# The syllabi of additional courses for international students in 2026/27

Wroclaw
UNIVERSITY
OF ECONOMICS
AND BUSINESS

*Status: October 31st, 2026*

## Contact persons


Educational offer:

**Dr Tomasz Dyczkowski, Prof. UEW**
*ECTS and Erasmus+ Coordinator - Rector's Representative, Academic Coordinator of the Erasmus+ Programme*
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
office: A-27
phone: +48 (71) 36 80 128

Institutional cooperation:

**Ms Iwona Przyłęcka**
*Head of the International Mobility Section, Institutional Coordinator of Erasmus+ Programme*
iwona.przylecka@ue.wroc.pl
office: A-16
phone: +48 (71) 36 80 151

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| 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 | ewa.pruchniewicz@ue.wroc.pl | S-49 |
| Instructors | Ewa Pruchniewicz | ewa.pruchniewicz@ue.wroc.pl | 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<br>***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)** |

| | |
|---|---|
| Goals | 1. 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).<br>2. Sharing language knowledge: vocabulary, phrases, structures and intercultural competence necessary to build and support communication with target language users at the A1 CEFR level of language proficiency.<br>3. Raising the awareness of continuous language competence updating and the need for lifelong learning. |
| Knowledge | 1. Student has a basic range of words and simple phrases used in the most common situations in personal and professional life.<br>2. Student knows the name of the university, faculty and field of study.<br>3. Student knows simple grammatical structures and sentence patterns, enabling participation in simple communication situations at work and in everyday life. |
| Skills | 1. 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.<br>2. Student can write simple expressions and sentences.<br>3. Student understands very short, simple texts, single phrases based on known names, words and basic expressions. |
| Social competencies | 1. Student has a proactive attitude and can initiate social contacts on their own at the A1 CEFR level of language proficiency fluency.<br>2. Student is ready to fulfil professional roles responsibly within the A1 level of CEFR of language proficiency.<br>3. Student is aware of the importance of a foreign language for communication and social relations. |

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|---|---|
| Topics – classes | 1. Characteristics of the target foreign language - introduction<br>2. Greetings, saying goodbye and introductions (business and non-business context) |

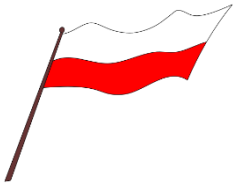
| | |
|---|---|
| | 3. Self-presentation (academic and labour market context)<br>4. Countries, people<br>5. Family, friends (business and non-business context) |
| Topics – projects | 1. Personal details (business and non-business context) |

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

| | |
|---|---|
| Literature | 1. Małolepsza M., Szymkiewic A. (2022), *HURRA!!! PO POLSKU 1 (Podręcznik studenta / Zeszyt ćwiczeń). Nowa Edycja*, Prolog Publishing.<br>2. *Polish doesn't bite* (2022), Edgard<br>3. Wasilewski P. (2022), *Polish in pictures. Dictionary, Phrasebook, Grammar*, Edgard. |

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# Why should you choose a Polish language course while studying at Wroclaw 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 Wroclaw! In your Polish classes, in addition to learning the Polish language, you'll learn interesting facts about Wroclaw 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 as a result. 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; you can also speak Polish outside of Poland. Many people have emigrated from Poland. If you speak Polish, you can join a large community 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, such as Wisława Szymborska and Olga Tokarczuk.

| Course syllabus | APPLIED ECONOMETRICS | | |
|---|---|---|---|
| ECTS | 4 ECTS | Level | Bachelor |
| Winter term | In-class | 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 | Marta Dziechciarz | marta.dziechciarz@ue.wroc.pl | Z-614 |
| Instructors | Marta Dziechciarz<br>Józef Dziechciarz | marta.dziechciarz@ue.wroc.pl<br>jozef.dziechciarz@ue.wroc.pl | Z-614<br>Z-614 |

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|---|---|
| Description of the course | Students will learn practical issues of econometric modelling with a focus on applicability. The model specification issues begin with understanding the empirical consequences of the adopted assumptions. The practicalities of choice and the execution of the parameter estimation process will be the next step, including understanding the 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 |

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| Goals | Ability to carry out empirical data analysis and apply econometric models for empirical socio-economic problems. |
| Knowledge | 1. Students know the techniques of application of econometric models.<br>2. Students know how to conclude and formulate decisive recommendations from an estimated regression model. |
| Skills | 1. Students are able to apply a simple and multivariate linear regression model for a given socio-economic problem.<br>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. |
| Social competencies | 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.<br>2. Students can apply modern econometric methods for assessing and predicting socio-economic phenomena. |

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| Topics – classes | 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.<br>2. Methods of empirical statistical inference: point estimation, interval estimation, and hypothesis testing. Statistical hypothesis testing: test for the significance of the correlation coefficient applied to real-life data.<br>3. Modelling the practical problems: applications of linear and non-linear models. Multiple regression model: introduction, estimation (with standard |

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| | errors), interpretation of parameter estimates, properties of the OLS estimators. Examples of applications of various regression models.<br>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.<br>5. Specification studies, model selection, multicollinearity, general-to-specific vs specific-to-general approach, omitted variables problem. |
| 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 | 1. Maddala G.S. (2001), *Introduction to Econometrics*, John Wiley & Sons.<br>2. Dougherty Ch. (2002), *Introduction to Econometrics*, Oxford University Press.<br>3. Brooks Ch. (2002), *Introductory Econometrics for Finance*, Cambridge University Press. |

Wroclaw UNIVERSITY OF ECONOMICS AND BUSINESS

| Course syllabus | BASICS OF MARKETING RESEARCH | | |
|---|---|---|---|
| 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 | klaudia.przybysz@ue.wroc.pl | Z-623 |
| Instructors | Klaudia Przybysz (summer)<br>Marcin Haberla (winter) | klaudia.przybysz@ue.wroc.pl<br>marcin.haberla@ue.wroc.pl | Z-623<br>B-7A |

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|---|---|
| Description of the course | 1. Introduction of concepts related to market analysis and preparation for binding acquired knowledge with practice.<br>2. To provide students with knowledge of the essence of market analysis.<br>3. Presentation of conditions and principles of application of the research process.<br>4. Some simple quantitative methods useful in marketing research. |
| Prerequisites | Fundamentals of Marketing |

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| Goals | 1. Learning the basic concepts of marketing research – the concept of marketing research.<br>2. To teach about stages of the marketing research process.<br>3. Learning data collection and simple analytical methods useful in marketing research and teaching how to prepare the marketing research report. |
| Knowledge | 1. Students know how to design a questionnaire.<br>2. Students know selected techniques of quantitative methods in marketing research<br>3. Students know what the marketing research process is, its stages, and the methods of concluding based on obtained results. |
| Skills | 1. Students are able to design questionnaires and collect primary data.<br>2. Students are able to design and execute basic marketing research for a given marketing problem.<br>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. |
| Social competencies | 1. Students are able to work in a group<br>2. Students are creative in solving marketing problems<br>3. Students can assess the market situation of a company using the collected data and make the right decisions based on it. |

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| Topics – classes | 1. Introduction to marketing and marketing research. Research design.<br>2. Measurement scales.<br>3. Data collection. Sampling.<br>4. Questionnaire design: methods, question types, question composition, question order, survey layout, and common errors in questionnaire design.<br>5. Positioning maps and how to create and use them.<br>6. Introduction to quantitative methods in marketing research. |

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| Topics – projects | Project in the area of marketing research, based on the knowledge acquired during the course |

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

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|---|---|
| Literature | 1. Churchill G.A. Jr. (1995), *Marketing Research: Methodological Foundations*, Dryden Press.<br>2. Malhotra N.K. (2011), *Basic Marketing Research, 4th edition*, Pearson Prentice Hall.<br>3. Zikmund W. G. (2003): *Exploring Marketing Research*, Thomson/South-Western. |

Wroclaw UNIVERSITY OF ECONOMICS AND BUSINESS

| 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 | tomasz.dyczkowski@ue.wroc.pl | Z-504 |
| Instructors | Tomasz Dyczkowski<br>Krystian Olek | tomasz.dyczkowski@ue.wroc.pl<br>krystian.olek@ue.wroc.pl | Z-504<br>Z-810 |

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|---|---|
| Description of the course | The course incorporates a set of multidisciplinary methods and tools to assist students in bridging the gap between their specific areas of study and the workplace by developing innovative business ideas (for a new company, product, or service), with the European Market in mind. The four pillars of the course include creative challenges, self-managed work in multinational creative venture teams, team coaching and professional presentations.<br>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). |
| Prerequisites | None |

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| Goals | 1. Students will become familiar with methods stimulating the creativity and innovativeness of individuals, groups and entire business organisations.<br>2. Students from all disciplines will be prepared for self-employment or intrapreneurial responsibility within a company in the European market. |
| Knowledge | 1. Understanding the creativity phenomenon and the importance of creativity to the market success of a business.<br>2. Comprehension of the new product development process and its stages.<br>3. Understanding a company foundation process. |
| Skills | 1. Design thinking.<br>2. Process management.<br>3. Testing the technological and financial feasibility of innovative concepts. |
| Social competencies | 1. Enhancing creativity and innovativeness.<br>2. Being able to work in intercultural teams.<br>3. Making effective presentations to potential investors. |

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| Topics – classes | 1. The phenomenon of creativity<br>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).<br>2. Types and sources of innovations<br>technology-driven, culture-driven, space or time-driven innovations; research-based vs frugal innovations, different thinking.<br>3. Intercultural and virtual teamworking |

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| | Culture and its dimensions, intercultural competencies in Europe, the EuroPreneurship concept, success factors for working in intercultural teams, and virtual creative teams.<br>4. New product development<br>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).<br>5. Market research<br>problem definition, identification of a need, the definition of a target audience, and identification of communication channels.<br>6. Formulating a value proposition and a business model<br>understanding value, value drivers, value decomposition, value-adding, customer perceived value, business model and value proposition canvas (gains and pains).<br>7. Financing innovative concepts<br>financial support to start-ups in Europe, business angels, venture capital, crowdfunding, and entrepreneurship models.<br>8. Developing and managing start-up companies<br>the foundation process, challenges and success factors, protection of intellectual property, me as an entrepreneur.<br>9. Effective business presentations<br>Content of a pitch deck, selection of facts, visual format, preparation for Q&A session, mastering spoken presentations, and sharing responsibilities in a team. |
| Topics – projects | 1. Inspiring organisation (20%)<br>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.<br>2. The value proposition pitch (35%)<br>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&A session<br>3. The business report (45%)<br>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. |

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

| | |
|---|---|
| Literature | 4. Byttebier I., Vullings R. (2015), *Creativity in Business: The Basic Guide for Generating and Selecting Ideas*, BIS Publishers.<br>5. Drucker P.F. (2006), *Innovation and Entrepreneurship*, Routledge.<br>6. Micic P. (2010), *The Five Futures Glasses: How to See and Understand More of the Future with the Eltville Model*, Palgrave Macmillan. |

| Course syllabus | CONTABILIDAD DE GESTIÓN | | |
|---|---|---|---|
| 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 | Magdalena Kapelko | magdalena.kapelko@ue.wroc.pl | Z-621 |
| Instructors | Magdalena Kapelko | magdalena.kapelko@ue.wroc.pl | Z-621 |

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|---|---|
| Description of the course | El objetivo de este curso es preparar a los estudiantes para elaborar y comprender informes sobre costes de productos, líneas de negocio, rentabilidad por área geográfica, etc. Los estudiantes, al finalizar este curso, estarán familiarizados con los objetivos, los fundamentos de los sistemas de contabilidad de gestión, las características de su diseño y los diferentes usos que pueden darse a los datos de contabilidad de gestión en la planificación y el control. La metodología de enseñanza-aprendizaje comprende tres ámbitos: 1) desarrollo de un conocimiento técnico adecuado mediante lecciones magistrales; 2) desarrollo de habilidades mediante ejercicios a resolver; 3) desarrollo de habilidades mediante la resolución de casos. |
| Prerequisites | **Spanish language B2 (to native)** / Conocimiento básico de la contabilidad financiera |

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| Goals | 1. Realizar y comprender informes sobre costes de productos, líneas de negocio, rentabilidad por área geográfica, etc.<br>2. Familiarizarse con los objetivos, los fundamentos de los sistemas de contabilidad de gestión, las características de su diseño y los diferentes tipos de uso en la planificación y el control. |
| Knowledge | 1. Aprender los principales instrumentos de la gestión contable para la toma de decisiones.<br>2. Comprender la utilidad y el alcance de las herramientas de la gestión contable.<br>3. Analizar y evaluar los resultados obtenidos con los modelos empleados. |
| Skills | 1. Capacidad para tomar decisiones.<br>2. Alcanzar los resultados de forma autónoma. |
| Social competencies | Adquirir un comportamiento ético en la contabilidad. |

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| Topics – classes | 1. Introducción a la contabilidad de gestión.<br>2. Clasificaciones y conceptos de costes.<br>3. Costes de órdenes de trabajo.<br>4. Costeo absorbente y costeo variable.<br>5. Análisis coste-volumen-beneficio. |
| Topics – projects | Solución y detección de problemas mediante la resolución de casos y ejercicios en grupos. |

| | Control work | Individual projects | Group projects | Activity in class |
|---|---|---|---|---|

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|---|---|---|---|---|
| Assessment of achievements | 80% | 0% | 20% | 0% |

| | |
|---|---|
| Literature | 1. Horngren Ch.T., Datar S.M., Rajan, M.V. (2012), *Contabilidad de costos: Un enfoque gerencial*. Pearson Educación, 2012.<br>2. Fernández A., Gutiérrez Díaz G., Sáez Torrecilla Á. (2010), *Contabilidad de costes y contabilidad de gestión*, McGraw-Hill.<br>3. Jimenez Montañes M.A. (1995), *Fundamentos de contabilidad de costes*, Tebar Flores S.L.<br>4. Horngren Ch.T., Datar S.M., Foster G. (2009), *Cost accounting: A managerial emphasis*, Pearson Prentice Hall.<br>5. Drury C. (2015), *Cost and management accounting: An introduction*, Cengage Learning. |

| Course syllabus | ESSENTIALS OF INTERNATIONAL BUSINESS | | |
|---|---|---|---|
| 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 | Artur Klimek | artur.klimek@ue.wroc.pl | B-216b |
| Instructors | Artur Klimek | artur.klimek@ue.wroc.pl | B-216b |

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

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|---|---|
| Goals | Explaining opportunities and threats related to the 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.<br>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. |

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| Topics – classes | 1. Role of international business.<br>2. Firms in international business.<br>3. Multinational corporations and their strategies.<br>4. Entry modes to foreign markets.<br>5. Analysis of international markets.<br>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), *International Business: The Challenge of Global Competition*, McGraw-Hill.<br>2. Verbeke, A. (2009), *International Business Strategy*, Cambridge University Press.<br>3. Czinkota, M. (et al.) (1994), *International Business*, Dryden Press. |

| Course syllabus | EUROPEAN FINANCIAL MARKETS | | |
|---|---|---|---|
| ECTS | 4 ECTS | Level | Bachelor |
| Winter term | In-class | Winter term | In-class |

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

| | Name | Email | Room |
|---|---|---|---|
| Author of the syllabus | Iwo Augustyński | iwo.augustynski@ue.wroc.pl | B-106 |
| Instructors | Iwo Augustyński | iwo.augustynski@ue.wroc.pl | 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. The course extensively uses the university's e-learning platform. |
| Prerequisites | None |

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|---|---|
| Goals | To teach students what role financial markets play in the economy of the European Union and its member states. |
| Knowledge | 1. Students have knowledge of theories of financial markets.<br>2. Students know the peculiarities of financial markets in the EU. |
| Skills | 1. Students are able to analyse macroeconomic financial indicators.<br>2. Students are able to use financial statistics from Eurostat. |
| Social competencies | 1. Workgroup.<br>2. Analytical thinking. |

| | |
|---|---|
| Topics – classes | 1. Structure of financial markets – basic facts about financial institutions and instruments<br>2. Functioning of financial markets – role and relations between main actors on the financial markets. Banks as money creators.<br>3. Financial system and the real economy – the role of debt, savings, and investment in economic growth and crises<br>4. The problem of value on financial markets – main drivers of the securities' prices. Inflation vs substitution<br>5. The problem of liquidity on financial markets – sources and costs of liquidity. Role of market dealers in the financial markets.<br>6. European financial centres – financial geography of Europe. Tax havens and financial secrecy in Europe.<br>7. Regulation of financial markets in the EU – pros and cons of the Banking Union and Capital Markets Union<br>8. Financial transaction tax – example of the political power of the financial markets<br>9. Financing Sustainable Growth – how financial markets could support the green transformation |
| Topics – projects | A report consisting of three parts:<br>I – financial positions of the economic sectors,<br>II – intra-European financial imbalances,<br>III - the role of debt in the economy.<br>Each group of students prepares a report for the selected country. The lecturer provides students with Design Thinking techniques they can utilise. |

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

| | |
|---|---|
| Literature | 1. Toporowski J. (2000), *End of Finance: Capital Market Inflation, Financial Derivatives and Pension Fund Capitalism*, Routledge.<br>2. Mehring P. (2011), *The New Lombard Street: How the Fed became the Dealer of Last Resort*, Princeton University Press.<br>3. Grahl J. (2010), *Global Finance and Social Europe*, Edward Elgar Publishing Ltd.<br>4. Nesvetailova (2010), *Financial Alchemy in Crisis: The Great Liquidity Illusion*, Pluto Press.<br>5. https://www.bankofengland.co.uk/quarterly-bulletin/2014/q1/money-creation-in-the-modern-economy<br>6. https://www.finance-watch.org/understand-finance/online-class/<br>7. Lavoie M. (2015), *The Eurozone: Similitudes and differences with Keynes's plan*, IMK Working Paper No. 145, Institut für Makroökonomie und Konjunkturforschung (IMK), http://hdl.handle.net/10419/110389 |

| Course syllabus | FINANCIAL RISK MANAGEMENT | | |
|---|---|---|---|
| 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 | Radosław Kurach | radoslaw.kurach@ue.wroc.pl | B-222 |
| Instructors | Radosław Kurach | radoslaw.kurach@ue.wroc.pl | B-222 |

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|---|---|
| Description of the course | This course introduces the fundamentals of financial risk management: risk identification, 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 |

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|---|---|
| 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 | 1. The ability to present and discuss financial risk management topics.<br>2. Recognising the role of financial risk management in business decision-making. |

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|---|---|
| Topics – classes | 1. Introduction to risk management – definitions, risk management process, and the types of financial risk (market risk, credit risk, liquidity risk, operational risk).<br>2. Measuring the market risk – the sensitivity and distribution-based measures, the Value at Risk.<br>3. Using the derivatives in market risk management - options. The pricing of options.<br>4. Using the derivatives in market risk management - forwards. The pricing of forwards.<br>5. Fundamentals of credit risk management: measurement and hedging.<br>6. Fundamentals of Modern Portfolio Theory. |

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

| | |
|---|---|
| Literature | 1. Elton E.J. (2007), *Modern Portfolio Theory and Investment Analysis 7th ed.*, John Wiley & Sons.<br>2. Jorion P. (2007), *Value-at-Risk: The New Benchmark for Managing Financial Risk*, McGraw-Hil.<br>3. Mishkin F.S., Eakins S. G. (2009), *Financial markets and institutions*, Prentice Hall. |

| Course syllabus | FUNDAMENTALS OF INTERNATIONAL TRADE | | |
|---|---|---|---|
| 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 | sebastian.bobowski@ue.wroc.pl | B-121 |
| Instructors | Sebastian Bobowski | sebastian.bobowski@ue.wroc.pl | B-121 |

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|---|---|
| Description of the course | The course is intended to familiarise 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 |

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|---|---|
| Goals | 1. The course is intended to familiarise students with key phenomena related to international trade in theoretical and empirical contexts.<br>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.<br>3. The course is intended to shape an open attitude on issues related to the functioning of the international trade architecture and practice while recognising the importance of complexity and mutual interdependencies of the international economic system. |
| Knowledge | 1. Students know basic international trade theories, economies of scale, outsourcing, and trade regionalism.<br>2. Students explain the determinants of international trade and controversies around policymaking in this field. |
| Skills | 1. Students analyse international trade statistics and identify profiles of local specialisation and fragmentation of global value chains (GVCs).<br>2. Students formulate recommendations and conclusions regarding international trade policymaking and division of labour. |
| Social competencies | 1. Students are aware of the complexity of international trade, including the evolution of the key phenomena.<br>2. Students appreciate both opportunities and threats related to trade liberalisation, including trade regionalism. |

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| Topics – classes | 1. Catching up with international trade – where are we now?<br>2. Labour productivity and comparative advantage: a model approach.<br>3. Resources and trade: a model approach.<br>4. Intra-industry trade: a model approach.<br>5. Economies of scale and location of production: a model approach.<br>6. Trade policy: instruments and controversies.<br>7. Practical applications of international trade databases. |
| Topics – projects | 1. Trade regionalism and GVCs.<br>2. International trade and black swans. |

| | Control work | Group project | Activity in class |
|---|---|---|---|
| Assessment of achievements | 40% | 40% | 20% |

| | |
|---|---|
| Literature | 1. Bernard A.B., Bradford Jensen J., Redding S. J., Schott P. K. (2007), Firms in International Trade*, Journal of Economic Perspectives*, No. 21 (Summer).<br>2. Bobowski S. (2018), Trade regionalism of tomorrow. Entanglement of mega-regionals vs. WTO, *Eurasian Studies in Business and Economics*, No. 8(2).<br>3. Feenstra R.C. (1992), *How Costly Is Protectionism?*, *Journal of Economic Perspectives,* No. 6.<br>4. Feenstra R. (1998), Integration of Trade and Disintegration of Production in the Global Economy, *Journal of Economic Perspectives*, No. 12 (Fall).<br>5. Krugman P., Obstfeld M., Melitz M. (2018), *International Economics, Theory and Policy, 11th edition*, Pearson.<br>6. Markusen J. (1995), *The Boundaries of Multinational Enterprises and the Theory of International Trade*, Journal of Economic Perspectives, No. 9 (Spring).<br>7. Rodrik D. (2011), *The globalization paradox: Why global markets, states, and democracy can't coexist*. Oxford University Press.<br>8. UN Comtrade database.<br>9. WTO website. |

| Course syllabus | HUMAN RESOURCE DEVELOPMENT | | |
|---|---|---|---|
| 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 | Katarzyna Tracz-Krupa | katarzyna.tracz-krupa@ue.wroc.pl | Z-820 |
| Instructors | Katarzyna Tracz-Krupa | katarzyna.tracz-krupa@ue.wroc.pl | Z-820 |

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|---|---|
| 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 opportunity to understand needs assessment, evaluate HRD programs, and use development processes and technologies to improve 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, Organisational Behaviour |

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| Goals | To get students acquainted with the HRD process, its techniques, and its evaluation. |
| Knowledge | 1. Students know the methods, techniques, and tools used in training and development.<br>2. Students possess knowledge of career management. |
| Skills | 1. Students can prepare the basic forms for training, e.g., the training needs analysis form or the evaluation form.<br>2. Students can prepare the „Development Curricula”. |
| Social competencies | 1. Students have the competencies to formulate conclusions and recommendations regarding training effectiveness.<br>2. Students can justify their choices regarding, e.g. career paths. |

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| Topics – classes | 1. Introduction to HRD.<br>2. Training and Development: types and methods.<br>3. Kirkpatrick’s model of training evaluation.<br>4. Career management.<br>5. Students' work project on careers.<br>6. Global talent management.<br>7. Cross-cultural communication in HRD.<br>8. Students' work project on cross-cultural communication. |
| Topics – projects | Career management. |

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

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|---|---|
| Literature | 1. *Global Human Resource Development. Regional and Country Perspective* (2016), Garavan T.N., McCarthy A.M. and Morley M. (eds.), Routledge. |

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|---|---|
| | 2. Tjepkema S., Stewart J., Sambrook S., Mulder M., Horst H., Scheerens J. (2002), *HRD and learning organizations in Europe*, Routledge.<br>3. Dessler G. (2013), *Human Resource Management*, Pearson Education, Inc.<br>4. Tome E., Tracz-Krupa K.,Molek-Winiarska D., (2024), *Training and development in the Visegrad countries during Covid-19*, European Journal of Training and Development, 2024, vol. 48, no 7/8, pp.766-785, DOI:10.1108/EJTD-06-2022-0065<br>5. Tracz-Krupa K., Tome E. (2019), *Human Resource Development in SMEs within the European Social Fund in Poland – research findings and international perspectiv*e, Nauki o Zarządzaniu, No. 24(2), pp. 26-40, DOI:10.15611/ms.2019.2.04. |

| | | | |
|---|---|---|---|
| Course syllabus | INNOVATIVE ECONOMY, ORGANIZATION AND ENTREPRENEUR | | |
| 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 | Niki Derlukiewicz | niki.derlukiewicz@ue.wroc.pl | B-219 |
| Instructors | Niki Derlukiewicz | niki.derlukiewicz@ue.wroc.pl | B-219 |

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|---|---|
| Description of the course | The course is devoted to innovation in theory and practice. The lecture is devoted to considerations of innovations and their role in developing the modern economy. During the classes, the student will also learn methods for generating innovative solutions. |
| Prerequisites | None |

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|---|---|
| Goals | 1. To familiarise students with innovations, their typology and their role in socio-economic development.<br>2. To provide knowledge about innovation and about creating innovative solutions. |
| Knowledge | 1. Students are able to distinguish innovative economies, types of innovation and present examples of innovative products, services, etc.<br>2. Students are able to explain the role of knowledge and creativity in the process of developing innovation (design thinking).<br>3. Students can give examples of innovative start-ups and possibilities of financing innovative activities.<br>4. Students know elements of Business Model Canvas |
| Skills | 1. Critical thinking - analysing the situation and identifying areas for improvement.<br>2. Problem-solving - understanding how to identify common problems and finding the best way to address them.<br>3. Using online tools. |
| Social competencies | 1. Students have the ability of autonomic and creative thinking and are able to create innovative solutions.<br>2. Students are able to work in a group and are able to take different roles in a team. |

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|---|---|
| Topics – classes | 1. Innovations and changes in the modern economy.<br>2. Innovation- definition and types, innovative economy.<br>3. Measuring innovation and examples of rankings.<br>4. Determinants of innovative activity.<br>5. Innovative company and organisation- theory and examples.<br>6. Institutional support for innovation.<br>7. Innovative start-ups.<br>8. Creation of innovative products, services, solutions- design thinking and Business Model Canvas. |
| Topics – projects | Creation of innovative solutions. |

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

| | |
|---|---|
| Literature | 1. Derlukiewicz, N., Mańkowska, D., & Szałata, Ł. (2026). Eco-innovation performance in EU countries-insights and good practices. *Economics and Environment*, *97*(2), 1096-1096.<br>2. Derlukiewicz, N., Szałata, Ł., & Mańkowska, D. (2023). Scaling up innovation-exemplary initiatives for sustainable development in European smart cities with a focus on smart mobility. *European Journal of Sustainable Development*, *12*(3), 229-229.<br>3. Drucker, J. (2024). Innovation districts and the physical environment of knowledge-based economic development. In *Routledge Companion to Creativity and the Built Environment* (pp. 491-503). Routledge.<br>4. Fülöp, M. T., & Cifuentes-Faura, J. (2026). Do ESG strategies drive green innovation in emerging economies?. *Business Strategy and the Environment*, *35*(2), 2453-2468.<br>5. Joern H. Block J.H., Fisch Ch.O., van Praag M. (2017), *The Schumpeterian entrepreneur: a review of the empirical evidence on the antecedents, behaviour and consequences of innovative entrepreneurship*, Industry and Innovation, No. 24(1), pp. 61-95, DOI: 10.1080/13662716.2016.1216397.<br>6. Pereira, C., Araújo, E., Teixeira, E., & Urze, P. (2025). Social Engagement in Innovation. *Composing Worlds: Humanities, Health and Wellbeing in the XXI Century Towards a More Sustainable World*, 119.<br>7. Trimi S., Berbegal-Mirabent J. (2012), *Business model innovation in entrepreneurship*, International Entrepreneurship and Management Journal, No. 8(4), pp. 449-465.<br>8. Qin, X., Muskat, B., Ambrosini, V., Mair, J., & Chih, Y. Y. (2026). Green innovation implementation: A systematic review and research directions. *Journal of Management*, *52*(1), 255-282.<br>9. Wang, X., & Wu, L. (2026). Artificial intelligence, lean startup method, and product innovations. *Management Science*, *72*(1), 756-782. |

| Course syllabus | INTERCULTURAL MARKETING COMMUNICATION | | |
|---|---|---|---|
| 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 | Aleksandra Kuźmińska-Haberla | aleksandra.kuzminska-haberla@ue.wroc.pl | B-302a |
| Instructors | Aleksandra Kuźmińska-Haberla | aleksandra.kuzminska-haberla@ue.wroc.pl | B-302a |

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|---|---|
| Description of the course | The module is designed to sensitise students to the nature of marketing communication in international markets and the factors that managers must consider when deciding whether to adopt or standardise marketing messages. After attending this lecture, a student should be able to discuss the different elements of culture in the international context and recognise how cultural diversity, along with different values, attitudes, and preferences, may necessitate adjustments to marketing communication activities in particular markets. |
| Prerequisites | Basic marketing knowledge. |

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|---|---|
| Goals | 1. To provide knowledge about the nature of marketing communication in international markets.<br>2. To provide knowledge about a substance of culture and its importance in marketing communication in an international environment.<br>3. To provide knowledge of elements of culture that have the biggest influence on intercultural marketing communication. |
| 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 propose appropriate solutions. |
| Social competencies | A student is ready to prepare a marketing communication strategy for international markets, taking into account cultural differences. |

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|---|---|
| Topics – classes | 1. The concept of marketing communication.<br>2. Standardisation vs adaptation.<br>3. The conception of culture.<br>4. Elements of culture in marketing communication (religion, values, traditions and customs, attitudes, aesthetics, symbolism).<br>5. Communication issues.<br>6. Transcreation in advertising.<br>7. Political correctness in advertising across cultures.<br>8. Breaking cultural taboos by companies.<br>9. New media in an intercultural context.<br>10. Marketing failures due to disregard for cultural differences. |
| Topics – projects | 1. Advertising style in a selected country.<br>2. An image of a family, men, and women in marketing communication across cultures. |

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

| | |
|---|---|
| Literature | 1. J.C. Usunier, J.A. Lee (2005), *Marketing Across Cultures*, Pearson Education.<br>2. F.E. Jandt (2012), *An Introduction to Intercultural Communication: Identities in a Global Community*, SAGE Publications.<br>3. M.R. Czinkota, I.A. Ronkainen (2013), *International Marketing. Tenth Edition*, South-Western Cengage Learning. |

| Course syllabus | INTERNATIONAL BUSINESS 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 | bartosz.ziemblicki@ue.wroc.pl | B-116 |
| Instructors | Bartosz Ziemblicki | bartosz.ziemblicki@ue.wroc.pl | B-116 |

| | |
|---|---|
| Description of the course | In this course, students will have the opportunity to learn the basics of International Business Law. That includes the sources of International Business Law, as well as the 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 class. Active class participation will also be rewarded. |
| Prerequisites | Knowledge from high school |

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|---|---|
| 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 international business law, and ability to apply international business law |
| Social competencies | Understanding the ways the law affects international business |

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|---|---|
| Topics – classes | 1. Sources of International Business Law.<br>2. Vienna Convention on Contracts for the International Sale of Goods.<br>3. International Arbitration.<br>4. Private International Law and Jurisdiction.<br>5. Corporate Veil. |
| Topics – projects | 1. INCOTERMS.<br>2. UNCITRAL.<br>3. Chambers of Commerce.<br>4. Bilateral Investment Agreements.<br>5. European Company. |

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

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|---|---|
| Literature | 1. August R.A., Mayer D., Bixby M. (2012), *International Business Law*, Pearson Higher Education.<br>2. Schaffer R., Agusti F., Dhooge L.J., (2014), *International Business Law and Its Environment,* Cengage Learning, Inc.<br>3. Wevers H. (2021), *A Basic Guide to International Business Law*, Routledge |

Wroclaw UNIVERSITY OF ECONOMICS AND BUSINESS

| Course syllabus | INTERNATIONAL STRATEGY SIMULATION GAME | | |
|---|---|---|---|
| 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<br>Anna Witek-Crabb | joanna.radomska@ue.wroc.pl<br>anna.witek@ue.wroc.pl | B-118<br>B-113 |
| Instructors | Joanna Radomska (summer)<br>Anna Witek-Crabb (winter) | joanna.radomska@ue.wroc.pl<br>anna.witek@ue.wroc.pl | B-118<br>B-113 |

| | |
|---|---|
| Description of the course | 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 decisions across marketing, sales, production, human resources management, R&D, and business finance. After each round, students will see how their decisions affect others' performance and the organisation as a whole.<br>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. |
| Prerequisites | Basics of management |

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|---|---|
| Goals | To understand the idea of strategy creation and implementation in an international context. |
| Knowledge | 1. Simulation of strategy implementation in international settings.<br>2. Understanding of business management processes. |
| Skills | 1. Ability to discuss strategy creation applied in an international context.<br>2. Ability to prepare a business plan.<br>3. Ability to carry out market research and market analysis. |
| Social competencies | 1. Teamworking.<br>2. Effective communication.<br>3. Critical assessment of the decision-making process. |

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|---|---|
| Topics – classes | 1. Company set up, mission statement and goals, market strategy.<br>2. Brand design and brand management. Marketing mix.<br>3. Strategic analysis of the customer needs and competitors in the international markets.<br>4. International expansion of the business.<br>5. HRM – compensation, salaries and motivational strategy.<br>6. Production management – greenfield development, inventory control, production scheduling.<br>7. Sales development in the global market. E-commerce.<br>8. Strategy implementation. |

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|---|---|
| | 9. Business plan preparation and presentation. |
| Topics – projects | Business plan preparation and presentation. |

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

| | |
|---|---|
| Literature | 1. *Marketplace Students' Manual*.<br>2. Henry A. (2018), *Understanding Strategic Management*, Oxford University Press. |

| Course syllabus | LOGISTICS AND SUPPLY CHAIN MANAGEMENT | | |
|---|---|---|---|
| ECTS | 4 ECTS | Level | Bachelor |
| Winter term | Online | Spring term | Online |

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

| | Name | Email | Room |
|---|---|---|---|
| Author of the syllabus | Łukasz Olipra | lukasz.olipra@ue.wroc.pl | B-103 |
| Instructors | Łukasz Olipra | lukasz.olipra@ue.wroc.pl | B-103 |

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|---|---|
| Description of the course | Logistics increases the potential for competition and customer satisfaction by coordinating and integrating physical, financial, and information flows across the entire supply chain. The course familiarises students with concepts of logistics and Supply Chain Management, key logistics activities, logistics subsystems, and the role of logistics in companies and their international operations and business. The concept of SCM will be explained, and some basic tools and methods will be used for logistics operations analysis, supply chain efficiency improvements, and optimisation. The course includes the presentation of principles and the theoretical framework of logistics and SC, as well as case studies to highlight the practical aspects of the topic. |
| Prerequisites | Basic knowledge in economics and management |

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|---|---|
| Goals | 1. To acquaint students with concepts of logistics and supply chain management and key activities within them.<br>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.<br>3. To transfer the knowledge and skills used in planning and organising logistic operations in companies, as well as the management of the global supply chain. |
| Knowledge | 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.<br>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.<br>3. After this course student has knowledge regarding the concepts of supply chain management, its functioning and the interrelations between participants of supply chains. |
| Skills | 1. After this course student is able to analyse functions and the role of logistics in particular international companies, in international trade and the global economy.<br>2. After this course student is able to identify and analyse different logistic subsystems, logistic activities, as well as interrelations between them.<br>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. |

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| Social competencies | 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 international logistics.<br>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.<br>3. After this course student has the ability to work in an international environment and cooperate with people from different countries and cultures. |

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|---|---|
| Topics – classes | 1. Introduction to logistics and supply chain management: basic concepts and definitions, origins, evolution and developments.<br>2. Role and function of logistics and supply chain management in contemporary companies and in the global economy.<br>3. Sourcing and inventory planning and management.<br>4. Warehousing and production logistics.<br>5. Transportation systems.<br>6. Distribution management within supply chains.<br>7. Basic instruments and tools in logistics (just in time, kanban, methods of stock management, QR, ECR, etc.)<br>8. Integrating and managing business processes across the supply chain.<br>9. Strategic lead time management in supply chains<br>10. New technologies in support of logistics (EDI. MRP and ERP, RFID, Telematics etc.) and new trends in logistics (automation, robotization and digitalisation).<br>11. Consequences of the COVID-19 pandemic for logistics and supply chain management. |
| Topics – projects | 1. Purchasing logistics: “Make or buy” dilemma and requirements towards possible suppliers.<br>2. SCM Issues: Managing long lead times and irrational behaviour of customers in the era of shortages – a case study.<br>3. SCM Issues: Preparing a Fast-growing Fashion Network for the Challenges of the Globalised World – a case study.<br>4. Selected problems within Supply Chain Management based on case studies |

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

| | |
|---|---|
| Literature | 1. Martin Christopher, *Logistics and Supply Chain Management,* Fourth Edition, Pearson Education Limited, 2011.<br>2. Alan E. Branch, *Global Supply Chain Management and International Logistics,* Routledge Taylor and Francis Group, New York and London 2009<br>3. *Logistics and Supply Chain Management*, DMGT523, Lovely Professional University Punjab (India), New Dehli 2013<br>All of these books are available online in PDF version. |

| 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 Haromszeki | lukasz.haromszeki@ue.wroc.pl | Z-819 |
| Instructors | Łukasz Haromszeki | lukasz.haromszeki@ue.wroc.pl | Z-819 |

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|---|---|
| Description of the course | Motivating people is an essential area of knowledge in managerial activity across different types of organisations worldwide that are competing with major competitors in chosen market segments. The subject is realised through 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 realised simulations and analysed case studies. Motivating People is an important part of an activity in a managerial position. |
| Prerequisites | Basic knowledge of management |

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

| | |
|---|---|
| Topics – classes | 1. Introduction to the problems of motivation and motivating.<br>2. The practical application of theory.<br>3. Motivational role of money. Material tools for motivating people. Compensation system.<br>4. Nonmaterial tools for motivating people.<br>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), *Human Motivation*, 6th ed., Thomson.<br>2. Gerhart B., Newman J., Milkovich G. (2019), *Compensation*, McGraw Hil. |

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|---|---|
| | 3. *HBR Guide to Motivating People* (2019), Harvard Business Review Press.<br>4. Stor M., Haromszeki Ł. (2012), *Talent Management and the Financial Results of the Foreign Subsidiaries of Polish MNCs – Empirical Research Findings*, Zeszyty Naukowe Uniwersytetu Ekonomicznego w Krakowie.<br>5. Griffin R.W. (2007), *Fundamentals of Management*, 5th ed., Cengage Learning. |

| 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 | marcin.brol@ue.wroc.pl | B-202 |
| Instructors | Marcin Brol | marcin.brol@ue.wroc.pl | B-202 |

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|---|---|
| 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 free-market rules. The perception of what is "public" has recently changed. The scope of tasks for public entities includes public safety, social welfare, education, health protection, technical infrastructure, and many other activities, primarily regulatory. The subject of "Public Sector Economics" is to present issues related to the functioning of the state, its imperfections, and the failure of the market mechanism, and to explain the concepts of public goods, public regulation, public choice, decentralisation, privatisation, and commercialisation. Classes require students' active participation in discussion. |
| Prerequisites | Microeconomics |

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| 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. |

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| Topics – classes | 1. The subject range of the public sector.<br>2. Theory of public goods.<br>3. Public sector failures. Bureaucracy. Corruption. Dealing with public money. Risk aversion. Budget limitations.<br>4. Public administration. Private and public sector management – key differences.<br>5. Market failures.<br>6. Market regulations.<br>7. Public choice theory. |
| Topics – projects | 1. The purpose of public regulations.<br>2. Methods of cooperation between private and public sectors.<br>3. The sources of corruption.<br>4. Decision-making process in the public sector.<br>5. The role of the local governments.<br>6. Objectives of public aid.<br>7. The reasons for privatisation.<br>8. The role of the public sector in creating a knowledge-based economy. |

| | Control work | Individual projects | Group projects | Activity in class |
|---|---|---|---|---|

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|---|---|---|---|---|
| Assessment of achievements | 50% | 0% | 40% | 10% |

| | |
|---|---|
| Literature | 1. Stiglitz J.E. (2000), *Economics of the Public Sector*, W. W. Norton & Company.<br>2. Holcombe R. (2006), *Public Sector Economics*, Pearson Education.<br>3. Tresch R. W. (2008), *Public Sector Economics*, Palgrave Macmillan. |

Wroclaw UNIVERSITY OF ECONOMICS AND BUSINESS

| Course syllabus | STATISTICS WITH PROBABILITY | | |
|---|---|---|---|
| ECTS | 7 ECTS | Level | Bachelor |
| Winter term | In-class | Summer term | In-class |

| Total hours | Lectures | Tutorials | Computer labs |
|---|---|---|---|
| 60 h | 45 h | 15 h | 0 h |

| | Name | Email | Room |
|---|---|---|---|
| Author of the syllabus | Albert Gardoń | albert.gardon@ue.wroc.pl | Z-605 |
| Instructors | Albert Gardoń | albert.gardon@ue.wroc.pl | Z-605 |

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|---|---|
| Description of the course | The course concerns methods for presenting, describing, and interpreting statistical data based on the theoretical foundations of probability theory. The modern axiomatic approach to probability is introduced through the notion of a random variable (corresponding to a statistical feature) and its distribution. The crucial Central Limit Theorem is discussed, including its consequences for observed reality and for statistical methods. Dependence issues are discussed, especially the linear regression model. The methods of mathematical statistics, including confidence intervals and statistical hypotheses, are presented, along with basic nonparametric tests. |
| Prerequisites | Mathematics |

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| Goals | 1. Identification of practical phenomena as random events.<br>2. Recognition of statistical dependencies.<br>3. Verification of statistical hypotheses. |
| Knowledge | 1. Students identify, describe and evaluate random phenomena.<br>2. Students identify and explain statistical dependencies. |
| Skills | 1. Students evaluate and interpret random characteristics of observed phenomena.<br>2. Students conduct statistical tests and understand a degree of uncertainty. |
| Social competencies | 1. A student is informed that statistical methods are applicable in business.<br>2. A student is aware that economic phenomena are mostly random. |

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| Topics – classes | 1. Probability space, events as sets, axiomatic definition of probability.<br>2. Random variables and their characteristics.<br>3. Basic distributions and the Central Limit Theorem.<br>4. Data ordering with graphical presentation, statistical measures and estimators.<br>5. Linear dependence, linear regression model.<br>6. Confidence intervals.<br>7. Statistical hypotheses and tests. |
| Topics – projects | None |

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

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|---|---|
| Literature | 1. McClave J.T., Benson P.G. (1985), *Statistics for Business and Economics*, Dellen. |

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|---|---|
| | 2. Lupton R. (1993), *Statistics in Theory and Practice*, Princeton.<br>3. Pitman J. (1993), *Probability*, Springer. |

| Course syllabus | STRESS MANAGEMENT | | |
|---|---|---|---|
| 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 | marta.nowak@ue.wroc.pl | Z-512 |
| Instructors | Marta Nowak | marta.nowak@ue.wroc.pl | Z-512 |

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|---|---|
| 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 to help them manage stress in everyday life, including both personal and occupational settings. |
| Prerequisites | Being sincere with oneself and ready to cooperate with other students. |

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|---|---|
| Goals | 1. To heighten stress management skills.<br>2. To develop effective stress management methods for individual students to be applied in different situations. |
| Knowledge | 1. Knowledge of various stress theories.<br>2. Knowledge of different stress analysis methods.<br>3. Knowledge of differentiated stress management methods. |
| Skills | 1. Analysing stress.<br>2. Reducing stress.<br>3. Managing stress in occupational and private life. |
| Social competencies | 1. Identification of stress exhibited by people from different countries and cultures.<br>2. Cooperation to reduce stress during stressful group events. |

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| Topics – classes | 1. Stress in professional life.<br>2. Stress in private life.<br>3. Public speaking stress.<br>4. Stress related to communication.<br>5. Time-connected stress.<br>6. Cultural stress.<br>7. Occupational burnout.<br>8. Positive and negative aspects of stress.<br>9. Eustress and distress.<br>10. Stress analysis.<br>11. Stress models.<br>12. Effectiveness of stress management methods.<br>13. Stress defined according to stimuli.<br>14. Stress defined according to a reaction.<br>15. Stress defined according to a stimulus (stressor) – reaction interaction. |
| Topics – projects | Development of stress management methods. |

| | Control work | Individual projects | Group projects | Activity in class |
|---|---|---|---|---|

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|---|---|---|---|---|
| Assessment of achievements | 0% | 0% | 0% | 100% |

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|---|---|
| Literature | 1. Chen D.D. (2017), *Stress management and prevention: applications to daily l*ife, 3rd edition, Routledge<br>2. *Occupational stress: a handbook* (2010), Crandall R., Perrewé P.L. (eds.), CRC Press.<br>3. Dewe Ph., Cooper C.L. (2021), *Work and stress: a research overview*, Routledge.<br>4. Fisher Sh. (2016), *Stress and strategy*, Routledge.<br>5. *Stress and emotion: anxiety, anger, and curiosity* (2016), Spielberger Ch.D., Irwin Sarason G. (eds.), Routledge. |

Wroclaw UNIVERSITY OF ECONOMICS AND BUSINESS

| 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 | joanna.dyczkowska@ue.wroc.pl | Z-511 |
| Instructors | Joanna Dyczkowska | joanna.dyczkowska@ue.wroc.pl | Z-511 |

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

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| Goals | 1. Explaining information, coordinating, motivating and control function of budgeting<br>2. Presenting the phases of a budgeting process and various budgeting methods<br>3. Indicating the role of internal reporting in budgeting and financial planning |
| Knowledge | 1. The student understands the budgeting process and knows its role in managing a business organisation.<br>2. The student is acquainted with various types of budgets, budgeting methods, a budget formation process and budgetary control.<br>3. The student knows how to monitor needs for financial resources and plan financial support for new initiatives and projects. |
| Skills | 1. The student can identify information flows and financial and organisational links between particular workplaces, teams, projects and business units.<br>2. The student is able to design a structure of budgets for a given company, including divisional, master and cash budgets.<br>3. The student is competent in evaluating budgets, detecting variances and analysing their origins. |
| Social competencies | 1. The student is able to work in a group, negotiate and influence other people's opinions on economic issues.<br>2. The student is able to use IT support to: develop budgets, perform what-if analyses, and visualise data.<br>3. The student is able to prepare professional presentations regarding budgeting and financial planning and hold them in front of the public. |

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| Topics – classes | 1. Stages of the planning process<br>2. Budgeting and its function in an organisation<br>3. Budgets' development procedure<br>4. Financial planning<br>5. The organisation of a budgeting process |

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|---|---|
| | 6. Phases of a budgeting process<br>7. Budgetary control<br>8. Budgeting methods<br>9. Management reporting in budgeting and financial planning<br>10. IT support for budgeting and financial planning |
| Topics – projects | A group project.<br>A project aims to develop quantitative, month-by-month operating and financial budgets for a given organisation. As a result, a cohesive, integrated master budget and the envisaged financial statements should be provided.<br>The project consists of three parts:<br>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.<br>Part II – The calculations needed to accomplish the project are presented in tables or charts. The budgets should have standardised formats.<br>Part III – Presentation of the project. |

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

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|---|---|
| Literature | 1. *Handbook of Budgeting* 6th ed. (2012), Lalli W.R. (ed.), Wiley & Sons.<br>2. Shim J.K., Siegiel J.G. (2005), *Budgeting Basics & Beyond*, 2nd ed., Wiley & Sons.<br>3. Bragg S.M. (2004), *Controller's Guide to Planning and Controlling Operations*, Wiley & Sons. |

| Course syllabus | BUSINESS IN THE DIGITAL ECONOMY | | |
|---|---|---|---|
| ECTS | 4 ECTS | Level | Master |
| Winter term | In-class | 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 | mikolaj.klimczak@ue.wroc.pl | B-220 |
| Instructors | Mikołaj Klimczak | mikolaj.klimczak@ue.wroc.pl | B-220 |

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|---|---|
| Description of the course | Markets in the digital economy differ significantly from traditional product markets. Music, films, and computer programs can be reproduced at virtually no cost, and the Internet and digital media enable fast, easy searches for content of interest to buyers and comparisons of offers and prices. This course aims to familiarise students with the technological and legal foundations of digital product exchange and to provide a theoretical analysis of phenomena in these markets. However, the primary goal of the course is to enable students to navigate, analyse, and make informed decisions about the digital economy. |
| Prerequisites | Microeconomics |

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| Goals | 1. To enable students to freely navigate, analyse and make informed decisions related to digital goods and online services.<br>2. Familiarisation with attempts at theoretical analysis of phenomena occurring in the digital economy and their impact on business. |
| Knowledge | 1. Students should possess knowledge about the theoretical economic framework of analysis of the digital economy. |
| Skills | 1. Students should be able to distinguish and describe various effects occurring in the digital economy.<br>2. Students should describe various new business models that have emerged in the process of development of the digital economy. |
| Social competencies | 1. Students should comprehend the technological, legal, and ethical boundaries of the digital economy.<br>2. Students should assess, criticise, and evaluate new business models and evaluate their usefulness in various conditions and situations. |

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| Topics – classes | 1. Basic concepts and issues: digitisation, existence in excess, networks.<br>2. Network effect: types and business applications.<br>3. Power law – measuring popularity in the digital economy.<br>4. Business models in the digital economy: typologies, business model components, and the most common approaches. Revenue models. Pricing strategies – an overview, differences between traditional and digital economy. Monetisation logic in the digital economy.<br>5. Product strategies in the digital economy: versioning.<br>6. Switching cost and lock-in effect.<br>7. Standardisation as a competitive strategy. |
| 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 |

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| | business model, revenue model and strategies used in the context of the particular characteristics of the digital economy. |

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

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|---|---|
| Literature | 1. Shapiro C., Varian H.R. (1998), *Information Rules: A Strategic Guide to the Network Economy,* Harvard Business Review Press.<br>2. Easley D., Kleinberg J. (2010), *Networks, Crowds, and Markets: Reasoning About a Highly Connected World*, Cambridge University Press.<br>3. *Understanding the digital economy: data, tools, and research* (2002), Brynjolfsson E., Kahin B. (eds.), MIT Press.<br>4. Osterwalder A., Pigneur Y. (2010), *Business Model Generation*, John Wiley and Sons.<br>5. Anderson Ch. (2008), *The Long Tail: Why the Future of Business is Selling Less of More*, Hachette Books. |

| Course syllabus | BUSINESS NEGOTIATIONS | | |
|---|---|---|---|
| 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 | Arkadiusz Wierzbic | arkadiusz.wierzbic@ue.wroc.pl | Z-720 |
| Instructors | Arkadiusz Wierzbic | arkadiusz.wierzbic@ue.wroc.pl | Z-720 |

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|---|---|
| Description of the course | The course is dedicated to negotiations, with a special focus on business negotiations. The negotiation strategies, negotiation process, features of a negotiator, and international context of negotiations are the main topics. The course is based not only on studying theory, but also on a significant part 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. |

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| Goals | 1. Delivering knowledge about negotiations.<br>2. Improving students' skills as negotiators. |
| Knowledge | 1. Delivering knowledge about the strategies of negotiations.<br>2. Delivering knowledge about the process of negotiations.<br>3. Delivering knowledge about the international context of negotiations. |
| Skills | 1. Improving skills in preparation, conducting and evaluating the negotiations.<br>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.<br>2. Gaining the competency of understanding the context (including international) of negotiations. |

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

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

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|---|---|
| Literature | 1. Lempereur A., Colson A. (2010), *The First Move*, John Wiley & Sons.<br>2. Lewicki R.J., Saunders D.M., Barry B. (2010), *Negotiations*, McGraw-Hill, 2010.<br>3. Gosselin T. (2007), *Practical Negotiating: Tools, Tactics & Techniques*, John Wiley & Sons. |

| 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 | andrzej.niesler@ue.wroc.pl | Z-711 |
| Instructors | Andrzej Niesler | andrzej.niesler@ue.wroc.pl | Z-711 |

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|---|---|
| Description of the course | The course is an introduction to Business Process Management as a structured approach to understanding how organisations conduct business operations through processes, and how these processes can be improved to increase 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 a process-aware information system. For modelling, students use the BPMN notation and have access to the SAP Signavio Process Modeler online platform. |
| Prerequisites | None |

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|---|---|
| Goals | Introduction to the theoretical and practical foundations of business process management. |
| Knowledge | 1. Knowledge of the essential concepts of process orientation and business process modelling regarding the role of modelling and IT-driven automation.<br>2. Understanding of the importance of process models in business process management. |
| Skills | Ability to identify, document, analyse, and creatively redesign business processes using BPMN models and modern analytical techniques and tools. |
| Social competencies | 1. Competence in discerning business processes in the corporate milieu and accurately diagnosing the situation, i.e., students can formulate appropriate optimisation assumptions, apply scientific improvement measures, and advise on selecting suitable solutions.<br>2. Awareness of the role that modelling plays in business process management and automation, especially with the support of modern IT solutions. |

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| Topics – classes | 1. Introduction to Business Process Management<br>*The Ubiquity of Processes, Definition of a Business Process, History and Origins of BPM, The Role of Business Process Models, BPM Lifecycle.*<br>2. Process Identification.<br>*Business Process Landscape, Definition of Process Architecture, Process Selection Criteria and Performance Measures.*<br>3. Essential Process Modeling.<br>*BPMN 2.0 Core Elements: Activities, Gateways, Resources, Data Objects, Sequence Flow; Hierarchical Process Decomposition, Model Reuse.*<br>4. Advanced Process Modeling.<br>*Rework and Repetition, Business Events and Interaction Through Messages, Handling Exceptions, Processes and Business Rules.* |

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| | 5. Process Discovery.<br>*Settings and Methods of Process Discovery, Process Modeling Method, Business Process Model Quality Assurance*.<br>6. Qualitative Process Analysis.<br>Value-Added Analysis, Waste Analysis, Stakeholder Analysis and Issue Documentation, Root Cause Analysis.<br>7. Quantitative Process Analysis.<br>*Flow Analysis, Cycle Time Efficiency, Critical Path Method, John Little's Law, Queues and Queuing Theory, Process Simulation*.<br>8. Process Redesign.<br>Product vs Process Innovation, Redesign Concepts, The Devil's Quadrangle, Redesign Heuristics, Transactional and Transformational Methods.<br>9. Process-Aware Information Systems (PAIS).<br>*PAIS Typology, Advantages and Challenges of Introducing a Business Process Management System (BPMS)*.<br>10. Process Implementation with Executable Models.<br>*Identification of Automation Boundaries, Review of Manual Tasks, Completion and Granularity Level of Business Process Models*.<br>11. Process Monitoring.<br>*Process Performance Dashboards, Introduction to Process Mining, Automated Process Discovery, Process Performance Mining, Conformance Checking*.<br>12. BPM as Enterprise Capability.<br>*BPM Success Barriers, BPM Maturity Levels, Success Factors of BPM Maturity, Business Process Maturity Measurement*. |
| Topics – projects | 1. Process identification and discovery: verbal description of a business process.<br>2. Creating a descriptive business process model with BPMN.<br>3. Process improvement: select analytical techniques and redesign heuristics. |

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

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|---|---|
| Literature | 1. Dumas M. et al. (2018), *Fundamentals of Business Process Management*, Springer.<br>2. Weske M. (2019), *Business Process Management. Concepts, Languages, Architectures*, Springer.<br>3. Laguna M., Marklund J. (2018), *Business Process Modeling, Simulation and Design*, Chapman and Hall/CRC.<br>4. Freund J., Ruecker B. (2019), *Real-Life BPMN*, Camunda. |

| Course syllabus | BUSINESS STRATEGY IN PRACTICE | | |
|---|---|---|---|
| ECTS | 4 ECTS | Level | Master |
| Winter term | In-class | 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 | Katarzyna Piórkowska | katarzyna.piorkowska@ue.wroc.pl | Z-823 |
| Instructors | Katarzyna Piórkowska | katarzyna.piorkowska@ue.wroc.pl | Z-823 |

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|---|---|
| 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 |

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| Goals | 1. To provide students with theoretical approaches to strategy development.<br>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. |

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| Topics – classes | 1. A planning strategy approach in practice (types and case studies of product-market strategies).<br>2. A positional strategy approach in practice (types and case studies of competitive relations, competitive positions, competitive strategies).<br>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)<br>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 | 0% | 30% | 60% | 10% |

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|---|---|
| Literature | 1. Johnson G., Scholes K., Whittington R. (2008), *Exploring corporate strategy*, Prentice Hall.<br>2. Yip G.S. (1995), *Total global strategy: Managing for Worldwide Competitive Advantage*, Prentice Hall.<br>3. Barney J. (2002), *Strategic management: from informed conversation to academic discipline*, "Academy of Management Executive", No. 16(2). |

| Course syllabus | CITY LOGISTICS | | |
|---|---|---|---|
| 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 | andrzej.raszkowski@ue.wroc.pl | A-41 (Jelenia Góra) |
| Instructors | Andrzej Raszkowski | andrzej.raszkowski@ue.wroc.pl | A-41 (Jelenia Góra) |

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|---|---|
| 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 issues in city infrastructure will be discussed. |
| Prerequisites | None |

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| Goals | 1. Identify core concepts of city logistics and the role of city logistics in local and regional socio-economic development.<br>2. Discovering the importance of city logistics in today's world.<br>3. Understanding city logistics processes. |
| Knowledge | 1. Definitions and basic information about city logistics.<br>2. Knowledge of city logistics strategies implementation.<br>3. Importance of cooperation in city logistics processes. |
| Skills | 1. Recognition of basic elements of city logistics.<br>2. The ability to implement city logistics elements and strategies in practice. |
| Social competencies | 1. Understanding the benefits of effective city logistics processes for society.<br>2. The ability to consult experts when difficulties arise.<br>3. Networking improvement. |

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| Topics – classes | 1. Fundamental concepts and general approaches to city logistics.<br>2. City logistics as a relatively new and important area of urban study and urban management.<br>3. Modelling city logistics.<br>4. City logistics system.<br>5. Urban transport problems include high levels of traffic congestion.<br>6. Planning and efficient management of city logistics schemes.<br>7. City logistics in the context of sustainable city development.<br>8. Success factors of city logistics in relation to city socio-economic development. |
| 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 | 1. Fitzgerald J. (2010), *Emerald Cities. Urban Sustainability and Economic Development*, Oxford University Press.<br>2. *Logistics Systems for Sustainable Cities: Proceedings of the 3rd International Conference on City Logistics* (2004), Taniguchi E., Thompson R. (eds), Emerald Group Publishing.<br>3. *Recent Advances in City Logistics. Proceedings of the 4th International Conference on City Logistics* (2006), Taniguchi E., Thompson R. (eds.), Emerald Group Publishing.<br>4. Taniguchi E., Thompson R., Yamada T., Duin R. (2001), *City Logistics. Network modelling and Intelligent Transport Systems*, Emerald Group Publishing.<br>5. Taniguchi E., Thompson R. (2008), *Innovations in City Logistics*, Nova Science Publishers. |

| 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 | grzegorz.michalski@ue.wroc.pl | B-210 |
| Instructors | Grzegorz Michalski | grzegorz.michalski@ue.wroc.pl | B-210 |

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|---|---|
| Description of the course | 1. Working Capital Management in the Business Context. Objectives and nature of enterprises in the context of their risk sensitivity. Relationships between enterprises' goals and the characteristic features of their businesses.<br>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.<br>3. Intrinsic and External Values of Liquidity and Optimisation. Relationship between firm value and business risk sensitivity.<br>4. Net Working Capital Management Strategies. Value-maximising optimal level of inventory (VBEOQ model). Modification of the POQ model: VBPOQ.<br>5. Conclusions and remarks. Current assets management should use policies and techniques to create firm value. |
| Prerequisites | None |

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| Goals | 1. The ability to decide which current assets management strategy is the best in the context of firm value creation.<br>2. Ability to understand the spirit of the financial management perspective during current assets management. |
| Knowledge | 1. After the course, students should know how to use financial management philosophy during current assets management-oriented firm value creation.<br>2. Know arguments that businesses exposed to greater risk need a different approach to managing liquidity levels. |
| Skills | 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.<br>2. Possibly recognise motives and criteria for decision-making by entrepreneurs to protect the financial security of their businesses and manage financial liquidity. |
| Social competencies | 1. Possibility to link current assets management with an oriented value creation perspective.<br>2. After the Value-Based Working Capital Management course, the student should be able to analyse the causes and effects of improper cash flow management between entrepreneurial organisations with varying levels of risk. |

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| Topics – classes | 1. The basic philosophy of Current Assets Management and Value-Based Working Capital Management.<br>2. Value-based determinants of Working Capital and characteristics of Working Capital Management Strategies. |

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| | 3. Case study: Value-based determinants of Working Capital and characteristics of Working Capital Management Strategies.<br>4. Working Capital Measures and Metrics and Impact of Working Capital Management on Firm Profitability and Performance.<br>5. Case study: Working Capital Measures and Metrics and Impact of Working Capital Management on Firm Profitability and Performance.<br>6. Value-Based Cash Management: Cash Management and Models.<br>7. Case study: Value-Based Cash Management: Cash Management and Models.<br>8. Value-based Cash Forecasting and Investing Surplus Cash and Short-Term Borrowing.<br>9. Case study: Value-based Cash Forecasting and Investing Surplus Cash and Short-Term Borrowing.<br>10. Value-based Accounts Receivable Management.<br>11. Case study: Value-based Accounts Receivable Management.<br>12. Value-based Inventory Management. |
| Topics – projects | 1. Value-based determinants of Working Capital and characteristics of Working Capital Management Strategies.<br>2. Value-Based Cash Management: Cash Management and Models.<br>3. Value-based Cash Forecasting and Investing Surplus Cash and Short-Term Borrowing.<br>4. Value-based Accounts Receivable Management.<br>5. Value-based Inventory Management. |

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

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|---|---|
| Literature | 1. Michalski G. (2014), *Value-Based Working Capital Management. Determining Liquid Asset Levels in Entrepreneurial Environments*, Palgrave.<br>2. Zietlow J., Hill M., Maness T. (2016), *Short-Term Financial Management Fifth Edition*, Cognella Academic Publishing.<br>3. Talonpoika A., Kärri T., Pirttilä M. (2017), *The dynamics of financial working capital management strategies,* International Journal of Business Innovation and Research, No. 13(3), pp. 309-325. DOI: 10.1504/IJBIR.2017.10005067.<br>4. Al-Shubiri F. N., Mohammad Aburumman, N. (2013). *The relationship between cash conversion cycle and financial characteristics of industrial sectors: An empirical study*. Investment Management and Financial Innovations, No. 10(4), pp. 95-102.<br>5. Anderson R. W., Carverhill A. (2012), *Corporate liquidity and capital structure. Review of Financial Studies*, No. 25(3), pp. 797-837, DOI: 10.1093/rfs/hhr103.<br>6. Enqvist J., Graham M., Nikkinen J. (2014), *The impact of working capital management on firm profitability in different business cycles: Evidence from Finland*. Research in International Business and Finance, No. 32, pp. 36-49, DOI: 10.1016/j.ribaf.2014.03.005.<br>7. Faulkender M., Wang R. (2006), *Corporate financial policy and the value of cash. Journal of Finance*, No. 61(4), pp. 1957-1990, DOI: 10.1111/j.1540-6261.2006.00894.x.<br>8. Subramaniam V., Tang T.T., Yue H., Zhou X. (2011), *Firm structure and corporate cash holdings*. Journal of Corporate Finance, No. 17(3), pp. 759-773, DOI: 10.1016/j.jcorpfin.2010.06.002.<br>9. Gharaibeh M., Zurigat Z., Ananbeh R. (2016), *The impact of financial constraints on inventory investment: Empirical evidence from Jordan*. Risk Governance and Control: Financial Markets and Institutions, No. 6(4), pp. 494-502, DOI: 10.22495/rgcv6i4siart7. |

10. Pasandideh A.K., Darabi R. (2015), *The effect of working capital strategies on performance evaluation criteria*. Asian Social Science, No. 11(23), pp. 59-67. 10.5539/ass.v11n23p59.
11. *Working Capital Management, Concepts and Strategies*, Kent Baker H., Filbeck G., Barkley T. (Eds.), World Scientific, https://doi.org/10.1142/12929.

| Course syllabus | ECONOMICS AND BUSINESS STRATEGY OF INTEGRATION | | |
|---|---|---|---|
| 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 | Jerzy Ładysz | jerzy.ladysz@ue.wroc.pl | H-7 (Jelenia Góra) |
| Instructors | Jerzy Ładysz | jerzy.ladysz@ue.wroc.pl | H-7 (Jelenia Góra) |

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| Description of the course | This course introduces the main economic aspects of international economic integration from the perspectives of national states and enterprises. 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 of EU integration.<br>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. |
| Prerequisites | Basic knowledge of macroeconomics and microeconomics. Elementary statistics and mathematics are also desirable. |

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| Goals | While the course focuses on economic analysis, it will allow students to broaden their understanding of the theoretical aspects of international integration processes, their costs and benefits for individuals, enterprises, regions, and member states. |
| Knowledge | Theories of international economic integration and the policy areas in which it occurs. |
| 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. |

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| Topics – classes | 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, and competitiveness.<br>2. Business strategies, opportunities and risks in the context of European integration and its external dimension. Strategic management models. Example of the retailing sector.<br>3. Competition. Market integration. Labour migration. Persistent distance decay effects in international trade.<br>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. |

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| | 5. Taxation and customs union. Tax competition and harmonisation of corporate tax rates in Europe.<br>6. European financial integration. Common budget.<br>7. Monetary integration. The case of the Eurozone. Asymmetric shocks.<br>8. Transnational corporations. Foreign direct investment. International mergers and acquisitions. |
| Topics – projects | 1. Costs and benefits of the European Union cohesion policy for the Italian economy (and different variants of such a topic).<br>2. Impact of the euro as a common currency on foreign direct investment in the Eurozone (and different variants of such topic).<br>3. Impact of Spain's membership in the EU on the activity of transnational corporations in Spain (and different variants of such topic).<br>4. Costs and benefits of labour market integration in the EU for Germany (and different variants of such a topic). |

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

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|---|---|
| Literature | 1. *European Economic Review*, Elsevier B.V., https://www.journals.elsevier.com/european-economic-review<br>2. *European Economy, Euronews*, https://www.euronews.com/tag/european-economy<br>3. *European Spatial Research and Policy*, Faculty of Spatial Sciences, University of Groningen. Institute of the Built Environment and Spatial Policy, University of Łódź, http://esrap.geo.uni.lodz.pl<br>4. *Journal of Economic Integration*, Center for Economic Integration, Sejong University, ISSN 1225-651X, eISSN 1976-5525, https://www.e-jei.org<br>5. Baldwin R. E., Wyplosz C (2019). *The Economics of European Integration*, Sixth Edition, McGraw-Hill Education.<br>6. *Consolidated version of the Treaty on European Union*, Official Journal of the European Union, https://eur-lex.europa.eu/collection/eu-law/treaties/treaties-force.html<br>7. *Consolidated version of the Treaty on the Functioning of the European Union*, Official Journal of the European Union, https://eur-lex.europa.eu/collection/eu-law/treaties/treaties-force.html<br>8. Dawson, J. (2001), *Strategy and Opportunism in European Retail Internationalization*, British Journal of Management, No. 12(4), pp. 253-266.<br>9. *The European Union. Economics and Policies, 9th edition* (2011), El-Agraa A., Ardy B. (ed.), Cambridge University Press.<br>10. *European Central Bank*, https://www.ecb.europa.eu<br>11. *European Commission*, https://ec.europa.eu/<br>12. *EUROSTAT, European Commission*, https://ec.europa.eu/eurostat<br>13. *International Handbook on the Economics of Integration*, Volume II, *Competition, Spatial Location of Economic Activity and Financial Issues* (2011), Jovanovic M.N. (ed.), United Nations Economic Commission for Europe, Switzerland and Global Studies Institute, University of Geneva.<br>14. Moskal A., Sobarnia A., Pazera S., Kopania Z. (2021), *The European Union in light of the Covid-19 pandemic – A failure of European integration or a chance for closer cooperation among member states?* Jagiellonian university, Cracow. DOI: 10.12797/9788381385763<br>15. Njazi H., Rexhepi A., Meha A. (2020), *Economic integration*. Technium Romanian Journal of Applied Sciences and Technology, No. 2, pp. 116-123, DOI: 10.47577/technium.v2i4.860<br>16. *Official website of the European Union*, http://europa.eu |

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|---|---|
| | 17. de Grauwe P. (2020), *Economics of monetary union, 13th edition*, Oxford University Press.<br>18. *Schengen Area - 26 European countries, free and unrestricted movement of people*, https://www.schengenvisainfo.com<br>19. *Strategic plans 2020-2024*, European Commission, https://ec.europa.eu/info/publications/strategic-plans-2020-2024_en<br>20. *Europeanization Processes from the Mesoeconomic Perspective: Industries and Policies* (2015), Wach K., Stanek P. (eds.), Cracow University of Economics, DOI: 10.13140/RG.2.1.4228.4647 |

| Course syllabus | FINANCIAL REPORTING AND ANALYSIS OF FINANCIAL STATEMENTS | | |
|---|---|---|---|
| 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 | Bartłomiej Nita | bartlomiej.nita@ue.wroc.pl | Z-519 |
| Instructors | Bartłomiej Nita | bartlomiej.nita@ue.wroc.pl | Z-519 |

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|---|---|
| Description of the course | The course concerns the analysis of financial statements. Students will receive modern knowledge useful for understanding financial processes in global organisations, as well as skills and competencies for 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 in international accounting and finance. |
| Prerequisites | None |

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| Goals | The goal of the course is to provide knowledge and skills in financial reporting and financial analysis in an international business environment. |
| Knowledge | 1. Students should know the structure of financial statements according to international standards.<br>2. Students should know the tools of financial analysis used to assess the financial situation of a company. |
| Skills | 1. Students are able to understand the financial statement and its structure.<br>2. Students can calculate financial ratios.<br>3. Students are able to understand relationships among various financial measures.<br>4. Students can assess the financial performance of a company. |
| Social competencies | The student is able to search for and process information and cooperate in multidisciplinary teams. |

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| Topics – classes | 1. The financial statement as a major source of information.<br>2. Fundamentals of financial reporting according to IFRS and US GAAP (understanding Balance Sheet, Income Statement, EBIT, Cash Flow Statement).<br>3. Common size analysis.<br>4. Percentage change analysis.<br>5. Assessing Liquidity.<br>6. Asset Management Ratios and Operational Efficiency Assessment.<br>7. Debt ratios.<br>8. Assessing profitability, risk and growth.<br>9. Measuring and analysing cash flows.<br>10. Forecasting financial statements and the additional funds needed formula.<br>11. Working capital analysis and cash conversion cycle.<br>12. Market measures (EPS, P/E). |

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| 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% |

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|---|---|
| Literature | 1. Stickney C.P., Brown P., Wahlen J.M. (2006), *Financial Reporting, Financial Statement Analysis, and Valuation: A Strategic Perspective*, South-Western.<br>2. Porter G.A., Norton C.L. (2017), *Using Financial Accounting Information: The Alternative to Debits and Credits*, Cengage Learning.<br>3. Gibson Ch.H (2010), *Financial Reporting and Analysis: Using Financial Accounting Information*, South-Western. |

| Course syllabus | MANAGEMENT ACCOUNTING IN FINANCIAL INSTITUTIONS | | |
|---|---|---|---|
| ECTS | 4 ECTS | Level | Master |
| 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 | Magdalena Chmielowiec-Lewczuk | magdalena.chmielowiec-lewczuk@ue.wroc.pl | Z-405 |
| Instructors | Magdalena Chmielowiec-Lewczuk | magdalena.chmielowiec-lewczuk@ue.wroc.pl | Z-405 |

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|---|---|
| Description of the course | This course equips students with advanced knowledge and practical skills to implement management accounting tools in financial institutions (banks, insurance companies, investment/pension funds). Focus areas include cost optimisation, strategic decision-making, and regulatory compliance in dynamic financial markets. |
| Prerequisites | Accounting, Finance |

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| Goals | To provide knowledge and practical skills in the application of management accounting instruments in financial institutions |
| Knowledge | 1. Understand the role of management accounting in financial institutions.<br>2. Adapt accounting tools to sector-specific challenges (e.g., risk-adjusted pricing in insurance, activity-based costing in banking).<br>3. Evaluate emerging trends like fintech integration and ESG reporting. |
| Skills | 1. Design cost-calculation models for financial products.<br>2. Apply ABC (Activity-Based Costing) to fintech startups vs. traditional banks.<br>3. Optimise budgeting for digital transformation projects. |
| Social competencies | 1. Collaborate on case studies (e.g., simulating a bank's cost-cutting strategy).<br>2. Present findings on real-world challenges (e.g., crypto-asset accounting). |

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| Topics – classes | 1. Accounting system in financial institutions (banks, insurance companies, pension funds, investment funds) (2h)<br>2. The range of management accounting in financial institutions (2h)<br>3. Cost accounting system and financial product costing calculation (2h)<br>4. Variable costing in making decisions process in financial institutions (2h)<br>5. Activity-based costing in financial institutions (2h)<br>6. Life cycle costing in financial institutions (2h)<br>7. Kaizen costing and target costing in financial institutions (2h)<br>8. Decisions accounting in financial institutions (4h)<br>9. Cost management process in financial institutions (2h)<br>10. Budgeting and responsibility accounting in financial institutions (4h)<br>11. Pricing decisions, sales analysis and profitability analysis of financial products (2h)<br>12. Strategic management accounting in financial institutions (2h)<br>13. ESG & Sustainability in Financial Institutions (2h) |
| Topics – projects | 1. Financial institutions market in the EU<br>2. Accounting system in banks and insurance companies – similarities and differences |

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| | 3. The insurance market in your country<br>4. Banking market in your country<br>5. Problems with management accounting in financial institutions (bank, insurance company, investment fund, or pension fund)<br>6. Activity-based costing in a bank<br>7. Activity-based costing in an insurance company<br>8. Banking product life cycle costing<br>9. Insurance product life cycle costing<br>10. Budgeting in a financial institution (bank, insurance company, investment fund, or pension fund)<br>11. Responsibility accounting in financial institutions (bank, insurance company, investment fund, or pension fund)<br>12. ESG Reporting for an Insurance Company |

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

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|---|---|
| Literature | 1. Kaplan, R.S. (2020). *Cost and Effect: Using Integrated Cost Systems*. HBR Press.<br>2. Bhimani, A. (2021). *Digital Finance and the Future of Management Accounting*. Pearson.<br>3. Drury C. (2005), *Management Accounting for Business*, Cengage Learning EMEA.<br>4. Bhimani A., Horngren C.T., Datar S.M., Rajan M. (2013), *Management and Cost Accounting*, Pearson Education Ltd.<br>5. Cooperman E.S. (2016), *Managing Financial Institutions: Markets and Sustainable Finance*, Taylor & Francis.<br>6. Lange H., Saunders A., Cornett M.M. (2012), *Financial Institutions Management*, McGraw-Hill Education Australia.<br>7. Chmielowiec-Lewczuk M. (2015), *Value-Based Management in Insurance Companies*, Insurance Review No. 4, pp. 17-28.<br>8. Chmielowiec-Lewczuk Magdalena (2020), *Cost-Management Strategies Applied by Insurance Companies in Poland in the Years 2016 – 2018; Empirical Research*, [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. |

| Course syllabus | PLACE MARKETING | | |
|---|---|---|---|
| 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 | andrzej.raszkowski@ue.wroc.pl | A-41 (Jelenia Góra) |
| Instructors | Andrzej Raszkowski | andrzej.raszkowski@ue.wroc.pl | A-41 (Jelenia Góra) |

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| 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 |

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| Goals | 4. Identify core concepts of place marketing and the role of place marketing in local and regional socio-economic development.<br>5. Discovering the importance of place marketing in today's world.<br>6. Understanding place marketing processes. |
| Knowledge | 5. Definitions and basic information about place marketing.<br>6. Knowledge of place marketing strategies implementation.<br>7. Importance of cooperation in place marketing processes. |
| Skills | 3. Recognition of basic elements of place marketing.<br>4. The ability to implement place marketing elements and strategies in practice. |
| Social competencies | 4. Understanding the benefits of effective place marketing processes for society.<br>5. The ability to consult experts when difficulties arise.<br>6. Networking improvement. |

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| Topics – classes | 7. Place – brand strategy as a plan for defining the most realistic, most competitive, most compelling strategic vision for the country, region or city.<br>8. The ways the places promote themselves.<br>9. Branding the city's image.<br>10. Brand creation for cities and regions.<br>11. Regions' competitiveness factors.<br>12. Place marketing success factors.<br>13. Place identity and place image. |
| 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% |

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| Literature | 4. Anholt S. (2005), *Brand New Justice. How Branding Places and Products Can Help the Developing World*, Elsevier.<br>5. Anholt S. (2007), *Competitive Identity. The New Brand Management for Nations, Cities and Regions*, Palgrave Macmillan.<br>6. Govers R., Go F. (2009), *Place Branding. Glocal, Virtual and Physical Identities, Constructed, Imagined and Experienced*, Palgrave Macmillan.<br>7. Kolb B. (2006), *Tourism Marketing for Cities and Towns. Using Branding and Events to Attract Tourists*, Elsevier 2006.<br>8. Kotler P., Haider D. H., Rein I. (1993), *Marketing Places – Attracting Investment, Industry, and Tourism to Cities, States, and Nations*, The Free Press.<br>9. Proctor T. (2007), *Public Sector Marketing*, Prentice Hall – Financial Times. |

| Course syllabus | SOCIAL MARKETING | | |
|---|---|---|---|
| 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 | magdalena.daszkiewicz@ue.wroc.pl | B-5 |
| Instructors | Magdalena Daszkiewicz | magdalena.daszkiewicz@ue.wroc.pl | B-5 |

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|---|---|
| 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 gain knowledge and learn to prepare a social marketing analysis, identify target audiences, develop a social marketing strategy, and create an effective campaign. |
| Prerequisites | None |

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| Goals | 1. Providing students with knowledge in the field of planning and implementation of social marketing programs and campaigns.<br>2. Development of skills to plan, manage and evaluate social marketing programs. |
| Knowledge | 1. Students have basic knowledge in the field of social marketing. They know key terms and concepts and understand the social marketing process.<br>2. Students have detailed knowledge of social marketing planning. They know the procedures for formative research and preliminary analysis, target audience identification, social marketing strategy development, and social campaign planning. |
| Skills | 1. Students can use the acquired knowledge to prepare, implement, and evaluate activities related to the social marketing program.<br>2. Students can apply the known procedures and methods at various stages of the social marketing process. They are ready to apply the knowledge they have acquired in practice and to develop and manage social marketing programs and campaigns. |
| Social competencies | 1. Students have the ability to analyse social problems and suggest ways of solving them through marketing activities.<br>2. Students have the ability to work in groups (cooperation in planning and creative processes). |

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| Topics – classes | 1. Social marketing – key terms and concepts (social marketing and related terms, social marketing-mix, social marketing process).<br>2. Social marketing planning. Formative research and preliminary analysis (primary and secondary research, social problem analysis, environmental analysis, resources analysis).<br>3. Target audience identification (segmentation process, selecting a target audience, researching selected segments).<br>4. Developing social marketing strategy (Setting goals and objectives and positioning statement).<br>5. Social marketing mix – preliminary plan. |

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| | 6. Social campaign planning (communication channels, effective messages, creative ideas development).<br>7. Managing social marketing program (implementation plan, monitoring and evaluation, feedback usage).<br>8. Social programs and campaigns –different issues, targets, and creations (cases). |
| Topics – projects | 1. Project Part 1: Analysis (problem, environment, resources) and target audience identification.<br>2. Project Part 2: Social marketing plan (strategy and social campaign). |

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

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|---|---|
| Literature | 1. Lee N.R., Kotler Ph. Colehour J. (2023), Social Marketing: Behaviors change for Good, Sage Publications, Thousand Oaks (or earlier editions)<br>2. Weinreich N.K. (2011), Hands-on Social Marketing, Sage Publications. |