
Skills	1. The students are able to calculate the life insurance premium and value of an annuity. 2. The students are able to compare different life insurance products based on premium and sum of insurance. 3. The students are able to search for useful data and use data from library databases in the area of life tables, income and expenditure of households, finance of insurance companies and pension funds.
Social competencies	1. The students are able to gain knowledge about the mathematics of life insurance and pension funds. 2. The students are able to defend their views.

Topics – classes	1. The measurement of interest. 2. Construction of life tables. 3. Valuation of old-age benefits. 4. Elementary life insurance types, unit-linked insurance. 5. Premiums in life insurance. 6. Life annuities. Reverse mortgage. 7. Factors influencing the insurance premium in life insurance. 8. Pension plan for individuals. 9. Rate of return on pension funds.
Topics – projects	None

	Control work	Individual projects	Group projects	Activity in class

Assessment of achievements	80%	0%	0%	20%
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Literature	<ol style="list-style-type: none"> <li>1. Guthrie G.L., Lemon L.D.(2004), <i>Mathematics of interest rates and finance</i>, Pearson.</li> <li>2. Gerber H.U. (1990), <i>Life Insurance Mathematics</i>, Springer Verlag, Swiss Association of Actuaries.</li> <li>3. Kellison S.G., (2009), <i>The Theory of Interest</i>, Mc Graw-Hill.</li> <li>4. Passport Database: <a href="https://www.portal.euromonitor.com/portal/magazine/newhomemain">https://www.portal.euromonitor.com/portal/magazine/newhomemain</a></li> <li>5. Eurostat Database: <a href="https://ec.europa.eu/eurostat/">https://ec.europa.eu/eurostat/</a></li> </ol>
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Course syllabus	<b>PLACE MARKETING</b>		
ECTS	4 ECTS	Level	Master
Winter term	Online	Summer term	Online

Total hours	Lectures	Tutorials	Computer labs
30 h	30 h	0 h	0 h

	Name	Email	Room
Author of the syllabus	Andrzej Raszkowski	<a href="mailto:andrzej.raszkowski@ue.wroc.pl">andrzej.raszkowski@ue.wroc.pl</a>	A-41 (Jelenia Góra)
Instructors	Andrzej Raszkowski	<a href="mailto:andrzej.raszkowski@ue.wroc.pl">andrzej.raszkowski@ue.wroc.pl</a>	A-41 (Jelenia Góra)

Description of the course	In this course, you will learn how to make effective place marketing decisions, including assessing place marketing opportunities and developing place marketing strategies and implementation plans. Course topics include market-oriented strategic planning, local tourism products, promotional strategy, advertising campaigns, target market selection, competitive advantages, local government involvement, integrated communications, visual identification system, public relations, social media and sales promotions.
Prerequisites	None

Goals	<ol style="list-style-type: none"> <li>Identify core concepts of place marketing and the role of place marketing in local and regional socio-economic development.</li> <li>Discovering the importance of place marketing in today's world.</li> <li>Understanding place marketing processes.</li> </ol>
Knowledge	<ol style="list-style-type: none"> <li>Definitions and basic information about place marketing.</li> <li>Knowledge of place marketing strategies implementation.</li> <li>Importance of cooperation in place marketing processes.</li> </ol>
Skills	<ol style="list-style-type: none"> <li>Recognition of basic elements of place marketing.</li> <li>The ability to implement place marketing elements and strategies in practice.</li> </ol>
Social competencies	<ol style="list-style-type: none"> <li>Understanding the benefits of effective place marketing processes for society.</li> <li>The ability to consult experts when difficulties arise.</li> <li>Networking improvement.</li> </ol>

Topics – classes	<ol style="list-style-type: none"> <li>Place – brand strategy as a plan for defining the most realistic, most competitive, most compelling strategic vision for the country, region or city.</li> <li>The ways the places promote themselves.</li> <li>Branding the city's image.</li> <li>Brand creation for cities and regions.</li> <li>Regions' competitiveness factors.</li> <li>Place marketing success factors.</li> <li>Place identity and place image.</li> </ol>
Topics – projects	Place marketing activities based on the example of a selected city, region.

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	0%	100%	0%	0%

Literature	<ol style="list-style-type: none"> <li>1. Anholt S. (2005), <i>Brand New Justice. How Branding Places and Products Can Help the Developing World</i>, Elsevier.</li> <li>2. Anholt S. (2007), <i>Competitive Identity. The New Brand Management for Nations, Cities and Regions</i>, Palgrave Macmillan.</li> <li>3. Govers R., Go F. (2009), <i>Place Branding. Glocal, Virtual and Physical Identities, Constructed, Imagined and Experienced</i>, Palgrave Macmillan.</li> <li>4. Kolb B. (2006), <i>Tourism Marketing for Cities and Towns. Using Branding and Events to Attract Tourists</i>, Elsevier 2006.</li> <li>5. Kotler P., Haider D. H., Rein I. (1993), <i>Marketing Places – Attracting Investment, Industry, and Tourism to Cities, States, and Nations</i>, The Free Press.</li> <li>6. Proctor T. (2007), <i>Public Sector Marketing</i>, Prentice Hall – Financial Times.</li> </ol>
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Course syllabus	<b>SOCIAL INNOVATIONS</b>		
ECTS	4 ECTS	Level	Master
Winter term	Online	Summer term	Online

Total hours	Lectures	Tutorials	Computer labs
30 h	15 h	15 h	0 h

	Name	Email	Room
Author of the syllabus	Katarzyna Miszczak	<a href="mailto:katarzyna.miszczak@ue.wroc.pl">katarzyna.miszczak@ue.wroc.pl</a>	B-301
Instructors	Katarzyna Miszczak	<a href="mailto:katarzyna.miszczak@ue.wroc.pl">katarzyna.miszczak@ue.wroc.pl</a>	B-301

Description of the course	The course includes complex knowledge of social innovativeness in various aspects. It allows students to know and understand terms, concepts and methods of analysing multidimensional phenomena and processes determining social innovations. The course includes a mixture (and explicit comparisons of) both theoretical and empirical research.
Prerequisites	Basics of economics

Goals	<ol style="list-style-type: none"> <li>1. To acquaint students with issues of characteristics of directions, kinds, scale and structure of social innovations.</li> <li>2. To examine the innovative problem-solving process and provide access to tools that students can use to analyse social innovation dilemmas and challenges in their future careers.</li> <li>3. To learn the functional elements of a socially innovative entity and specifics of social impact.</li> </ol>
Knowledge	<ol style="list-style-type: none"> <li>1. Students name and define the main kinds of innovations in the international economy.</li> <li>2. Students distinguish features, strategies, concepts, entities and drivers of social innovations.</li> <li>3. Students describe the changing role of government and entrepreneurs in sustainable development.</li> </ol>
Skills	<ol style="list-style-type: none"> <li>1. Students are able to compare differentiated elements of social innovations and identify various methods for solving social innovation dilemmas and challenges.</li> <li>2. Students deduce proper conclusions in the innovative processes approach.</li> <li>3. Students analyse and propose the best solutions for creating social innovations and effective implementation of actions in the international milieu.</li> </ol>
Social competencies	<ol style="list-style-type: none"> <li>1. Students appropriately communicate with the group and lecturer.</li> <li>2. Students demonstrate liability and engagement for tasks.</li> </ol>

Topics – classes	<ol style="list-style-type: none"> <li>1. Nature of innovations and history of social change.</li> <li>2. Becoming a changemaker: Introduction to social innovations.</li> <li>3. Social innovations – new strategies, concepts, ideas, organisations.</li> <li>4. Main actors of social innovation – “tri-sector athletes”.</li> <li>5. Trends and drivers re-shaping the dynamics of social innovations.</li> <li>6. Measuring social impact (principles, approaches, techniques).</li> <li>7. Methodology for a social innovation project.</li> <li>8. Sustainability - changing role of government and entrepreneur.</li> <li>9. Corporate social responsibility.</li> <li>10. Discussion and critique of leading examples of social innovations.</li> </ol>
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Topics – projects	<ol style="list-style-type: none"> <li>1. The strategy of implementation of the socially innovative idea (individual project).</li> <li>2. Team game devoted to analysing the social impact of innovations (group project).</li> <li>3. Q&amp;A session dedicated to leading examples of social innovations.</li> </ol>
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	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	0%	50%	40%	10%

Literature	<ol style="list-style-type: none"> <li>1. Murray R. et al. (2010), <i>The Open Book of Social Innovation</i>, <a href="https://youngfoundation.org/wp-content/uploads/2012/10/The-Open-Book-of-Social-Innovation.pdf">https://youngfoundation.org/wp-content/uploads/2012/10/The-Open-Book-of-Social-Innovation.pdf</a></li> <li>2. Keohane G.L. (2013), <i>Social Entrepreneurship for the 21st Century: Innovation Across the Nonprofit, Private, and Public Sectors</i>, McGraw-Hill Professional.</li> <li>3. Osburg T., Schmidpeter R. (2013), <i>Social Innovation. Solutions for a Sustainable Future</i>, Springer-Verlag Berlin Heidelberg, DOI: 10.1007/978-3-642-36540-9.</li> <li>4. Miszczak K. (2016), <i>Social innovation for communes on the example of 'Nemo creativity station' project</i>, [in:] A. Berezin, M. Bezpartochnyi (eds.), Innovative approaches in the management of competitiveness of business (T.2, pp. 165–173), ISMA University.</li> <li>5. Miszczak K. (2015), <i>Partnership of science and business in socially innovative project management</i>, Biblioteka Regionalisty No. (15), pp. 73–82, <a href="http://doi.org/10.15611/br.2015.1.06">http://doi.org/10.15611/br.2015.1.06</a></li> </ol>
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Course syllabus	<b>SOCIAL MARKETING</b>		
ECTS	4 ECTS	Level	Master
Winter term	In-class	Summer term	In-class

Total hours	Lectures	Tutorials	Computer labs
30 h	15 h	15 h	0 h

	Name	Email	Room
Author of the syllabus	Magdalena Daszkiewicz	<a href="mailto:magdalena.daszkiewicz@ue.wroc.pl">magdalena.daszkiewicz@ue.wroc.pl</a>	B-5
Instructors	Magdalena Daszkiewicz	<a href="mailto:magdalena.daszkiewicz@ue.wroc.pl">magdalena.daszkiewicz@ue.wroc.pl</a>	B-5

Description of the course	The course provides students with a basic foundation for understanding all major aspects of social marketing. The program covers the entire social marketing planning process. Students receive knowledge and learn how to prepare social marketing analysis, conduct target audience identification, develop a social marketing strategy and create an effective campaign.
Prerequisites	None

Goals	<ol style="list-style-type: none"> <li>1. Providing students with knowledge in the field of planning and implementation of social marketing programs and campaigns.</li> <li>2. Development of skills to plan, manage and evaluate social marketing programs.</li> </ol>
Knowledge	<ol style="list-style-type: none"> <li>1. Students have basic knowledge in the field of social marketing. They know key terms and concepts and understand the social marketing process.</li> <li>2. Students have detailed knowledge of social marketing planning. They know the procedure of formative research and preliminary analysis, target audience identification, social marketing strategy development and social campaign planning.</li> </ol>
Skills	<ol style="list-style-type: none"> <li>1. Students can use the acquired knowledge to prepare, implement, and evaluate activities related to the social marketing program.</li> <li>2. Students can apply the known procedures and methods at various stages of the social marketing process. They are ready to implement the acquired knowledge in practice and develop and manage social marketing programs and campaigns.</li> </ol>
Social competencies	<ol style="list-style-type: none"> <li>1. Students have the ability to analyze social problems and suggest ways of solving them through marketing activities.</li> <li>2. Students have the ability to work in groups (cooperation in planning and creative processes).</li> </ol>

Topics – classes	<ol style="list-style-type: none"> <li>1. Social marketing – key terms and concepts (social marketing and related terms, social marketing-mix, social marketing process).</li> <li>2. Social marketing planning. Formative research and preliminary analysis (primary and secondary research, social problem analysis, environmental analysis, resources analysis).</li> <li>3. Target audience identification (segmentation process, selecting a target audience, researching selected segments).</li> <li>4. Developing social marketing strategy (Setting goals and objectives and positioning statement).</li> <li>5. Social marketing mix – preliminary plan.</li> </ol>
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	<ol style="list-style-type: none"> <li>6. Social campaign planning (communication channels, effective messages, creative ideas development).</li> <li>7. Managing social marketing program (implementation plan, monitoring and evaluation, feedback usage).</li> <li>8. Social programs and campaigns –different issues, targets, and creations (cases).</li> </ol>
Topics – projects	<ol style="list-style-type: none"> <li>1. Project Part 1: Analysis (problem, environment, resources) and target audience identification.</li> <li>2. Project Part 2: Social marketing plan (strategy and social campaign).</li> </ol>

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	0%	0%	80%	20%

Literature	<ol style="list-style-type: none"> <li>1. Lee N.R., Kotler Ph. Colehour J. (2023), Social Marketing: Behaviors change for Good, Sage Publications, Thousand Oaks (or earlier editions)</li> <li>2. Weinreich N.K. (2011), Hands-on Social Marketing, Sage Publications.</li> </ol>
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Course syllabus	STRATEGIC HUMAN RESOURCES MANAGEMENT		
ECTS	7 ECTS	Level	Master
Winter term	Not in offer	Summer term	In-class

Total hours	Lectures	Tutorials	Computer labs
60 h	30 h	30 h	0 h

	Name	Email	Room
Author of the syllabus	Marzena Stor	<a href="mailto:marzena.stor@ue.wroc.pl">marzena.stor@ue.wroc.pl</a>	Z-818
Instructors	Marzena Stor	<a href="mailto:marzena.stor@ue.wroc.pl">marzena.stor@ue.wroc.pl</a>	Z-818

Description of the course	<p>The substantial content of the subject makes the effective and efficient development and realization of human resources management (HRM) strategies in business organizations, including multinational companies. And the effectiveness and efficiency are measured based on properly selected HR metrics, benchmarking, data analytics, and specific measures applied to business performance. The main subject of interest covers particular subfunctions of HRM such as staffing the organization with talented employees, training &amp; development, performance management &amp; employee performance appraisal, compensation &amp; benefits, communication with employees, shaping employee engagement, and enhancing the positive employee experience.</p> <p>Special attention is paid to cross-cultural issues within HRM. Furthermore, HRM is discussed from an organization-wide, strategic and international perspective. Thus, the students are taught how to build HRM strategies and programs for their businesses and tie these strategies with business strategies. The class methods include both theoretical lectures and practical assignments.</p>
Prerequisites	Basic knowledge of Economics or General Management

Goals	<ol style="list-style-type: none"> <li>Making students familiar with the fundamental concepts and rules of strategic human resources management both in-home and multinational companies, and with special concern paid to such subfunctions as selection &amp; recruitment, training &amp; development, performance management &amp; employee performance appraisal, compensation &amp; benefits, communication with employees, shaping employee engagement, enhancing employee's positive experience.</li> <li>Making students aware of the impact that the economic, social, political and technological factors of the external environment may exert on HRM strategies and sub-strategies. Creating such conditions in which students can acquire practical skills in creating and correlating particular HRM strategies and sub-strategies with organizational and business strategies. Involving students in higher-order thinking (analysis, synthesis, and evaluation).</li> <li>Making students familiar with the fundamental concepts of managerial competencies necessary for effective people-related decisions. Creating conditions in which students can acquire knowledge and practical skills (competencies) within the scope of creating supportive relationships even when delivering negative feedback. Increasing proficiency in analytical problem-solving.</li> </ol>
Knowledge	<ol style="list-style-type: none"> <li>Understanding the complex relationships between business strategy and human resources management. Possessing the knowledge of environmental factors determining HRM strategies.</li> </ol>

	<ol style="list-style-type: none"> <li>2. Acquiring the knowledge on the contribution that strategic human resource management can make to organizational performance, including the performance of multinational companies.</li> <li>3. Receiving the knowledge on particular HRM subfunctions and the metrics and data analytics techniques to measure the impact of overall HRM and its subfunctions on company performance.</li> <li>4. Being familiar with methods, techniques and instruments that support HRM, both from the perspective of an immediate superior and the perspective of the whole organization, including cross-cultural, international and strategic dimensions.</li> </ol>
Skills	<ol style="list-style-type: none"> <li>1. Capability of identifying and evaluating key HRM issues which critically impact the realization of business strategies, organizational performance, and business competitive advantage.</li> <li>2. Being able to interpret and integrate HRM into the business strategies and conduct a critical analysis of various methods, techniques, and instruments applied in the particular HRM subfunctions and identify the benefits and drawbacks of each.</li> <li>3. Being able to involve international and cross-cultural aspects in HRM in MNCs. Recognizing knowledge and skills needed to develop HRM strategies in a multicultural environment.</li> <li>4. The capability of conducting a critical self-analysis of own managerial competencies. Being able to conduct a critical analysis of various methods, techniques and instruments applied in HRM. Acquiring the capacity to build positive interpersonal relationships.</li> </ol>
Social competencies	<ol style="list-style-type: none"> <li>1. Developing in-depth and critical evaluation skills using multiple and competing perspectives to prepare high-quality HRM strategies based on empirical data and evidence. Showing skills in formulating constructive criticism.</li> <li>2. Developing skills to cooperate within a managerial team working out some HRM projects and strategies. Comprehending how to build good interpersonal relationships between functionally and culturally diverse workers and managers.</li> <li>3. The capability of appreciating and respecting different opinions while possessing the skills of justifying reasonably and rationally own proposals in a way accepted in a given culture. Exhibiting sensitivity to human uniqueness and capacity from the perspective of HRM.</li> <li>4. Appreciating an ability of knowledge-sharing. Revealing the managerial skills in the scope of various HRM subfunctions. Expressing an ethical attitude and understanding of organizational, individual, legal, societal and economic consequences of taking personnel decisions.</li> </ol>
Topics – classes	<ol style="list-style-type: none"> <li>1. The nature, goals and subfunctions of HRM.</li> <li>2. The relationships between business and HRM strategies.</li> <li>3. HR metrics, benchmarking, and data analytics.</li> <li>4. SHRM in multinational companies.</li> <li>5. Staffing the organization with talented employees.</li> <li>6. Measuring performance and providing feedback.</li> <li>7. Training and development for improved performance.</li> <li>8. Designing compensation and benefit packages.</li> <li>9. Competency management in the structure of HRM.</li> <li>10. Managerial &amp; leadership general competency profiles.</li> <li>11. Building relationships by communicating supportively.</li> <li>12. Shaping employee work engagement &amp; job satisfaction.</li> <li>13. Developing &amp; sustaining employee engagement.</li> <li>14. Providing and improving employees' positive work experience.</li> <li>15. Professionalization of managerial decision making.</li> </ol>
Topics – projects	12. Developing HRM strategies with ties to business strategies

	<p>13. HRM and business performance</p> <p>14. HRM in the cross-cultural context of MNCs</p> <p>15. Managerial dilemmas in performance appraisal</p> <p>16. Boosting employee engagement &amp; positive work experience</p>
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	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	20%	30%	30%	20%

Literature	<p>1. Dessler, G. (2023). <i>Human Resource Management</i>. Pearson Education Limited, Harlow, New York.</p> <p>2. Gupta A. (2020), <i>Strategic Human Resources Management. Formulating and Implementing HR Strategies for a Competitive Advantage</i>. Routledge.</p> <p>3. Kupczyk T., Stor M. (2017): <i>Competency management. Theory, research and business practice</i>, Wyższa Szkola Handlowa.</p> <p>4. Deresky, H. Miller, S. R. (2021): <i>International Management. Managing Across Borders and Cultures. Texts and cases</i>. Pearson Education, Inc., Upper Saddle River, New Jersey.</p> <p>5. Stor, M. (2023). <i>Human Resources Management in Multinational Companies: A Central European Perspective</i>. Routledge, Taylor &amp; Francis Group. New York &amp; London.</p> <p>6. Stor M. (2021): <i>The configurations of HRM bundles in MNCs by their contributions to subsidiaries' performance and cultural dimensions</i>. International Journal of Cross Cultural Management, No. 21(1).</p>
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Course syllabus	STRATEGIC LEADERSHIP		
ECTS	2 ECTS	Level	Master
Winter term	Online	Summer term	In-class

Total hours	Lectures	Tutorials	Computer labs
15 h	15 h	0 h	0 h

	Name	Email	Room
Author of the syllabus	Katarzyna Piórkowska	<a href="mailto:katarzyna.piorkowska@ue.wroc.pl">katarzyna.piorkowska@ue.wroc.pl</a>	Z-823
Instructors	Katarzyna Piórkowska	<a href="mailto:katarzyna.piorkowska@ue.wroc.pl">katarzyna.piorkowska@ue.wroc.pl</a>	Z-823

Description of the course	The course emphasises the aspects of developing strategic leadership in enterprises. It provides students with theoretical approaches to the strategic leadership concept and practical skills for developing outstanding strategic leaders' hallmarks.
Prerequisites	None

Goals	<ol style="list-style-type: none"> <li>1. To provide students with theoretical foundations of the strategic leadership concept.</li> <li>2. To provide students with practical skills for developing outstanding strategic leaders' hallmarks.</li> </ol>
Knowledge	Students know the fundamental theoretical foundations of the strategic leadership concept.
Skills	Students have practical skills for developing outstanding strategic leaders' hallmarks.
Social competencies	Students develop social competencies, including teamwork.

Topics – classes	<ol style="list-style-type: none"> <li>1. Upper Echelons and Micro-foundations – towards strategic leadership.</li> <li>2. Inner individual characteristics fundamental for strategic leaders.</li> <li>3. Strategic leadership – the differences with traditional leadership.</li> <li>4. Strategic leadership – what does it mean for managers, and how does it work in practice?</li> <li>5. Strategic leadership hallmarks – how to develop such hallmarks to be an excellent strategic leader?</li> <li>6. Strategic leadership complexity – how to understand and implement strategic leadership to operate in the market well?</li> </ol>
Topics – projects	Individual work on the selected case study concerning the concept of strategic leadership.

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	20%	40%	0%	40%

Literature	<ol style="list-style-type: none"> <li>1. Hitt M.A., Ireland R.D., Hoskisson R.E. (1995), <i>Strategic Management: Competitiveness and Globalisation Concepts</i>, South-Western Cengage Learning.</li> <li>2. Cannella Jr. A.A., Monroe M.J. (1997), <i>Contrasting perspectives on strategic leaders: Toward a more realistic view of top managers</i>, Journal of Management, No. 3(3), pp. 213-237.</li> </ol>
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	3. Ireland R.D., Hitt M.A. (2005), <i>Achieving and maintaining strategic competitiveness in the 21 st century: The role of strategic leadership</i> , Management, No. 19(4), pp. 63-77.
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Course syllabus	STRATEGIC MANAGEMENT ACCOUNTING AND PERFORMANCE EVALUATION		
ECTS	2 ECTS	Level	Master
Winter term	Online	Summer term	Online

Total hours	Lectures	Tutorials	Computer labs
15 h	15 h	0 h	0 h

	Name	Email	Room
Author of the syllabus	Bartłomiej Nita	<a href="mailto:bartłomiej.nita@ue.wroc.pl">bartłomiej.nita@ue.wroc.pl</a>	Z-519
Instructors	Bartłomiej Nita	<a href="mailto:bartłomiej.nita@ue.wroc.pl">bartłomiej.nita@ue.wroc.pl</a>	Z-519

Description of the course	The course concerns the use of accounting information in strategic management and performance evaluation. The programme refers to the roles that finance plays in organisations. It describes in detail the activities that finance professionals perform to improve corporate performance. It also focuses on the technologies that define and drive the digital world in which finance operates. The finance function is not the only area of activity in organisations. Finance joins with others to create and preserve value for their organisations. Thus the students will understand how finance can interact with other parts of the organisation to achieve the corporate objectives, those other areas and crucially, the objectives of the whole organisation.
Prerequisites	None

Goals	The goal is to provide knowledge and skills in management accounting and performance evaluation in an international business environment
Knowledge	<ol style="list-style-type: none"> <li>Students should know strategic applications of accounting in the context of strategic management</li> <li>Students should know the tools of performance evaluation</li> </ol>
Skills	<ol style="list-style-type: none"> <li>Students should learn how to measure and report financial and non-financial information that helps managers make decisions and fulfil the goals of a corporate</li> <li>Students should recognise and understand theories and concepts of strategic cost and management accounting, which they can then apply when analysing, evaluating and making business decisions.</li> </ol>
Social competencies	The student is able to work with specialists in marketing, general management, and other functional areas in a company

Topics – classes	<ol style="list-style-type: none"> <li>Management Accounting and Strategy - an Overview.</li> <li>Balanced Scorecard as a tool for translating strategy into action.</li> <li>Value Chain Analysis.</li> <li>Strategy mapping.</li> <li>Management control.</li> <li>Responsibility accounting (profit centres, cost centres, investment centres).</li> <li>Performance evaluation of responsibility centres.</li> <li>Residual income and economic value added.</li> <li>Management compensation as a tool of effective management control.</li> <li>Transfer pricing in diversified and multinational organisations.</li> </ol>
Topics – projects	Analysis of the chosen tool of strategic management accounting in corporate practice.

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	0%	80%	0%	20%

Literature	<ol style="list-style-type: none"> <li>1. Blocher E., Chen K., Cokins G., Lin T. (2005), <i>Cost Management. A Strategic Emphasis</i>, McGraw Hill.</li> <li>2. Shank J.K., Govindarajan V. (1993), <i>Strategic Cost Management: The New Tool for Competitive Advantage</i>, The Free Press.</li> <li>3. Horngren C.T., Datar S.M., Foster G. (2002), <i>Cost Accounting: A Managerial Emphasis</i>, Prentice-Hall.</li> </ol>
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Course syllabus	THE CULTURAL ENVIRONMENT OF INTERNATIONAL BUSINESS		
ECTS	4 ECTS	Level	Master
Winter term	Not in offer	Summer term	Online

Total hours	Lectures	Tutorials	Computer labs
30 h	30 h	0 h	0 h

	Name	Email	Room
Author of the syllabus	Aleksandra Kuźmińska-Haberla	<a href="mailto:aleksandra.kuzminska-haberla@ue.wroc.pl">aleksandra.kuzminska-haberla@ue.wroc.pl</a>	B-302a
Instructors	Aleksandra Kuźmińska-Haberla Marcin Haberla	<a href="mailto:aleksandra.kuzminska-haberla@ue.wroc.pl">aleksandra.kuzminska-haberla@ue.wroc.pl</a> <a href="mailto:marcin.haberla@ue.wroc.pl">marcin.haberla@ue.wroc.pl</a>	B-302a B-5

Description of the course	Globalization and the internationalization of economies have opened up many gates and provided plenty of opportunities for companies and individual people. It affected almost all areas of our lives. We meet people from different cultures almost everywhere: at school, university, during professional workshops and trainings, conferences, and at work. This module is designed to sensitize students to the importance of cultural differences during meetings with representatives of other countries. The knowledge of cultural aspects of the business will allow the development of competencies necessary to operate in an international environment.
Prerequisites	Basic international business knowledge

Goals	<ol style="list-style-type: none"> <li>1. To provide knowledge of the substance of culture and its importance in conducting business activities in an international environment.</li> <li>2. To provide knowledge of elements of culture that have the biggest influence on international business.</li> <li>3. Identification of the most common problems and errors related to disregarding cultural differences.</li> </ol>
Knowledge	<ol style="list-style-type: none"> <li>1. A student understands the concept of culture and its main elements, knows and understands main cultural orientations, and identifies areas of international business in the context of national cultures.</li> <li>2. A student understands what a culture shock is.</li> </ol>
Skills	A student can identify and deal with the most common problems of operating in an intercultural environment.
Social competencies	A student can cooperate with partners from different cultures.

Topics – classes	<ol style="list-style-type: none"> <li>1. Culture – introduction.</li> <li>2. Cultural awareness, intercultural competence.</li> <li>3. Stereotypes and prejudices.</li> <li>4. Elements of culture.</li> <li>5. Main cultural orientations.</li> <li>6. Elements of culture in a business context (religion, values, attitudes, customs, traditions, symbolism, taboos).</li> <li>7. Intercultural communication (direct vs indirect communication, non-verbal communication).</li> <li>8. Intercultural negotiations and business etiquette.</li> </ol>
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	9. Culture shock.
Topics – projects	Business culture in the selected countries.

	Control work	Individual projects	Group projects	Activity in class
Assessment of achievements	10%	20%	50%	20%

Literature	<ol style="list-style-type: none"> <li>1. L. Chaney, J. Martin (2014), <i>Intercultural Business Communication. Sixth edition</i>, Pearson.</li> <li>2. E. Meyer (2016), <i>A culture map</i>, Public Affairs.</li> <li>3. R.R. Gesteland (2012), <i>Cross-Cultural Business Behavior. A guide for Global Management</i>, Copenhagen Business School Press.</li> <li>4. <i>Cultural aspects of international business</i> (2020), Skulski. P. (ed.), Publishing House of Wroclaw University of Economics and Business.</li> <li>5. <a href="https://www.hofstede-insights.com/">https://www.hofstede-insights.com/</a></li> </ol>
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