

Subject:	<b>Research Work Methodology/Mandatory/6 ECTS</b>
Subject Description:	The topics that this subject deals with are as the following; The object of methodology, the main forms of scientific research, specific scientific methods; the process phases of researching, the differences between bachelor and master, the difference between the master thesis and PhD thesis etc. The application of scientific methods, the results of the scientific research, the end of the research, and the recommendations.
Aim of the subject:	The aim of the course is that students of the Master Program, to acquire knowledge, skills, and competences regarding the methodology of scientific research, and to be able to independently do scientific research using the modern methods which exist in the modern science. Throughout the usage of these scientific methods, different or general problems will be solved regarding this scientific discipline. Above all, the student will be qualified to do major scientific research work regarding the Master thesis.
Knowledge, Skills and Competences	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- To synthesize theoretical and practical knowledge obtained during the course;</li> <li>- To show the abilities of research work</li> <li>- To show the ability to work independently</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- To observe and develop a suitable methodology for more research studies.</li> <li>- To have the skills for future scientific literature studies, the observation in practice, and the reflection of his personal experience</li> </ul> <p><b>Competency:</b></p> <ul style="list-style-type: none"> <li>- Competent to do scientific research, accumulate, and reflect in a logical way about the outcomes.</li> </ul>

	- Competent to put the methodologies learned in practice.
Teaching and learning methodology	The teaching methodology is student-centered approach based on in groups problem-solving. Classroom projects and group presentations are a major component of the course. Each class begins with a summary of the previous class lecture in order to recap important key aspects of the particular chapter
Evaluation methods	The evaluation exam is a closed type, the system of ‘‘multiple choice testing’’, with in total 30 questions, maximum 100 points.  Student can pass the exam if he/she scores more than 51 points.
Mjetet e konkretizimit	White board, Internet, Computer, Powerpoint, Microsoft Office, Projector, etc.
Ratio between theoretical and practical learning	The ratio between theoretical and practical learning is 62% practice, and 38% theory.
Literature:	Bardhyl Ceku, Forcim Kola: “Research Methods, Tiranë, 2011  Ali Jakupi: “Metodologjia e punës kërkimore shkencore, Ligjërata të autorizuarra për studimet profesionale – master, Prishtinë, 2005.  Batkoska L., (2007) <i>Metodologjia e hulumtimit shkencor</i>
Week	Lecture units
I	Introduction to The Process of Conducting Research
II	Research Design Introduction Steps in the Process of Research • Identifying a hypothesis and/or research problem, specifying a purpose, creating research questions • Reviewing literature • Ethics of research and informed consent

III	<p>Introduction to Qualitative Research</p> <ul style="list-style-type: none"> <li>• Essence of Qualitative Data</li> <li>• Sampling</li> <li>• Collection Techniques</li> </ul>
IV	<p>Interpreting Qualitative Data • Qualitative Data Analysis Procedures • Coding • Thematic development</p>
V	<p>Introduction to Quantitative Research • Essence of Quantitative Data • Collection and Analysis Techniques</p>
VI	<p>Sampling Concepts • Defining the Target Population • Representative Sample • Potential Consequences of Unrepresentative Sampling (Gaming the System) • Over Representative Subgroups / Weighting • Design Effect • Sampling Methods (Cluster, Stratified, Simple Random)</p>
VII	<p>Quantitative Data Collection Instruments • Choosing a good instrument • Interval and Ratio Scales</p>
VIII	<p>Introduction to Applied Statistics • Identifying the dependent and independent variables • Confidence levels • Math that manipulates data</p>
IX	<p>Descriptive Statistics</p>

X	Inferential Statistics • Drawing inference from data • Modeling assumptions • Identifying Patterns • Regression analysis • T-test • Analysis of Variance • Correlations • Chi-square
XI	Data Mining – Finding the Patterns and Problems in the World of Data
XII	Writing About Quantitative Findings
XIII	Writing About Qualitative or Mixed Methods Findings
XIV	Critically Critiquing Research Reports
XV	Applying Research in Management

<b>Subject title:</b>	<b>Strategic management/Mandatory/6 ECTS</b>
<b>Subject description:</b>	This subject covers or gives knowledge about business and its strategic management, and has the function of integrating the knowledge learned in other subjects. This subject defines the main roles and duties of a manager in a firm, the way of formulating and applying a strategic

	<p>plan, the types of strategies which will be used, studies of research chances which are offered to the business from the external factors, and the competences, which must have a business to handle the competition in the market. This subject's purpose is to create a future vision of the company, requiring the business activity and its environment.</p>
<p><b>Aim of this subject:</b></p>	<p>To analyse in detail the process of strategic planning in a business.</p> <ol style="list-style-type: none"> <li>1. To categorize objectives with the strategic decisions in a firm.</li> <li>2. To familiarize the students with the methods of running a business, always with theoretical concrete examples based on the other world's businesses</li> <li>3. To recognize theoretical organisations, mostly focusing on the structure and the culture of the organisation.</li> <li>4. To get familiarized with the necessary techniques about strategic analysis, involving different scenarios, plans based on assumptions, SWOT analysis, etc.</li> </ol> <p>To get familiarized with the challenges which managers deal with.</p>
<p><b>Knowledge, Skills, and Competences</b></p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Knowledge into understanding the strategy behind a business.</li> <li>- Knowledge into understanding the way of implications in different levels of strategic busineses.</li> <li>- Knowledge into the process of adequate strategy of business.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Skills into predicting a future in a dynamic environment.</li> <li>- Proficiency in the use of techniques and models in the preparation of an adequate business strategy etc.</li> <li>- Skills in organising work, to design a strategy in all the levels of the firm/organisation.</li> </ul> <p><b>Competences:</b></p> <ul style="list-style-type: none"> <li>- Competent about designing an adequate strategy of business which come from different environments.</li> <li>- Competent about the use of autonomy and initiative into creating</li> </ul>

	<p>and finding different adequate alternatives about the strategic management.</p> <ul style="list-style-type: none"> <li>- Competent into leading different resources in an organisation which have to do with the organisation's strategic management.</li> </ul>
<b>Learning and teaching methodology</b>	Concretization of theoretical concepts learned during the study, mostly combined with the analysis of practical examples.
<b>Methods of Evaluation</b>	<p>Every student will be assessed in the end of the semester. Throughout the evaluation these components will be considered; Attendance and activity, two pre-tests, seminar paper, and the presentation. Some space will be given to the students to testify his analysis and his critical thinking throughout the components of his grade, based on literature.</p> <p>Every student will be assessed in the end of the semester. Throughout the evaluation these components will be considered; Attendance and activity, two pre-tests, seminar paper, and the presentation. Some space will be given to the students to testify his analysis and his critical thinking throughout the components of his grade, based on literature.</p>
<b>Concretization means – IT</b>	White board, Internet, Wireless, Computer, Projector, and Powerpoint etc.
<b>Ratio between theoretical and practical work.</b>	70% theory, and 30% practical work.
<b>Literature</b>	<p>Strategic Management” Vasilika Kume , Tirane , shtepia botuese “PEGI” Menaxhmenti Strategjik, Izet Zeqiri, Tetove, 2010</p> <p>Menaxhimi Strategjik, Grup Autoresh Zagreb, Kolegji Victory, 2008</p> <p>Hill, Charles, Gareth Jones, and Melissa Schilling. <i>Strategic management: theory: an integrated approach</i>. Cengage Learning, 2014.</p>

<b>Week</b>	<b>Lecture units</b>
<b>I</b>	Course Introduction and Overview
<b>II</b>	Strategic Management & Strategic Leadership
<b>III</b>	Internal Analysis and Business-Level Strategy
<b>IV</b>	Anticipating Competition and Cooperative Dynamics
<b>V</b>	Corporate Strategy
<b>VI</b>	International Strategy
<b>VII</b>	<b>Overview/ preparation for mid-term exam</b>
<b>VIII</b>	Corporate Governance
<b>IX</b>	Organization Structure and Controls; Strategic Entrepreneurship
<b>X</b>	Competitiveness and Globalization - Concepts
<b>XI</b>	Differentiation and branding
<b>XII</b>	Strategies for Growth
<b>XIII</b>	Generic Competitive Strategies
<b>XIV</b>	Presentations
<b>XV</b>	<b>Overview/ preparation for final exam</b>
<b>Subject title:</b>	<b>Leadership and Organisational Behaviour/Mandatory/6 ECTS</b>
<b>Subject description:</b>	This subject will offer advanced knowledge about Leadership and Management. Students will be taught about the types and functions of leadership, executive and legislative leadership etc.
<b>Aim of the subject:</b>	The aim of this subject is to offer knowledge about a leader and leadership based on theory and different scientific articles, and to create a clear understanding about management through leadership, another aim is for the student to know more about the role and the duties of leadership.
<b>Knowledge, Skills, Competences:</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Basic knowledge about leadership</li> <li>• Basic knowledge about the practices that the leadership applies</li> <li>• Knowledge into knowing how the leadership precedes management and interconnection between these disciplines.</li> </ul>

	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Basic skills about Leadership,</li> <li>• Basic skills about the elementary features of leadership</li> <li>• General skills in implementing the theoretical knowledge in practice for a successful leader.</li> </ul> <p><b>Competence:</b></p> <ul style="list-style-type: none"> <li>• Competent to be an effective leader in work.</li> <li>• Competent to come up with different decisions</li> <li>• Competent to be a leader, a good organisator in work.</li> </ul>
<b>Learning and teaching methodology</b>	The course will be based into explaining the theoretical concepts of this subject, interconnecting them with the practical aspect in work. Group work will be organised. Students are required to repeat the lessons, group and interactive work.
<b>Methods of Evaluation</b>	Methods of Evaluation are based on the continuous work performance, always considering student's weekly activity, two seminar papers and two pre-tests which together give the score of 100%. Students which aim to obtain the maximum grade must be able to explain the topics of the subject in a creative, analytic, and cooperative way, during the pre-tests and the seminar paper.
<b>Concretization means – IT</b>	White board, Internet, Wireless, Computer, Projector, Powerpoint, etc.
<b>Ratio between theoretical and practical work.</b>	70% theory, 30% practice. Theoretical and practical aspects are going to be compared, a visit in the field, mainly focusing on the work of a Leader, and his influence in the organisation.
<b>Literature</b>	<p>“Leadership dhe menaxhmenti” – Ligjërat e autorizuar e Kolegjit P.Budi,</p> <p>- Prof.dr.Berim Ramosaj - “Menaxhmenti kreativ dhe Leadership”, Prishtine, 2006,</p> <p>-Tichy, Noel M. <i>The cycle of leadership</i>. Harper Collins, 2009.</p>
<b>Week</b>	Lecture units
<b>I</b>	Introduction-Syllabus overview-getting to know each other
<b>II</b>	What is organizational behavior?
<b>III</b>	Individual differences i: demographics, personality, and intelligence
<b>IV</b>	Individual differences ii: self-concept, learning styles, and types of fit
<b>V</b>	Attitudes, values, moods, and emotions



<b>VI</b>	Motivating behavior
<b>VII</b>	Communicating
<b>VIII</b>	Overview
<b>IX</b>	Making decisions
<b>X</b>	Power, influence, and politics
<b>XI</b>	Managing conflict and negotiating
<b>XII</b>	Group behavior and effective teams
<b>XIII</b>	Leading
<b>XIV</b>	Organizational culture and organizational change
<b>XV</b>	Overview

<b>Subject title:</b>	<b>Operational Management (MO)</b>
<b>Subject description:</b>	The subject describes the concepts, and the methods which are used in the Operational Management. The topics involve the prediction and the defining of; Material requirements of planning and quality. Additional topics involve, control of the assets, project's management, and the development of products.
<b>Aim of the subject:</b>	The aim of this subject is to prepare the students with the adequate knowledge about the Operational Management, and to manage the basics of concepts in a global and local level.
<b>Knowledge, Skills, Competences:</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• General knowledge about the field of Operational Management</li> <li>• Knowledge about the practices, concepts of Operational Management.</li> <li>• Methods and strategies of operations.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Skillful enough to recognize the operations of business.</li> <li>• Skillful to judge, or give critical opinions regarding the aspects of Operational Management.</li> <li>• Skills about treating the product's and services operations.</li> </ul> <p><b>Competences:</b></p> <ul style="list-style-type: none"> <li>• Competent and responsible about Operational Management in business.</li> <li>• Competent to come up with different decisions in the operations</li> </ul>

	<p>of business.</p> <ul style="list-style-type: none"> <li>• Different competences which deal with the ethic and professional issues in Operational Management.</li> </ul>
<b>Learning and teaching methodology</b>	The lectures will be presented through the “Socratic” interactive method and case studies, with the main aim to raise the intensity of interactivity in class. The students also will be encouraged to make questions, comments and suggestions throughout the lectures, and to raise different topics about discussions that have to do with the lesson.
<b>Methods of Evaluation</b>	<p>Two pre-tests will be organised in a semester, and in the end of the semester there is the final exam. Every pre-tests weights 30% in total. The student has the right to participate in the second pre-test if he has scored more than 50% in the first pre-test.</p> <p>Students also are obligated to do a seminar paper, based on academic writing with atleast 10 references.</p> <p>The seminar paper weights 30%, and the participation and activity in class fill the remaining 10%.</p>
<b>Concretization means – TI</b>	White board, Internet, Wireless, Computer, Projector, Powerpoint, etc.
<b>Ratio between practical and theoretical work</b>	50% of this subject is based in the theoretical aspect, and the other 50% is based in the practical aspect.
<b>Basic Literature</b>	<i>Suzana Panariti. “Menaxhimit të Operacioneve”Koncepte, Metoda, Strategji. Botimi 3 (2010)</i>
<b>Additional Literature</b>	<p>- Peter Jones, Peter Robinson “Operations Management” (2012) OXFORD.</p> <p>- William J. Stevenson. “Operations Management”.(2009) McGraw-Hill Irwin.</p>
<b>Week</b>	<b>Lecture units</b>
<b>I</b>	Introduction
<b>II</b>	Work Flow Management
<b>III</b>	Analytical Decision Making-Formulations
<b>IV</b>	Service Management-Queues
<b>V</b>	Quality Management

<b>VI</b>	Quality Control-Case study
<b>VII</b>	Overview
<b>VIII</b>	Inventory Management
<b>IX</b>	Revenue Management
<b>X</b>	Risk Pooling Strategies
<b>XI</b>	Supply Chain Coordination
<b>XII</b>	Case study-Hewlett and Packard Co
<b>XIII</b>	Case study- Toyota Motor Manufacturing
<b>XIV</b>	Presentations
<b>XV</b>	Overview

<b>Subject title:</b>	<b><i>Management Information System – MIS</i></b>
<b>Subject description</b>	The subject involves a general perspective regarding the concepts and the main components of Information System, and their multidisciplinary role, the information needs in different modern organisations and businesses here involving the decisions, operations, and other needs. The concept of living, and development of Information System is treated, (analysis, and implementation) until the management of knowledge, quality and integrity of data, and the relevant information outcomes about the organisation and business in general.
<b>Aim of the subject:</b>	<i>The aim of this course is that through projects, discussions, the usage of different applicative softwares, to equip the students with the right knowledge regarding the management of information system, web content, internet, and the integration of MIS in other disciplines and other fields.</i>  <i>Students will be able to work in any information system, either a system of transactions, purchasing, online payments, budget, human resources, assets management etc.</i>
<b>Knowledge, Skills, and Competences:</b>	<i>Knowledge:</i> <ul style="list-style-type: none"> <li>• Knowledge regarding the basic concepts of an information system.</li> <li>• To understand the components of an information system</li> </ul>

	<ul style="list-style-type: none"> <li>• To make the difference between the types of information system</li> <li>• General knowledge about the functional concepts about the basics of information and the deposits of files.</li> <li>• Knowledge about the integration of MIS and other disciplines in other fields.</li> </ul> <p><i>Skills:</i></p> <ul style="list-style-type: none"> <li>• Skills to understand the importance of the information systems about the organisations, and businesses.</li> <li>• To apply the systems of information in ab usiness, and managing the information systems.</li> <li>• To manage different information systems that are a fundamental component about an organisation.</li> <li>• Skills to improve the processes of work and the abilities in automatizing them through the information of systems.</li> <li>• To apply a plan in protection the informations in a case of threats.</li> </ul> <p><i>Competences:</i></p> <ul style="list-style-type: none"> <li>• To be able to map and plan the purchases and the maintenance the system of informations.</li> <li>• To analyse and offer a solution in case of any potential threats in the security of informations.</li> <li>• To analyse and offer a solution in the data process through different information systems.</li> </ul>
<b>Learning and teaching methodology</b>	Learning and teaching methodologies are based in lectures which are fulfilled through the additional reading materials, discussions, and presentations. Study cases will be analysed, and presented by the students. Students will also be encouraged to make questions, comments, suggestions, through the lectures so they can bring different discussions.
<b>Evaluation Methods</b>	Besides the Mandatory/6 ECTS participation in the class, and the student's participation in two pre-tests, student is also obligated to finish a seminar paper until the end of the semester, topics which are given by the profesor.
<b>Concretization means – TI</b>	White board, Power Point Presentations, Internet, Computer, Projector, etc.
<b>Ratio between theoretical and</b>	50% theoretical focus, and 50% practice.

<b>practical work.</b>	
<b>Basic literature</b>	Dr.Bashkim Ruseti & Dr.Kozeta Savrani, Sistemet e Informacionit të Menaxhimit, (2009)
<b>Additional literature</b>	1. Dr.Jusuf Fejza “Menaxhimi i Sistemeve Informative” Prishtine 2012 2. Keneth C. Laudon, Jane P.Laudon “ Essential of Management Information Systems, Hall by Prentice-Hall, Inc,2009-2007;
<b>Week</b>	<i>Lecture units</i>
<b>I</b>	<i>Introduction to MIS</i>
<b>II</b>	<i>HTML and Web Site Creation</i>
<b>III</b>	<i>Strategy and Technology</i>
<b>IV</b>	<i>Internet and Telecommunication</i>
<b>V</b>	<i>Web 2.0-Search Engine Optimization-Electronic Commerce-Internet Marketing</i>
<b>VI</b>	<i>Business Process Reengineering</i>
<b>VII</b>	<i>Mid-term Exam Overview</i>
<b>VIII</b>	<i>Data modeling and Database design</i>
<b>IX</b>	<i>SQL and Databas</i>
<b>X</b>	<i>Using Access Forms &amp; Report to Build an Application</i>
<b>XI</b>	<i>EXCEL Lab Session</i>
<b>XII</b>	<i>Data Warehouse and Business Intelligence</i>
<b>XIII</b>	<i>Building Information Systems and IT Project</i>
<b>XIV</b>	<i>E-Business: Customer Relationship Management</i>
<b>XV</b>	<i>Final Exam Preparation</i>

<b>Title object:</b>	<b>Ethics in business/Elective/6 ECTS</b>
<b>Subject title:</b>	This course is designed to give the students the ability to apply the ethic reasoning with all the requests of business management. Throughout the lectures the students will have the ability to analyze and solve different case studies so they can explore the main ethic principles and the different ways which practitioners apply.
<b>Aim of the subject:</b>	The aim of this subject is to submit the students the basic principles, the art, and the science in particular about the managing of ethics and businesses.
<b>Njohuritë, Skills, and Competences:</b>	<b>Knowledge:</b> 1. Knowledge about the trustworthiness of what’s right and what’s wrong. 2. Knowledge about individual behaviour in businesses, what is ethic

	<p>and what is not.</p> <p>3. Demonstration about the application of different standarts in a business situation.</p> <p><b>Skills:</b></p> <p>Skills into using the ethics in business.</p> <p>Skills about the demostration of profesional behaviour inside and outside the organisation.</p> <p>Skillful enough in developing the standarts of ethics in a business environment.</p> <p><b>Competences:</b></p> <p>Competent in aplpying the basic principles of business.</p> <p>Competent to create a career in business.</p> <p>Competent to judge the situations which have to do with the ethics in business.</p>
<b>Teaching and learning methodology</b>	Learning will be achieved using several lecturing formats including textbook reading, presentation slides, practice exercises, assignments and study cases. Students need to interact with the professor and their classmates during class discussions, to do assignments, meet deadlines and in some circumstances to work in groups.
<b>Concretization means – TI</b>	White board, Internet, Wireless, Computer, Projector, Powerpoing etc.
<b>Methods of evaluation</b>	<p>The main criteria about the evaluation and the contribution of the students in class is based in the practical preparation before the class, and their attendance and participation during the classes where the student can achieve the maximum of points as a result of his participation and his/her activity in class. The student can also go through the pre-tests and the final exam, where the questions are based on mini-essays. Seminar paper , and presentation.</p> <p>Regarding the criteria of passing and scoring, it is prescribed by regulation of the College "Pjetër Budi".</p>
<b>Ratio between theoretical and practical learning</b>	70% of the subject is based in lectures, and 30% exercises.
<b>Literatura</b>	
<b>Literatura bazë dhe shtesë</b>	Hyrje në Biznes.(2007). Gaspar, Bierman, Kolari, Hise, Smith, Arreloa-Risa.

	<p>Ferrell, Odies C., and John Fraedrich. <i>Business ethics: Ethical decision making &amp; cases</i>. Cengage learning, 2014.</p> <p>Crane, Andrew, Dirk Matten, and Laura J. Spence, eds. <i>Corporate social responsibility: Readings and cases in a global context</i>. London: Routledge, 2008.</p>
<b>Week</b>	<b>Lecture units</b>
<b>I</b>	Introduction-The Importance of Business Ethics
<b>II</b>	Stakeholder Relationships, Social Responsibility, and Corporate Governance
<b>III</b>	Emerging Business Ethics Issues
<b>IV</b>	Case-Study
<b>V</b>	The Institutionalization of Business Ethics
<b>VI</b>	Ethical Decision-Making and Ethical Leadership
<b>VII</b>	Individual Factors: Moral Philosophies and Values
<b>VIII</b>	Overview
<b>IX</b>	Organizational Factors: The Role of Ethical Culture and Relationships
<b>X</b>	Developing an Effective Ethics Program
<b>XI</b>	Managing and Controlling Ethics Programs
<b>XII</b>	Globalization of Ethical Decision-Making
<b>XIII</b>	Ethical and Social Responsibility Dimensions
<b>XIV</b>	Case-study
<b>XV</b>	Final Overview

<b>Duration:</b>	<b>Change Management/Elective/6 ECTS</b>
Subject description	This module covers a variety of topics such as: the nature of change, change management and organizational structure, change strategies, change resistance, effective communication, effective leadership etc.
The aim of the subject:	The objective of the course is to increase the knowledge of students with respect to design and execute a clear path through change by investigating and committing to skills and best practices associated with inspiring action, minimizing resistance, and gaining commitment in order to reach better results within the organization.
Expected results of the learning: (a) knowledge; (b) skills (c) competencies:	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>-Study how environmental events affect organizations and drive the need for continuous change</li> <li>-Analyze change at the individual, group, and systemic levels</li> </ul>

According to European Framework Qualifications:	<ul style="list-style-type: none"> <li>- Contrast planned and unplanned change</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>-Evaluate and apply integrative models for assessing, diagnosing, and implementing the need for change</li> <li>-Identify the role of leaders and managers, change agents, and change recipients in various stages of organizational change</li> </ul> <p>Competencies:</p> <ul style="list-style-type: none"> <li>-Comprehend the complexity of change within organizational cultures and systems</li> <li>-to be able to apply change within a complex organizational culture resistant to change.</li> </ul>
Teaching / learning methodology	presentations, open class discussions, team work, individual team coaching, readings
Evaluation method (criteria to pass exam)	The student is given the opportunity to build upon their grade systematically starting with class participation and critical thinking as well as writing ability through two mid-term exams and a coursework.
The teaching/learning tools/ IT	The writing board, projector-computer-power point, case studies.
Theory/practice	70% theoretical work and 30% practical work
Literature	<ul style="list-style-type: none"> <li>-Linstead et al. (2009): Management and Organization: A Critical Text, Palgrave</li> <li>- Palmer et al. (2009): Managing Organizational Change: A Multiple Perspectives Approach, McGraw-Hill</li> <li>- Bridges (2009): Managing Transitions: Making the Most of Change, Da Capo Pres</li> </ul>
Week	Lecture units
I	Introduction to course, discussion of syllabus and graded assignments. Course overview and focus on the challenges of managing change
II	Historical overview and assumptions about the nature of employee behavior and motivation; implications for managing change
III	The human relations, social, growth and development and complex-integrative assumptions about human performance in the work place and the implications for managing change
IV	The role of expectations, situational helplessness and locus of control. Personal characteristics and Organizational Development (OD)



V	Diagnosing change, open systems theory and systems thinking, socio-technical systems theory and work redesign
VI	Planned, reactive and proactive change. Diagnostic and analytical tools. Understanding technical, political, social and cultural organizational contexts and contextual implications for organizational change and organizational learning
VII	Employee involvement, participative management and empowerment in OD
VIII	Implementing change, Power and influence in organizations, frame bending, change programs and organizational development.
IX	Process consulting and intervention, the recipients of change, resistance to change and overcoming resistance to change. Individual and organizational barriers to change.
X	Presentations
XI	OD intervention strategies. Using change levers to analyze, critique and develop OD and planned change interventions.
XII	Technological change and Socio-Technical Systems. Work and job redesign, cross functional teams autonomous work groups and self-managing teams.
XIII	Intergroup development interventions and conflict management. Diversity training.
XIV	System wide interventions and high performance systems. Organizational Transformation: Strategic management, OD and change. Managing Change, OD and the new science of chaos theory.
XV	Final Overview

*1<sup>st</sup> Year, Second Semester*

<b>Subject</b>	<b>International Marketing Management /Mandatory/6 ECTS</b>
<b>Subject description</b>	This course will equip students with the necessary to explore and understand marketing practices in a global environment. Students will learn the scope and challenge of international marketing, the dynamic environment of international trade, the culture, political, legal, and business systems of global markets, the global market opportunities and finally, the ways to develop global marketing strategies.
<b>The aim of the subject:</b>	The aim of the course is to provide students with the latest understanding of global marketing issues, disciplines, competitions and the necessary skills in undertaking strategic decisions based on a global perspective.

<p><b>Expected results of the learning:</b></p> <p>(a) knowledge; (b) skills (c) competencies:</p> <p><b>According to European Framework Qualifications:</b></p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>-to understand strategies that are used in International markets</li> <li>-to demonstrate knowledge for international marketing strategies</li> <li>-to understand how companies adjust their international strategies based on the global environmental changes</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-to demonstrate skills toward the understanding of cultures of nations by critically analyzing the social, political, legal, and economic forces that affect the business performance of international marketing.</li> <li>-to understand and synthesize readings and business cases presented in a class</li> </ul> <p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>- to be able to apply the international marketing concepts in the workplace (to be able to adjust to multinational companies )</li> <li>- to efficiently use the knowledge gathered throughout the course in conducting academic research in the field.</li> </ul>
<p><b>Teaching methodology and learning methodology</b></p>	<p>Teaching methods are based on interactive/Socratic method as well as through traditional lecturing while incorporating the case method in order to achieve higher results.</p>
<p><b>Evaluation method (criteria to pass exam)</b></p>	<p>There will be two mid-term exams during the semester and one final exam. The format will be essay questions. Class participation score is based on students' attendance and preparation before class. Each student is expected to be prepared and ready to answer questions for each class by reading chapters, news articles, and other materials assigned. Moreover, students are entitled to handout a coursework on the topic given by the instructor.</p>
<p><b>The teaching/learning tools/ IT</b></p>	<p>The writing board, projector-computer-power point, case studies.</p>
<p><b>The distribution of the theoretical and practical part of the studies</b></p>	<p>70% theoretical work and 30% practical work</p>
<p><b>Literature</b></p>	<p>Doole, Isobel, and Robin Lowe. <i>International marketing</i></p>

	<p><i>strategy: analysis, development and implementation</i>. Cengage Learning EMEA, 2008.</p> <p>Czinkota, Michael, and Ilkka Ronkainen. <i>International marketing</i>. Cengage Learning, 2012.</p> <p>Terpstra, Vern, James Foley, and Ravi Sarathy. <i>International marketing</i>. Naper Press, 2012.</p> <p>Kotler, Philip, and Gary Armstrong. <i>Principles of marketing</i>. Pearson Education, 2010.</p>
<b>Week</b>	<b>Lecture units</b>
<b>I</b>	Introduction, syllabus discussion
<b>II</b>	Chapter 1 – Lecture Introduction: The Global Marketing Manager Chapter 2 – Lecture The Global Economic Environment
<b>III</b>	Chapter 3 – Lecture The Political-Legal Environment Chapter 3 – Lecture The Political-Legal Environment
<b>IV</b>	Chapter 4 – Lecture The Cultural Environment Chapter 4 – Lecture The Cultural Environment
<b>V</b>	Chapter 5 – Lecture Ethics and International Marketing
<b>VI</b>	Case Study: Ikea. Case
<b>VII</b>	Chapter 6 – Lecture Global Marketing Research and Data Sources
<b>VIII</b>	Chapter 7 – Lecture Foreign Market Selection
<b>IX</b>	Chapter 8 – Lecture Foreign Market Entry, Partner Selection and Distribution
<b>X</b>	Chapter 9 – Lecture International Product Policy
<b>XI</b>	Chapter 10 – Lecture International Branding and Promotion
<b>XII</b>	Chapter 11 – Lecture Supply Chain Management and International Marketing
<b>XIII</b>	Chapter 12 – Lecture International Pricing
<b>XIV</b>	Chapter 14 – Lecture Global Marketing Strategy
<b>XV</b>	Chapter 15 – Lecture Planning, Organization, and Control of International Marketing

<b>Subject</b>	Risk Management/Mandatory/6 ECTS
<b>Course Description:</b>	This course is designed respectively for students to learn the key concepts of modern risk management (terminology, concepts, principals). The course is divided into six parts:

### **Part 1. Introduction to Risk Management**

The expected results after completing the first part:

Offer a range of definitions of risk and risk management and describe the usefulness of different definitions; To list the characteristics of a risk, which needs to be identified, in order to provide a full description of the risk; To describe the possibilities for the classification of the risks by nature, source, and their impact; To describe the options of the attached risks to different attributes of the organization and to describe the advantages of each approach; The use of risk framework, to introduce the materialized risk impact in terms of likelihood and magnitude; To describe the principles and understanding of risk management and its importance for operations, projects, and the strategy of the organization; To describe the nature of hazard risk, control, and opportunity and how organizations should respond to each of them; To describe the main stages in the risk management process and key components of risk management framework; To briefly describe the key characteristics of standards and frameworks with good risk management.

### **Part 2. Risk Strategy**

The expected results after completing the second part:

To describe the main parts of the risk management policies and to describe the importance of each part; To explain the key components of the architecture, protocols, and risk strategies (RASP) for the organization and how these fit together; To describe the documents and data categories and to describe the risk of any particular function; To describe the risk register and to provide examples, in order of showing and describing the nature of the risk; To describe the key roles and responsibilities in risk management, in relation to the role of jobs and departments, including the role of the chief risk management (CRM) and risk communication; To describe the key characteristics of culture risk (LILAC) and how to measure the key components; To describe the importance of training and risk communication, including the management information system risk (MISR).

### **Part 3. Risk Assessment**

The expected results after completing the third part:

To describe the importance of risk assessment as an

important issue and the critical step in the process of risk management; To describe the range of risk assessment techniques that are useful, as well as, the technical advantages of each; To describe the importance of risk classification system and to describe the importance of the key to a better system of classification; To provide examples of the use of risk framework, including its use to indicate the dominant response of risk in each cell; To use the risk framework, in order of showing the risk appetite of an organization, if the organization is refusing to take the risk or is risk-averse; To describe the main components of loss control, as a prevention of losses, the limitations of damages and control costs, and to offer practical examples; To demonstrate the use of loss control activities, in order of reducing the impact of an event that has great impact before its occurrence; To describe the importance of business continuity planning and rehabilitation plan and provide practical examples; To describe the main features of a business continuity plan, as described in standard BS 25999 business continuity.

#### **Part 4. Risk and Organizations**

The expected results after completing the fourth part:

To describe the main characteristics of corporate governance model and describe the connection with the risk management in different types of organizations; To describe the different types of actors in a typical organization and to explain the influence of stakeholders in risk management; To simplify the description of the business model and different kind of key processes that should happen in an organization; To provide short description of the project life cycle and the importance of risk management in each stage, using access 4AS; To outline the key features of the project risk management, as is the project risk analysis and management approach; To describe the main characteristics of operational risks, as practiced in financial institutions, such as banks and insurance companies; To describe the key sources of operational risks in financial institutions and to provide concrete examples; To describe the importance of supply chain management and the importance of supply chain risk to the organizations success;

#### **Part 5. Risk Response**

The expected results after completing the fifth part:

	<p>To provide alternative definitions in the enterprise risk of management (ERM) and identify the main features of the enterprise – wide approach; To outline the 10 steps in the implementation of a successful initiative of ERM, as outlined in details in Appendix B; To describe the importance of risk appetite as a planning tool in the implementation of risk management initiative; To describe the relationship between risk appetite, risk exposure, and risk capacity and its interaction with operations, projects, and strategy of the organization; To describe the risk response options in terms of tolerance, treatment, transfer, and exclusion, and explain how these can be presented in a risk framework; To describe the types of control availabilities, in terms of preventive controls, corrective, directive, and detective (PCDD); To provide practical examples of selected control pure risks, including risks of finances, infrastructure, reputation, and market position; To describe the importance of insurance and the circumstances under which the insurance is purchased, to explain the importance of the costs in the process of buying insurance, insurance cover, the capacities of the insurers, their skills, the payment of claims and compliance with the law.</p> <p><b>Part 6. Risk Insurance and Reporting</b></p> <p>The expected results after completing the sixth part:</p> <p>To describe the nature and scope of internal control and the contribution that we have internal controls and risk management; To describe the activities of a typical function of internal audit and the relationship between internal audit and risk management; To describe the activities included in an ERM initiative and how these can be included in internal audit, risk management, and line management; To describe the importance of providing risk and identify risk insurance resources that are available to the board/audit committee; To discuss the importance of risk reporting and the range of risk reporting obligations as established by the company; To describe the importance of social corporate responsibility as a component of corporate governance and describe the range of topics covered.</p>
<p><b>Course Objectives:</b></p>	<p><b>The purpose to the Risk Management Course is to provide students with:</b></p> <p>Advanced conceptual basis of risk management and</p>

	<p>provide examples of their practical implementation. Taking this course will enable students to better understand risk management, as a necessity, and learning to develop in the context of implementation.</p> <p>Students will develop a more efficient way of thinking, which will become their operational risk for breaking down complex situations in a dynamic and full of turbulent surroundings, in which a company operates today.</p>
<p><b>Studying Outcomes:</b></p> <p><b>(a) knowledge;</b>  <b>(b) abilities/skills and</b>  <b>(c) powers:</b></p>	<p><b>a) Upon completion of the program, students will gain knowledge, in:</b></p> <ol style="list-style-type: none"> <li>1. Understanding the main concepts and advanced theories in risk management.</li> <li>2. Understanding the theory of risk, such as, risk management function, including policies, protocols, documentation, and risk data. Including the key responsibilities and the role of the chief risk management.</li> <li>3. Gaining knowledge about the importance of risk assessment and evaluation techniques. To learn about the classification systems and risk frameworks. To learn the control losses and business continuity.</li> <li>4. Getting acquainted with the models of governance in organizations and risk management liaison. To learn about the risk management projects. To learn about the operational risks in financial organizations, as well as, the supply of risk management in organizations.</li> <li>5. Getting acquainted with the enterprise of risk management, learning the 10 steps of the risk management. Describing the relationship between risk appetite, risk exposure, and risk capacity. Describing the types of risk control. Te përshkruajnë rendësin e sigurimit dhe rrethanat kur blihet sigurimi. Describing the importance of insurance and circumstances when purchasing the insurance.</li> <li>6. Gaining knowledge on safety and risk reporting. Describing the internal audit and its role in risk management. Learning about risk reporting. And, describing the importance of social corporate responsibility, as part of the corporate responsibility.</li> </ol> <p><b>b) Communication Skills:</b></p>

	<p>The demonstration of advanced managerial skills in risk management, such as, the ability to plan, assess, control, and risk reporting.</p> <p><b>c) Learning Skills:</b></p> <ol style="list-style-type: none"> <li>1. Critical analysis of the case studies presented at the end of every lecture.</li> <li>2. Effective use of the library and materials from the Internet that have to do with the risk management.</li> </ol>
<p><b>Teaching methodology (and studying)</b></p>	<p><i>Explanation and concretization of theoretical concepts of the study and analysis of practical examples. Interactive lectures through the involvement of students in debates, group activities, case studies, and research debates, presentation of seminar papers, essays and scientific research; the development of critical thinking students.</i></p>
<p><b>Assessment methods (the passing criteria)</b></p>	<p>In one semester two exams (tests) will be held, whereas, when approaching the end of the semester, than the students will face with the final exam. The exams are confied with the ‘multiple choice testing’ system, with a total of 20 questions. Each of the questions is certified with 2 points, meaning that the maximum of points will be 40.</p> <p>The student will be able to pass the exam if more than half of the questions are answered correctly. Once the student passes the first exam, than it is automatically allowed in attending the second one.</p> <p>On determining the final grade, the following method of assessment will apply:</p> <p>Maximum of 80 points from both of the exams; writing, orally, essay form; where the final evaluation will be determined based on the relevant case.</p> <p>Maximum of 10 points on seminars, essays, scientific papers, and presentations.</p> <p>Maximum of 10 points on participation/attendance – overall activity.</p> <p><b>Examination and Assessment</b></p> <p>On determining the final grade, the following method of assessment will apply for regular students:</p> <p>Maximum of 80 points from both of the exams; writing, orally, essay form; where the final evaluation will be determined based on the relevant case.</p> <p>Maximum of 10 points on seminars, essays, scientific papers, and presentations.</p> <p>Maximum of 10 points on participation/attendance – overall activity.</p> <p>On determining the final grade, the following method of assessment will apply for correspondence students:</p> <p>Maximum of 80 points from both of the exams; writing, orally, essay</p>



	<p>form; where the final evaluation will be determined based on the relevant case.  Maximum of 10 points on seminars, essays, scientific papers, and presentations.  Maximum of 10 points on consultations with the professor or assistant, at least once (1) or twice (2) a week for the same subject.</p> <p>The final grade will be determined:  From 50 - 59 common points, the students final grade will be 6 (six).  From 60 - 69 common points, the students final grade will be 7 (seven)  From 70 – 79 common points, the students final grade will be 8 (eight)  From 80- 89 common points, the students final grade will be 9 (nine)  From 90 – 100 common points, the students final grade will be 10 (ten)</p> <p><i>(Warning: all of the details of the assessment form are included in the Regulation of the Examination).</i></p>
<b>Means of Concretization - IT</b>	The usage of the whiteboard, internet, wireless, computer, projector, powerpoint, etc.
<b>The ratio between the theoretical and practical study</b>	<b>70 % of the theoretical part</b> <b>30% of the practical part</b>
<b>Literature</b>	
<b>Basic Literature</b>	<p><b>Paul Hopkin: “Fundamentals of Risk Management”</b>  <b>Understanding, evaluating and implementing effective risk management</b></p> <p>Botuesi: IRM, Kogan Page</p> <p>© The Institute of Risk Management, 2010  ISBN 978-0-7494-5942-0 -- ISBN 978-0-7494-5943-7 (ebook) 1. Risk management. I. Title. HD61.H567 2010</p> <p>658.15'5--dc22</p>
<b>Additional Literature</b>	<p><b>A Risk Management Standards</b>  Published by AIRMIC, ALARM, IRM: 2002.</p> <p><b>Rene Doff: “Managing Risk Insurers”</b>  Risk Control, Economic Capital and Solcency II  Netherlands, 2007</p>

<b>The designed studying plan</b>	
<b>Week</b>	<b>The lecture includes:</b>
<b>First Week</b>	Introduction to the syllabus and working methods
<b>Second Week</b>	Introduction to risk management; case studies; pages 9-63 of the compulsory literature
<b>Third Week</b>	Risk Strategy; Pages 65-117; Case Studies; Group Discussions
<b>Fourth Week</b>	Risk Assessment; Pages 119-171
<b>Fifth Week</b>	Case Study Presentations in Groups
<b>Sixth Week</b>	<b>EXAM WEEK</b>
<b>Seventh Week</b>	Risks and Organizations; Pages 173 – 221 from the Mandatory literature. Case Studies, Group Presentations, Debates.
<b>Eighth Week</b>	Risk Response; Pages 223 -287 from the Mandatory literature Case Studies, Group Presentations, Debates.
<b>Ninth Week</b>	Insurance and Risk Reporting; Pages 289 -299 from the Mandatory literature Case Studies, Group Presentations, Debates.
<b>Tenth Week</b>	Activities of internal audit function; Pages 299 – 312 from the literature Case Studies: The role of the internal audit in commercial banks or insurance companies; Group Presentations; Debates.
<b>Eleventh Week</b>	Reporting on Risk Management; Pages 313 – 320 Case Studies: Reporting on risk management in insurance companies and hotels; Group Presentations; Debates.
<b>Twelfth Week</b>	<b>EXAM WEEK</b>
<b>Thirteenth Week</b>	Corporate Social Responsibility; Pages 327 – 332 from the Mandatory/6 ECTS literature Case Studies, Group Discussions.
<b>Fourteenth Week</b>	<b>Scientific Research Presentations</b>
<b>Fifteenth Week</b>	<b>Seminar Papers Presentations</b>

<b>Subject</b>	<b>Managerial Accounting/Mandatory/6 ECTS</b>
<b>Subject description</b>	This course is dedicated to master level students and intends to equip students with the necessary knowledge with respect to managerial accounting for internal use within the organization. The following topics will be covered during one semester lectures: cost managing systems, methods for cost calculation, analysis of costs and product price, differential analysis and decision-making, capital investment analysis, budgeting etc.
<b>The aim of the subject:</b>	The aim of the course is to deliver the best possible knowledge of managerial accounting tools in order to make best possible decisions within the organization.

<p><b>Expected results of the learning:</b></p> <p>(a) <b>knowledge;</b>  (b) <b>skills</b>  (c) <b>competencies:</b></p> <p><b>According to European Framework Qualifications:</b></p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>-to understand cost types</li> <li>-to understand methods of calculating indirect costs</li> <li>-to understand the ABC cost calculation method</li> <li>-to understand the budgeting process</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-to analyze independently and manage direct and indirect costs.</li> <li>-to provide opinion on decision-making processes in the short-run</li> </ul> <p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>-lead in different production and service companies.</li> <li>-to evaluate production costs of products and services and give educated opinion based on the impact of these costs in the organization</li> <li>-Advice managing production sectors.</li> </ul>
<p><b>Teaching methodology and learning methodology</b></p>	<p>Teaching methods are based on interactive/Socratic method as well as through traditional lecturing while incorporating the case method in order to achieve higher results.</p>
<p><b>Evaluation method (criteria to pass exam)</b></p>	<p>There will be two mid-term exams during the semester and one final exam. Class attendance and participation is Mandatory/6 ECTS to build upon the final grade, through managerial accounting problem solving activities during classes.</p>
<p><b>The teaching/learning tools/ IT</b></p>	<p>The writing board, projector-computer-power point, case studies.</p>
<p><b>The distribution of the theoretical and practical part of the studies</b></p>	<p>50% theoretical work and 50% practical work</p>
<p><b>Literature</b></p>	<p>Doole, Isobel, and Robin Lowe. <i>International marketing strategy: analysis, development and implementation</i>. Cengage Learning EMEA, 2008.</p> <p>Czinkota, Michael, and Ilkka Ronkainen. <i>International marketing</i>. Cengage Learning, 2012.</p> <p>Terpstra, Vern, James Foley, and Ravi Sarathy. <i>International marketing</i>. Naper Press, 2012.</p>

	Kotler, Philip, and Gary Armstrong. <i>Principles of marketing</i> . Pearson Education, 2010.
<b>Week</b>	The lecture includes:
<b>First Week</b>	Course Introduction
<b>Second Week</b>	Managerial Decision Making: Planning, Period Costs vs. Product Costs, Direct Materials and Direct Labor, Manufacturing Overhead, Inventory Management, Raw Materials Work In Progress
<b>Third Week</b>	Cost Management
<b>Fourth Week</b>	Direct Materials and Direct Labor
<b>Fifth Week</b>	Activity Based Costing
<b>Sixth week</b>	Costs-Volume-Profit-Analysis
<b>Sixth Week</b>	Cost, Profit, Volume of Activity, and Business Decisions
<b>Seventh Week</b>	Short-Term Decision Making
<b>Eighth Week</b>	Overview
<b>Ninth Week</b>	Budgeting And Cost Variances
<b>Tenth Week</b>	Time Advisory
<b>Eleventh Week</b>	Capital Budgeting
<b>Twelfth Week</b>	Time Advisory
<b>Thirteenth Week</b>	Performance Evaluation
<b>Fourteenth Week</b>	Presentations
<b>Fifteenth Week</b>	Final Overview

<b>Subject</b>	<b>Managerial Decision-making/Mandatory/6 ECTS</b>
<b>Subject description</b>	This module examines the individual and collective factors that affect the decisions that managers make in their everyday work lives. This course focuses on the role, process, and models of managerial decision-making within organizations.
<b>The aim of the subject:</b>	The aim of the course is to educate students to think effectively about the inputs into a decision analysis, and how to use the outputs to guide actions by themselves and their firms.
<b>Expected results of the learning:</b>  (a) knowledge; (b) skills (c) competencies:	Knowledge:  -advanced knowledge in decision-making  -knowledge for concepts, theories and functions of decision-making

<p><b>According to European Framework Qualifications:</b></p>	<p>-knowledge for methods of managerial decision-making</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>-to make advanced managerial decisions within the organization</li> <li>-ability to analyze and implement types of decisions based on the problems that may arise in the workplace</li> <li>-to make individual and group decisions.</li> </ul> <p>Competency:</p> <ul style="list-style-type: none"> <li>-accountable in managerial decision making</li> <li>-Competent in making organizational decisions based on organizations goals and objectives</li> </ul>
<p><b>Teaching methodology and learning methodology</b></p>	<p>Theoretical concepts are tackled through case studies while giving students the opportunity to learn from these examples.</p>
<p><b>Evaluation method (criteria to pass exam)</b></p>	<p>A student's grade will be based on his or her performance on 1 written assignment followed up with a presentation as well as a mid-term and a final exam. Class attendance and participation is Mandatory and students are expected to actively participate on class discussions in order to claim their points in this regard.</p>
<p><b>The teaching/learning tools/ IT</b></p>	<p>Projector, board, computer, Microsoft office, projector etc.</p>
<p><b>The distribution of the theoretical and practical part of the studies</b></p>	<p>50% of the course is theoretically based and 50% in practical studies</p>
<p><b>Literature</b></p>	<p>Vasilika Kume “Managerial Decision-making “, fourth edition. 2010</p> <p>John Adair “Decision Making and Problem Solving Strategies” 2007</p> <p>Ian Powell. Effective Management Decision Making. 2012</p>
<p><b>Week</b></p>	<p>Lecture units</p>
<p><b>I</b></p>	<p>Introduction: A framework for thinking about decisions</p>
<p><b>II</b></p>	<p>Chance, control, and learning from experience</p>
<p><b>III</b></p>	<p>Prediction and probability judgment</p>
<p><b>IV</b></p>	<p>Frames and values</p>
<p><b>V</b></p>	<p>Decision making under uncertainty</p>

<b>VI</b>	Presentations
<b>VII</b>	Overview
<b>VIII</b>	Reasons, conflict, and consumer choice
<b>IX</b>	Reason-based choice Conflict and tradeoff
<b>X</b>	Group decision making
<b>XI</b>	Decision making over time
<b>XII</b>	Creativity in problem structuring
<b>XIII</b>	Ethical Issues
<b>XIV</b>	Case study
<b>XV</b>	Overview

<b>Subject</b>	<b>Innovation Management/Elective/6 ECTS</b>
<b>Subject description</b>	This course addresses selected challenges and opportunities related to managing innovation. Starting with organizing innovation, innovation strategy, product innovation all the way to Research and Development.
<b>The aim of the subject:</b>	The aim of the course is to provide understandings of how innovation takes place and what are the important explanatory factors, as well as the economic and social consequences interact with innovation.
<b>Expected results of the learning:</b>  <b>(a) knowledge;</b> <b>(b) skills</b> <b>(c) competencies:</b>  <b>According to European Framework Qualifications:</b>	<b>Knowledge:</b> -Understand the definitions and concepts of innovation, invention and research and development -Explore main models of innovation -Use and apply tools for innovation management  <b>Skills:</b> -Diagnostic and analytical skills - Enhance verbal skills through class and syndicate discussions -Build up judgmental and interpretation skills  <b>Competency:</b> -Learn how to evaluate different options

	<ul style="list-style-type: none"> <li>- Formulate and develop strategy</li> <li>- Assess and resolve managerial challenges</li> </ul>
<b>Teaching methodology and learning methodology</b>	Lectures and guest lectures, learning is supported by the student's individually written learning coursework, case analyses, and workshops. The course requires significant amount of in class participation as well as independent study.
<b>Evaluation method (criteria to pass exam)</b>	Evaluation is based on two-midterm exams, composed of 3 mini essays where the student is given room to express knowledge in a creative manner. In addition, the coursework is a major component of building the grade by addressing critically the given topic of research and by including at least 15 references in order to achieve higher mark.
<b>The teaching/learning tools/ IT</b>	Projector, case studies, board, internet, powerpoint
<b>The distribution of the theoretical and practical part of the studies</b>	70% theoretical, 30% practical
<b>Literature</b>	<p>Maital, Shlomo, and D. V. R. Seshadri. <i>Innovation management</i>. Sage, 2012.</p> <p>Smith, David. <i>Exploring innovation</i>. McGraw-Hill Higher Education, 2010.</p> <p>White, Margaret, and Garry Bruton. <i>The management of technology and innovation: A strategic approach</i>. Cengage Learning, 2010.</p>

<b>Subject</b>	<b>Finance/Elective/6 ECTS</b>
<b>Subject description</b>	While conducting the lecturing program, has been taken into account that students have no prior knowledge of finance while the course will take into account the basics. The course course covers the following topics: basic concepts of finance, financial system, business finance, tax, customs, and financial markets.
<b>The aim of the subject:</b>	The aim of the course is to provide students the necessary knowledge in order to interrelate the theory and financial practices in real life and to prepare them for e successful career in the financial industry.
<b>Expected results of the learning:</b>  <b>(a) knowledge;</b> <b>(b) skills</b> <b>(c) competencies:</b>  <b>According to European Framework Qualifications:</b>	<b>Knowledge:</b> -to understand the basic concepts of finance -to understand how to create and to manage efficiently company assets in the financial market -to understand the role of financial markets -to understand how to manage risks: exchange rate risk, interest rates, inflation  <b>Skills:</b> -To manage financial duties whether in the private or public sector as well as to express their opinion on the financial health of the organization. -to provide feedback on the company's current financial situation.  <b>Competency:</b> -to lead in the financial sector: banks or insurance companies -competency on evaluating different financial sectors as well as express their opinion on the potential financial difficulties
<b>Teaching methodology and learning methodology</b>	Every week there are two hours of exercises, after every other lecture there are given mini coursework's to analyze and discuss them in class. In addition there will be visits of



	financial institutions. Lectures will be focused on student active participation, as well as group or individual presentations are Mandatory.
<b>Evaluation method (criteria to pass exam)</b>	Evaluation process is an ongoing process where the student is obliged to be present and be active during class discussions. The coursework which is based on conducting financial analysis and interpretations is Mandatory as well and weighs in total 30%. Midterm and final is exam are a major component accounting for 60% of the total grade
<b>The teaching/learning tools/ IT</b>	Projector, Microsoft office, board, internet, etc
<b>The distribution of the theoretical and practical part of the studies</b>	50% lectures, 50% excersises
<b>Literature</b>	Sasbhaudin Komoni "Finance" Economic Faculty Prishtina 2012  F. Mishkin and S.G. Eakins "Markets and financial institutions" second edition 2009
<b>Week</b>	<b>Lecture units</b>
<b>I</b>	Introduction to Finance
<b>II</b>	Approaches to Valuation
<b>III</b>	Stock and Bond Valuation
<b>IV</b>	Valuation of Single Future Cash Receipts, Perpetuities, Annuities, and Non-constant Growth of Future Cash Flows
<b>V</b>	Financial Statements and Cash Flow Estimations
<b>VI</b>	Risk Return and Opportunity Cost of Capital
<b>VII</b>	Capital Asset Pricing MODEL (CAPM)
<b>VIII</b>	Overview
<b>IX</b>	Market Efficiency and Behavioral Finance
<b>X</b>	Capital Budgeting, Real Options and NPV
<b>XI</b>	Financial Ratios
<b>XII</b>	Exercises-Financial Ratios
<b>XIII</b>	Pro Forma Financial Projections and Analysis
<b>XIV</b>	Mergers, Acquisitions and Corporate Control
<b>XV</b>	Final Overview

<b>Subject</b>	<b>E-Business/Elective/6 ECTS</b>
<b>Course description</b>	Introduction, definition and concept of E-business, profitability and limit; models of e-business, e-market:

	features, components and classification, e-catalogs and search systems (surfing), E-marketing, Internet action; impact E-market business processes and organization
<b>Aim of the course:</b>	The aim of the course is for students to acquire knowledge, skills and competencies for e-business as one of the business contemporary inventions. E-business in the context of rapid development of technology has replaced many actual businesses.
<b>Expected results from students:</b>	<p>After the completion of this course the students will gain :</p> <ul style="list-style-type: none"> <li>- Knowledge on business technology application on the work of customs.</li> <li>- To gain skills for the ways for application of information technology in different kind of business as well as custom and Freight Forwarder procedures.</li> </ul> <p>To formulate clear ideas about the application and the importance of application of information technology in business.</p>
<b>Teaching methodology:</b>	Problem-based learning, project work in groups, student-centered active learning, based on sources learning, usage of the case study method, role-playing, classroom workshops, group presentations, the use the summaries of learning for students to record their educational experience.
<b>Evaluation methodology:</b>	<p>Exams are organized in the following forms: writing, oral, and written and oral combined.</p> <p>Evaluation exam test is confined by the system "multiple choice testing", with a total of 30 questions, maximum 100 points. Exclusively in specific subjects, which have special specifications, the number of questions - tasks can be smaller, but the number of points does not change.</p> <p>The student passes the exam if there are over 51 points scored in the evaluation test.</p> <p>Instructor of the course can also organize other forms of evaluation tests thought that it would be more useful for evaluating students' knowledge.</p> <p>Determining the final grade of the exam evaluation test is</p>

	<p>done in this way:</p> <p>From 51 – 60 points, the grade is 6 (six)</p> <p>From 61 – 70 points, the grade is 7 (seven)</p> <p>From 71 – 80 points, the grade is 8 (eight)</p> <p>From 81 – 90 points, the grade is 9 (nine)</p> <p>From 91 – 100 points, the grade is 10 (ten).</p>
<b>Literature</b>	
<b>Core literature:</b>	e-Business Essential: Successful e-Business Practices: 1/e 2000 ISBN: 078972474
<b>Additional literature:</b>	<p>e-Business and e-Commerce: 2/e Dave Chaffey 2004 ISBN: 0273683780</p> <p>e-Business Marketing 1/e Terri Albert William Sanders 2003 ISBN: 0130352918</p> <p>M.Sekuloska, Mocev, <i>E-biznis</i>, FTU Ohrdi, 2005</p>
<b>Plani i dizajnuar i mësimit:</b>	
<b>Week</b>	<b>Lecture to be carried</b>
Week One:	Introduction on electronic business. Development of internet and electronic business.
Week Two:	Role and importance of electronic business in times of intensive economical and technological developments
Week Three:	Systems of information
	Development of the internet
Week Five:	Main concepts of the internet.
Week Six:	Bases of electronic business.
Week Seven:	Company's Strategic Positions, Company's e-bussines
Week eight:	Modeling e-business
Week Nine:	Verifying learning results .
Week ten:	Managing e-business projects

Week eleven:	Re-engineering in e-business
Week twelve:	Structure of e-business
Week thirteen:	The main segment of business B2B in internet and out of it that covers private industrial networks (Private Industrial Network - PIN).
Week Fourteen:	XML Common Business Library.
Week Fifteen:	Final test.

Explanations about Internship are given at the narrative of this report.

**Profile: General Management, MA (second year)**

*Third semester*

<b>Subject</b>	<b>Brand management/Mandatory/6 ECTS</b>
<b>Course Description:</b>	Brand Management Course will help students acquire advanced knowledge of the contemporary brand and its management. Throughout studying this subject, the student will achieve knowledge about the history of the brand, concept and definition of the brand, the role and importance of the brand, the ratio of the product and brand identity and elements of the identity of the brand, the strategic management of the brand, brand development success and their values, measuring the value of the brand, etc.
<b>Course Objectives:</b>	<b>The purpose of this course</b> is for students to possess the needed knowledge of the brand and its management, as well as, enabling the implementation of this knowledge in their organization, where they will be working in the future.
<b>Studying Outcomes:</b>  (a) knowledge; (b) abilities/skills and (c) powers:	<b>Upon completion of the program, students will gain knowledge, in:</b>  <b>Knowledge:</b>  • Understanding the role of the brand of the objectives of

	<p>the firm;</p> <ul style="list-style-type: none"> <li>• Advanced knowledge in the conceptual development and brand management, and integrating the major areas of the subject in their organizations;</li> </ul> <p><b>Abilities and Skills:</b></p> <ul style="list-style-type: none"> <li>• Proficiency knowledge about the brand;</li> <li>• Being able to use the skills and more specialized techniques in the management of specific brands;</li> <li>• Decision-making skills and the skills associated with the brand;</li> <li>• Skills in the evaluation of new information from a wide range of resources and being able to use the specialized skills to solve problems for the development of new knowledge and procedures and integrate the knowledge from different fields.</li> </ul>
<b>Teaching methodology (and studying)</b>	Concretization of theoretical concepts are taught from studying and analysing the practical examples. Group work, case study research are among the techniques extensively used throughout the course
	Students are expected to build upon their grade based on active participation, seminar and examination. Additional readings are required in order students to be able to address phenomena in a critical manner through citations.
<b>Assessment methods (the passing criteria)</b>	Concretization of theoretical concepts are taught from studying and analysing the practical examples. Group work, case study research are among the techniques extensively used throughout the course
<b>Means of Concretization - IT</b>	The usage of the whiteboard, internet, wireless, computer, projector, powerpoint, etc.
<b>The ratio between the theoretical and practical study</b>	<b>50% of the theoretical part</b> <b>50% of the practical work</b>
<b>Literature</b>	
<b>Basic Literature</b>	<i>Tihomir Vraneseviq "Upravljanje markama" Accent, Zagreb, 2009.</i>
<b>Additional Literature</b>	<i>Wheler.A "Designing Brand Identity" John Wiley &amp; Sons, 2010.</i>
<b>The designed studying plan</b>	
<b>Week</b>	<b>The lecture includes:</b>
<b>First Week</b>	The importance and brand management; the concept and definition of the

	brand
<b>Second Week</b>	The role and brand importance
<b>Third Week</b>	Identity and brand identity elements Study group work, debates.
<b>Fourth Week</b>	Brand management and elements Case studies in groups;
<b>Fifth Week</b>	Strategia management of the brand
<b>Sixth Week</b>	<b>EXAM WEEK</b>
<b>Seventh Week</b>	Usage of successful brands Debates and discussion groups;
<b>Eighth Week</b>	The strategy of internationalization of the brand Discussions of specific examples prepared by students;
<b>Ninth Week</b>	The enlargement strategy, the evidence and co-branding
<b>Tenth Week</b>	The value and measurement of the brand value Case study groups;
<b>Eleventh Week</b>	Measuring the financial brand values Examples: Vala 900, Ipko
<b>Twelfth Week</b>	<b>EXAM WEEK</b>
<b>Thirteenth Week</b>	Presentations of seminar papers and their assessment.
<b>Fourteenth Week</b>	Presentations of scientific papers and their assessment
<b>Fifteenth Week</b>	<b>Review</b>

<b>Subject</b>	<b>Human Resource Strategic Management/Mandatory/6 ECTS</b>
<b>Course description:</b>	Managing people is considered as the most complex management in an organization, since that success achieved defines the whole success of the organization. Human resource management is a course, which helps students acquire modern knowledge of resource management concepts and lead the organization – precisely, the people. The student will gain knowledge in human resource management as a discipline, the strategy of development of human resources, defining needs, and human resource planning. The recruitment of contemporary concepts, selection of employees, as well as, motivation, development, and remuneration of human resources, will be discussed throughout the course.
<b>Course objectives:</b>	Human resource management intends that students attain knowledge, training, and advanced skills for the role, importance, organization and management of human

	resources within an organization. Students must reach the advanced skills of human resources, being able to apply this knowledge into practice in those organizations where we would most probably be working in the near future.
<b>Studying Outcomes:</b> <b>(a) knowledge;</b> <b>(b) abilities/skills and</b> <b>(c) powers:</b>	<b>Upon completion of the program, students will gain knowledge, in:</b>  <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• On understanding the importance of human resource management.</li> <li>• On understanding the different concepts of human resource management and implementing them in an organization.</li> </ul> <b>Abilities and Skills:</b> <ul style="list-style-type: none"> <li>• Skills on learning the modern concepts of human resource management and implementing them in an organization.</li> <li>• Ability to adapt, work in teams, and motivating the subordinates, in the best way possible.</li> <li>• Competent in the exercise of autonomy and initiative behavior – motivation for the employees.</li> <li>• Competent in directing human resource management.</li> </ul>
<b>Literature</b>	
<b>Teaching methodology (and studying)</b>	Concretization of theoretical concepts are taught from studying and analysing the practical examples.
<b>Assessment methods (the passing criteria)</b>	Students will be assessed based on participation, seminar and examination. The focus of assessment will be based on the knowledge, skills and competences required to gain.
<b>Means of Concretization - IT</b>	The usage of the whiteboard, internet, wireless, computer, projector, powerpoint, etc.
<b>The ratio between the theoretical and practical study</b>	70% of the course is based on lectures while 30% practical work
<b>Literature</b>	
<b>Basic Literature</b>	Prof.Dr. Ymer Havolli "Human Resource Management" , Prishtina, 2011

<b>Additional Literature</b>	PAUL BANFIELD & REBECCA KAY – <b>THE INTRODUCTION TO HUMAN RESOURCE MANAGEMEN</b> , OXFORD UNIVERSITY 2011 <i>Prof.Dr. Gabriela Rakceviq “Human Resource Management”, Pjeter Budi Literature from the Internet</i>
<b>The designed studying plan:</b>	
<b>Weeks</b>	<b>The lecture includes:</b>
<b>First Week</b>	Introducing the syllabus and meeting with students. Introduction to management.
<b>Second Week</b>	The concept of human resources.
<b>Third Week</b>	The strategy of the development of human resources. Group discussions on the development of human resources in Kosovo.
<b>Fourth Week</b>	Defining and planning human resources. Discussions on the planning of human resources in specific organization in Kosovo.
<b>Fifth Week</b>	Recruitment and selection of human resources. Case studies from students on PTK, CBK, and Airport Prishtina.
<b>Sixth Week</b>	<b>EXAM WEEK</b>
<b>Seventh Week</b>	Orientation and adaptation at work; motivation of human resources. Case study practices in certain organizations done by students.
<b>Eighth Week</b>	The development of human resources and intellectual capital.
<b>Ninth Week</b>	Knowledge management
<b>Tenth Week</b>	The required performance of human resources. Performance on case study evaluations in banks and insurance companies.
<b>Eleventh Week</b>	Remuneration of human resources. Case studies, group work
<b>Twelfth Week</b>	<b>EXAM WEEK</b>
<b>Thirteenth Week</b>	Presentation on scientific papers and their evaluations.
<b>Fourteenth Week</b>	Presentation on seminar papers and their evaluations.
<b>Fifteenth Week</b>	

<b>Subject</b>	<b>Managing Public Finance/Mandatory/6 ECTS</b>
<b>Subject description</b>	This course covers topics of Public finance with respect to fiscal policy for the case of Kosovo. Public spending’s their understanding, structure and classification are matter to be discuss during the lectures. In addition topics such as: types of public income, direct and indirect tax, principles of political-finance, budget, budget procedures, budget reserves etc. are among topics to be explored.
<b>The aim of the subject:</b>	The aim of the course is to provide students the necessary



	knowledge of public finance data, and thus, equip students to engage constructively in the formulation, implementation, and evaluation of public finance policies.
<p><b>Expected results of the learning:</b></p> <p>(a) knowledge; (b) skills (c) competencies:</p> <p><b>According to European Framework Qualifications:</b></p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>-of the public resource expenditure and mobilization</li> <li>-to understand the governance of the central and local government of public finance</li> <li>-to understand the economics of taxation</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-to be able to identify and distinguish between central and local level budget plans</li> <li>-to be able to identify cost government spending's and be able to distinguish between potential spending's with higher rates of return</li> </ul> <p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>-to work in different financial sectors, whether in local or central level government</li> <li>-strategically plan budgeting projects</li> <li>-to evaluate the structure of central and local level government</li> </ul>
<b>Teaching methodology and learning methodology</b>	Teaching methods are based on interactive/Socratic method as well as through traditional lecturing while incorporating the case method in order to achieve higher results.
<b>Evaluation method (criteria to pass exam)</b>	Note: all details of the assessment form are included in the Regulation of the Pjeter Budi college
<b>The teaching/learning tools/ IT</b>	The writing board, projector-computer-power point, case studies.
<b>The distribution of the theoretical and practical part of the studies</b>	70% theoretical work and 30% practical work
<b>Literature</b>	<p>Sabri Kadriu "Public finance" Prishtina 2012</p> <p>Sabhaudin Komoni "Financat Publike" Prishtina 2008</p> <p>Avdyl Menaf Bexheti "Public Finance" Tetovo 2007</p>

<b>Subject</b>	<b>Total Quality Management/Mandatory/6 ECTS</b>
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<b>Short description of content</b>	<p>As a basic literature, the book of Prof. Dr. Gadaf Rexhepi ‘‘Total Quality Management’’. The book is divided in six chapters, which are interconnected between themselves and function as an unique system. The presentation of the matter is highly focused ni the concepts in a way that warns the attendants that each parts fulfills the other.</p> <p>Chapters are divided as the following:</p> <ul style="list-style-type: none"> <li>- The role of Total Quality Management</li> <li>- The guidance in the theory of TQM.</li> <li>- Elements of TQM.</li> <li>- Implementation of TQM and,</li> <li>- Application of TQM.</li> </ul>
<b>Expected learning aims and outcomes</b>	<p>Kjo lëndë synon që në detaje t’i analizojë teknikat e TQM-së, si dhe teoritë më të njohura të saj. Qëllimi i studimit është qe studentët të zotërojnë njohuri të avancuar mbi TQM-në, të teknikave të TQM-së dhe të aftësohen që të zhvillojnë mendim kritik për proceset në ndërmarrje, identifikimin e problemeve dhe të ofrimit të zgjidhjeve optimale që sigurojnë menaxhim total te cilësisë.</p> <p>Lënda do ti shërbejë nevojave mësimore të studentëve të menaxhmentit te nivelit master, dhe këto njohuri mund ti aplikojnë ne biznes, arsim, inxhinieri, kujdesin shëndetësor, në institucionet e arsimit të lartë. Njohuritë mund ti aplikojnë në te gjitha organizatat e madhësive te ndryshme: në shërbime, prodhim, pune qeveritare, ushtarake, ndërtimit, arsimit, biznesit të vogël, kujdesin shëndetësor, dhe organizata jofitimprurëse.</p>
<b>Knowledge</b>  <b>Skills</b>  <b>Competencies</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Advanced knowledge in TQM.</li> <li>- To understand the techniques that are used in TQM.</li> <li>- To differe the processes of TQM.</li> <li>- To identify the critical main points of these processes.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Ability in analysing and comparing the processes.</li> <li>- Ability to evaluate the processes and to synthesize their findings upon the</li> </ul>

	<p>scientific parameters.</p> <p><b>Competences:</b></p> <p>- Competent in analysis, evaluations and decisions in the creation and development of different TQM systems.</p> <p>To offer an optimal solution regarding the problems that are exposed through the usage of these techniques and processes in TQM.</p> <p>To do research about the processes, to offer different advisory services and to manage the processes of TQM.</p>
<b>Teaching and learning methods</b>	<p>Concretization of theoretical concepts learned during the studies and the analysis of practical examples. Work group, case studies, research. Individual work, giving assignments, like reading a specific material and writing a synthesized text about it, the presentation of essays in group, and class discussions.</p>
<b>Evaluation methods and passing criteria</b>	<p>The student's performance is assessed throughout the semester, through the evaluation process, special importance is given to the ability of the students to find specific information and to analyse the findings in a critical way; then the ability to find the solution on a specific problem through different scientific research, seminar papers and essays. Through these two formal evaluations, besides the general knowledge through the answers given to the questions with multiple choices, the student is obligated to work on the essay which is going to help the professor to evaluate the abilities of the students about the specific topic, so it can reflect, compare, and analyse the problem that he/she is dealing with. Student's final exam is the presentation of a mini-scientific research, about an institution or an organisation which identifies the current situation of the management and the quality, and that offers a solution about the identified problems.</p>
<b>Concretisation means/IT</b>	<p>Case studies in the internet</p> <p>Video recordings</p> <p>Powerpoint, projector, etc.</p> <p>Video conferences</p>
<b>Ratio between the theoretical and practical part of teaching</b>	<p><b>70% theory, and 30% practice.</b></p>

<b>Literatura</b>	
<b>Basic literature</b>	<i>Prof.Dr. Gadaf Rexhepi; Menaxhimi i Cilesise Totale”, Logos-A, Shkup 2010.</i>  <i>ISBN 978-9989-58-356-8</i>
<b>Additional literature</b>	<i>R. Ashley Rawlins TD.DL: ”Total Quality Management”, Author Hause, 2008,</i>  <i>ISBN: 978-1-4343-7298-7</i>
<b>Teaching plan</b>	
<b>Week</b>	<b>Lesson Units</b>
<b>1</b>	The presentation of the syllabus, and getting to know the students  Object, the purpose, and the methodology of work  The separation of study-groups, the planning of seminar papers
<b>2</b>	The role of TQM; Page 14-38, from the basic literature.  Defining quality, the quality of production, the quality of services, the price of quality, the usefulness of high quality and the consequences from the weak quality.
<b>3</b>	Guidance and the theory of TQM, Page 43 - 72  The classic authors of TQM; Walter Shewhart, Walter Deming, Joseph Juran, Armend Feingebaum; Full control of the quality  Presentation of the seminar paper of the group, in front of the students.
<b>4</b>	The authors of TQM in the western economy; Page 72-99  Philip Crosby, Zero defects.  Authors of TQM in the Japanese economy;  Kaori Ishikawa, Genichi Taguchi, Shigeo Shingo.  Seminar paper, the presentation of the second group.
<b>5</b>	Total Quality Management; Page 95-103  The advantages and disadvantages of TQM.

	Presentation of a seminar paper, third group of the students.
<b>6</b>	Review on the lessons/lectures, and preparation for the first pre-test
<b>7</b>	<p>The elements of TQM; Page 103-113</p> <p>The vision and the planned declaration; Leadership and the focus of the users; Advanced system of evaluation the quality; The perfection of production and the process; The inclusion of the employers and their training; Understanding and Rewarding.</p> <p>Seminar paper, a group of students.</p>
<b>8</b>	<p>The techniques of TQM, Page 113-133</p> <p>The importance of TQM technique; the types of techniques, and the circles of quality.</p> <p>Presentation of the seminar paper, student group, 4 sigma.</p>
<b>9</b>	<p>Benchmarking, page 133-188</p> <p>Continuous upgrade, Empowerment; Outsourcing; The lowering of the timeline.</p> <p>Seminar paper presentation, student group, debate and evaluation.</p>
<b>10</b>	<p>The application of TQM, page 197 -210</p> <p>The factors which influence the application of TQM; Malcolm Baldrige's model. The European Awards about quality. The price of Deming</p> <p>Seminar presentation, group student.</p>
<b>11</b>	<p>ISO 9000 and 14000 and TQM, page 224-239</p> <p>The implementation of TQM techniques in Vala 900 and the Adem Jashari Airport, ETC, Viva Fresh, Binni.</p> <p>Seminar paper presentation, student group.</p>
<b>12</b>	Review of the past materials, and the preparation for the second pre-test.
<b>13</b>	Exercises
<b>14</b>	Presentation of a scientific seminar
<b>15</b>	Presentation of a scientific seminar

<b>Subject</b>	<b>Corporate Governance/Elective/6 ECTS</b>
<b>Subject description</b>	Topics covered include, but are not limited to: time value of money, the relationship between risk and return including the capital asset pricing model, the valuation and role of debt and equity, capital budgeting/project evaluation techniques, cost of capital, cash flow estimation, project risk analysis, real options, company valuation, and capital structure decisions.
<b>The aim of the subject:</b>	The aim of the course is to equip students with the necessary knowledge to understanding and address problems commonly faced by corporate decision makers and provide opportunities to apply these concepts to contemporary business situations.
<b>Expected results of the learning:</b>  <b>(a) knowledge;</b> <b>(b) skills</b> <b>(c) competencies:</b>  <b>According to European Framework Qualifications:</b>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>-of the public resource expenditure and mobilization</li> <li>-to understand the governance of the central and local government of public finance</li> <li>-to understand the economics of taxation</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>-to be able to identify and distinguish between central and local level budget plans</li> <li>-to be able to identify cost government spending's and be able to distinguish between potential spending's with higher rates of return</li> </ul> <b>Competencies:</b> <ul style="list-style-type: none"> <li>-to work in different financial sectors, whether in local or central level government</li> <li>-strategically plan budgeting projects</li> <li>-to evaluate the structure of central and local level government</li> </ul>
<b>Teaching methodology and learning methodology</b>	Teaching methodology is based on interactive class discussions where students have the opportunity to express their thoughts/ideas. Case studies and real life examples are part of the lecturing methodology in order to put into practice the theory
<b>Evaluation method (criteria to pass exam)</b>	Note: all details of the assessment form are included in the

	Regulation of the Pjetër Budi college
<b>The teaching/learning tools/ IT</b>	The writing board, projector-computer-power point, case studies.
<b>The distribution of the theoretical and practical part of the studies</b>	50% theoretical work and 50% practical work
<b>Literature</b>	Tricker, Robert Ian. <i>Corporate governance: Principles, policies, and practices</i> . Oxford University Press, USA, 2015.
<b>Week</b>	Lecture units
<b>I</b>	Introduction to Corporate Governance
<b>II</b>	Legal Obligations of Boards of Directors
<b>III</b>	Board of Directors: Selection, Compensation, and Removal
<b>IV</b>	Board of Directors: Structure and Process
<b>V</b>	Specialized Tasks of Boards of Directors
<b>VI</b>	Presentations
<b>VII</b>	Overview
<b>VIII</b>	Case Study: Corporate Governance: Adem Jashari Airport
<b>IX</b>	The Audit Committee and the Governance of Financial and Other Reporting
<b>X</b>	The Market for Corporate Control
<b>XI</b>	Strategic Planning and Governance of Risk
<b>XII</b>	The Audit Committee and the Governance of Financial and Other Reporting
<b>XIII</b>	External Corporate Governance Stakeholders
<b>XIV</b>	Institutional Shareholders and Activist Investors
<b>XV</b>	Overview

<b>Subject</b>	<b>E-Marketing/Elective/6 ECTS</b>
<b>Subject description</b>	During the course of E-marketing will be studied the use of internet from businesses. Will be discussed the strategies of E-marketing and their application through the use of different programs. Some of the topics covered in this module are: strategic marketing, e-marketing plan, segmentation, targeting, differentiation, positioning etc., through the use of internet.
<b>The aim of the subject:</b>	The aim of the course is to equip students with the necessary understanding of several e-marketing tools and to enable them to develop an effective e-marketing strategy.

<p><b>Expected results of the learning:</b></p> <p>(a) <b>knowledge;</b>  (b) <b>skills</b>  (c) <b>competencies:</b></p> <p><b>According to European Framework Qualifications:</b></p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>-to understand concepts and methods of e-marketing</li> <li>-to understand the internet marketing technologies and techniques</li> <li>-to understand the internet impact on firms overall marketing strategy.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-to critically evaluate latest e-marketing trends</li> <li>-to describe technological, legal, ethical issues regarding the internet use</li> <li>-describe marketing strategies of segmenting, targeting, positioning and differentiation</li> </ul> <p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>-responsibility and accountability in decision-making with respect to e-marketing strategies</li> <li>-carry on activities or a study/academic research with respect to e-marketing</li> <li>-design and implement e-marketing plan in the workplace</li> </ul>
<p><b>Teaching methodology and learning methodology</b></p>	<p>Teaching methodology is based on interactive class discussions where students have the opportunity to express their thoughts/ideas. In particular, teaching methodology is student-centered approach based on in groups problem-solving. Classroom projects and case studies are a major component of the course, where the student is given the opportunity to critically evaluate among different types of e-marketing strategies.</p>
<p><b>Evaluation method (criteria to pass exam)</b></p>	<p>Note: all details of the assessment form are included in the Regulation of the Pjetër Budi college</p>
<p><b>The teaching/learning tools/ IT</b></p>	<p>The writing board, projector-computer-power point, case studies.</p>
<p><b>The distribution of the theoretical and practical part of the studies</b></p>	<p>50% theoretical work and 50% practical work</p>
<p><b>Literature</b></p>	<p>Judy Strauss and Raymond Frost 2013 E-marketing. Seventh edition.</p> <p>Ramiz Livoreka “Marketing Research” 2011</p>



	Strauss, Judy, Raymond Frost, and Adel I. Ansary. <i>E-marketing</i> . Pearson Prentice Hall, 2009.
<b>Week</b>	<b>Lecture units</b>
<b>I</b>	Class introduction and preview Introduction to E-Marketing
<b>II</b>	Practices in E-Marketing
<b>III</b>	Segmentation and Position
<b>IV</b>	Strategic E-Marketing and Performance Metrics
<b>V</b>	The E-Marketing Plan
<b>VI</b>	Case Study: Alibaba
<b>VII</b>	Overview
<b>VIII</b>	Social Media Marketing
<b>IX</b>	Differentiation and Positioning Strategies
<b>X</b>	Targeting Market Segments and Communities
<b>XI</b>	Product: The Online Offer; Pricing: The Online Value
<b>XII</b>	Presentations
<b>XIII</b>	Search Engine Marketing
<b>XIV</b>	Viral Marketing and Social Networking Marketing
<b>XV</b>	Customer Relationship Management

<b>Subject</b>	Banking Management /Elective/6 ECTS
<b>Subject description</b>	This course enables students to understand the role and responsibilities of executives in banks and other financial institutions. Special attention is paid to current and future trends in the banking sector, but the analysis of existing forces and changes in current bank will be reviewed along with recent changes in legislation of financial markets in different countries. Emphasis will be made on the bank's performance analysis, management of assets, liabilities and the cost of funds, credit rating and analysis of commercial and consumer loans.
<b>The aim of the subject:</b>	The aim of the course is to supply students the necessary knowledge with respect to financial institution management, including: analysis of their financial statements; asset and liability management; capital management; product development; and strategic and profit planning processes.
<b>Expected results of the learning:</b>	Knowledge: -to demonstrate an understanding of key derivative instruments in financial

<p>(a) knowledge; (b) skills (c) competencies:</p> <p>According to European Framework Qualifications:</p>	<p>market such as: futures, options, swaps</p> <p>-to explain the theoretical foundations of financial intermediation versus direct finance.</p> <p>-to describe major financial issues facing management of financial intermediaries lately</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>- Apply critical thinking skills to complex business problems by identifying and evaluating relevant issues and information</li> <li>-Use quantitative and qualitative analytical skills to identify and analyze material factors that are involved in business problems</li> <li>-Identify leading trends affecting the financial services industry</li> </ul> <p>Competency:</p> <ul style="list-style-type: none"> <li>-to analyze and compare performance, make investment decisions, and provide a rationale for policy and decision making</li> <li>-to individually or in a team environment conduct research and organize written communication.</li> </ul>
<p>Teaching methodology and learning methodology</p>	<p>Learning will be achieved using several training formats including textbook reading, presentation slides, practice exercises, assignments and study cases. Students need to interact with the professor and their classmates during class discussions, to do assignments, meet deadlines and in some circumstances to work in groups.</p>
<p>Evaluation method (criteria to pass exam)</p>	<p>The course grade will be based on two equally weighted exams worth 40% points each, a class project worth 10 points, and class participation/attendance worth 10 points. This gives a total of 100% available points in the class.</p>
<p>The teaching/learning tools/ IT</p>	<p>Computer, projector, Microsoft Office, internet, etc.</p>
<p>The distribution of the theoretical and practical part of the studies</p>	<p>The course is 50% based on theoretical practice and 50% practical.</p>
<p>Literature</p>	<p><b>Gazmend Luboteni, “ Menaxhmenti bankar”., In Collection, Prishtinë., 2008</b></p>
<p>Basic literature</p>	
<p>Additional literature</p>	

	<p><b>6. izdanje, Data status, Beograd, 2005.</b></p> <p><b>Ćirović, M., Bankarstvo, European Center for Peace and Development, Beograd, 2006.</b></p> <p>Đukić, Đ., Upravljanje rizicima i kapitalom u bankama”, Beogradska berza, Beograd, 2007.</p>
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Week	Lecture units
<b>I</b>	Overview of the Financial-Services Sector
<b>II</b>	The Impact of government policy and regulation on the financial services industry
<b>III</b>	The organization and structure of banking and the financial services industry.
<b>IV</b>	Establishing new banks, branches, ATMs, telephone services, and web sites
<b>V</b>	The financial statements of banks and their principal competitors
<b>VI</b>	Measuring and evaluating the performance of banks and their principal competitors.
<b>VII</b>	Risk management for changing interest rates: asset-liability management and duration techniques
<b>VIII</b>	Overview
<b>IX</b>	Risk management: financial futures, options, swaps, and other hedging tools.
<b>X</b>	Risk management: asset-backed securities, loan sales, credit standbys, and credit derivatives.
<b>XI</b>	The investment function in financial-services management
<b>XII</b>	Liquidity and reserves management: strategies and policies.
<b>XIII</b>	Managing and pricing deposit services
<b>XIV</b>	Investment banking, insurance, and other sources of fee income
<b>XV</b>	Consumer loans, credit cards, and real estate lending

<b>Subject</b>	<b>Strategic Communications and Intercultural relations /Elective/6 ECTS</b>
<b>Subject description</b>	Subject, offers students, basic knowledge, for importance of recognizing, the intercultural relationship, and strategic communication in general.

<b>The aim of the subject:</b>	This subject, aims to give students the knowledge necessary for intercultural relations, and the role of such relationship, in the economic sphere, business, and the impact of communication in business, etc.
<b>Expected results of the learning:</b>  <b>(a) knowledge;</b> <b>(b) skills</b> <b>(c) competencies:</b>	Upon completion of the lecture students will gain:  <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Basic Knowledge of intercultural relations,</li> <li>• Knowledge about the impact of intercultural relationship to the economic sphere,</li> <li>• Knowledge of the impact of strategic communication in the economy,</li> </ul> <b>Abilities and skills:</b> <ul style="list-style-type: none"> <li>• Ability and skills to identify the role of intercultural relationship in the sphere of business,</li> <li>• Ability to identify the impact of intercultural relations in the economy,</li> <li>• Ability and skills to identify the role of strategic communication in business and beyond,</li> </ul> <b>Competencies:</b> <ul style="list-style-type: none"> <li>• Competent to manage different cultures, which might appear in the work of business,</li> <li>• Competent to implement knowledge of different cultures in the economy,</li> <li>• Competent to implement in practical, effective ways of strategic communication,</li> </ul>
<b>Teaching methodology and learning methodology</b>	Teaching will be realized, explaining the theoretical and practical aspects of the case. Will organize group work, class discussions, and explanations of cases from daily work, with examples. Teaching will be realized, explaining the theoretical aspects of the subject, also, in the area of strategic communication. From the students will be required repetition, and interactive group work.
<b>Evaluation method (criteria to pass exam)</b>	At the end of the semester after completion of lectures, will held exam. The exam will be held in the form of a written test, which will be questions that would include the entire literature that is used for the lecture. The final test exam has a total of 80 points. To determine the final grade: From 50 – 59 accumulated point take the grade 6 (six). From 60 – 69 accumulated point take the grade 7 (seven) From 70 – 79 accumulated point take the grade 8 (eight) From 80 – 89 accumulated point take the grade 9 (nine)

	From 90 – 100 accumulated point take the grade 10 (ten)  <i>(Note: all details regarding the grading procedures are incorporated in the Regulation for midterms and final exam)</i>
<b>The teaching/learning tools/ IT</b>	The white board, power point presentation, computer Microsoft Office,etc.
<b>The distribution of the theoretical and practical part of the studies</b>	50% - theory, 50% practice,
<b>Literature</b>	
<b>Basic literature</b>	Ismail Mehmeti, PhD - “Intercultural relations and strategic communication” (Authorized lecture, Colege “P.Budi”), Pristine, 2014,
<b>Additional literature</b>	1. Judith N.Martin, Thomas K.Nakayama – “Hyrja ne komunikimin ndërklulturor”, Book translated, Tirane, 2010, 2. Michael J.Papa, Tom D.Daniels, Barry K.Spiker – “Komunikimi organizativ”, Book translated, Tirane, 2009,
<b>The teaching/learning plan</b>	
<b>Week</b>	<b>Lecture units</b>
<b>I</b>	The notice and presentation, an elaboration on the subject in general, entering the subject by you explain the importance of this subject.
<b>II</b>	Intercultural relations and communication
<b>III</b>	Intercultural relations, as a necessary condition economic, and for peace,
<b>IV</b>	Strategic communication
<b>V</b>	Technology, in relation to intercultural relations,
<b>VI</b>	Summary of lectures, determination of students on the theme of a seminar paper , you have to perform within the semester.
<b>VII</b>	Demographic conditions, and culture as a condition of self-awareness,
<b>VIII</b>	Intercultural communication, the notion, elements and barriers,
<b>IX</b>	Intercultural conflict, types of conflict, conflict management
<b>X</b>	Intercultural communication in the context of tourism, business, etc,
<b>XI</b>	Organizational communication, an orientation approach,
<b>XII</b>	Communication, and his functions,
<b>XIII</b>	Summary of lectures, group work with the student, interactive activity in practical terms.
<b>XIV</b>	Presentation by students of seminar papers, prepare for final exam.
<b>XV</b>	Summary of lecture, interactive discussion with the students, for

	the topics taught.
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For syllabi of the course Internship please see explanations in narrative part of the report.

[Profile: Insurance Management, MA \(second year\)](#)

*Third semester, Insurance MA*

<b>Subject name</b>	<b>Financial Statement Analysis/Mandatory/6 ECTS</b>
Subject description	This course primarily consists of three parts: accounting analysis, financial forecasting and equity valuation. Part I examines the roles of accounting, in particular the limitations and implications of financial accounting information for valuation under capital market efficiency/inefficiency, the current shift to the use of current values, and the implications of the use of current values on the usefulness of financial reporting. Part II focuses on the integration of accounting framework and business analysis in the forecasts of financial statements, which means applying accounting framework in analyzing business activities and the predictions of full sets of financial statements and important numbers for firm valuation. Part III focuses on the use of accounting information forecasts in equity valuation.
Subject aim	This aim of the course is to provide students with both concepts and tools to analyze and exploit information and therefore prepare forecasting information in corporate financial statements. The ultimate purpose is to teach students how to use financial statement information for firm valuation and other economic decisions.
Expected results	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>- to assess accounting quality, and detect and undo earnings management</li> <li>- to understand issues that corporate managers face in designing and implementing financial reporting strategies</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>- To evaluate capital market evaluate financial reporting</li> <li>- To analyze financial statements</li> </ul> <p>Competency:</p>

	<p>4. In conducting financial forecasting</p> <p>5. Evaluation in capital markets</p>
Teaching/learning methodology	Teaching methodology stimulates in group work projects, active learning and student-centered, learning-based sources, the use of the case method, role play, workshops on classroom presentations, summuray before each class on the previous session.
Assessment	There will be two mid-term exams during the semester and one final exam. Class attendance and participation is Mandatory/6 ECTS to build upon the final grade. Students will be given homework based on financial statement problems in total 5 mini homework which be graded that account for 10% in total of the final grade. Ten points student will get based on interactivity in the classroom.
Theory vs/practical	50% - theory me 50% practical
Basic literature:	Dr. Sherif Gashi : “ Analiza e tregut të sigurimeve”, Prishtinë ribotim 2014.
Additional literature:	<p>Ilir Hoti ; “ Industria e sigurimeve dhe menaxhimi i rrezikut” Tiranë 2008</p> <p>Sherif Gashi: “ Menaxhimi i rreziqeve në tregun e sigurimeve” Prishtinë 2013</p> <p>Drago Globuqar; “ Risk management i Osiguranje” Zagreb 2009</p>
<b>Week</b>	<b>Lecture units</b>
<b>I</b>	Introduction to Course: What is Financial Statement Analysis?
<b>II</b>	Overview of Financial Reporting
<b>III</b>	Balance Sheet Analysis – Asset Analysis
<b>IV</b>	Income Statement Analysis
<b>V</b>	Income statement Analysis
<b>VI</b>	Pro-forma Earnings
<b>VII</b>	Overview
<b>VIII</b>	Statement of Cash Flows
<b>IX</b>	Statement of Cash Flows
<b>X</b>	Creating a Statement of Cash Flows
<b>XI</b>	Patterns of Cash Flows & Analyzing SCF
<b>XII</b>	Profitability Analysis - Using ROA and ROCE
<b>XIII</b>	Profitability Analysis - Using ROA and ROCE
<b>XIV</b>	Overview

<b>XV</b>	
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<b>Subject</b>	<b>Managing Risk of Insurers/Mandatory/6 ECTS</b>
<b>Course Description:</b>	<p>Throughout this course, students will be able to gain knowledge on how to manage risk insurers, theoretically and practically. The program is considered as complex and involves knowledge on this subject. By this, students will be able to understand the basic terminologies in the field of risk management in insurance; students will be able to recognize the insurance in economics and distinguish the substantial between the business insurance and commercial businesses. To better understand the role of the capital and capital values; the economic function of certain coverage risks that insurers face. In particular, these risks are being treated, including measuring and controlling these risks.</p> <p>The students will gain knowledge on the most common risks in insurance, including, investment risks (credit risks, market risks, and liquidity) and non-financial risks (operational risks and businesses).</p> <p>The supervision of insurance will be treated widely (including the experiences of the developed countries with an insurance industry). The regulatory framework of the Solvency II will be treated comprehensively, describing in particular the risk management models. Meanwhile, the management control will create a broad scope of knowledge on the control function, as the most important form of risk management.</p>
<b>Course Objectives:</b>	The main purpose of this course is that students gain knowledge, in terms of the notion of risk management and its necessity; possession of knowledge on security as discipline and risk management for insurers.
<b>Studying Outcomes:</b>	<b>Upon completion of the program, students will gain knowledge, in:</b>
<p>(a) knowledge;</p> <p>(b) abilities/skills and</p> <p>(c) powers:</p>	<ul style="list-style-type: none"> <li>• Understanding conceptually the risk management and its necessities;</li> <li>• To be able to differentiate risk categories;</li> </ul>



	<ul style="list-style-type: none"> <li>• Understanding the risks that can be insured and those that cannot be provided; risk components,</li> <li>• Understanding the basics of insurance as a risk transfero mechanism;</li> <li>• The major issues are trained when managing risk insurers, the need for insurance supervision and receiving basic knowledge on the regulatory framework of the Solvency II.</li> </ul> <p><b>Abilities and Skills:</b></p> <ul style="list-style-type: none"> <li>• Proficiency in the perception of risk and insurance.</li> <li>• Skills in practical application of insurance as a form of risk management.</li> <li>• Advanced skills in risk management of insurance companies.</li> <li>• Managerial and operational skills in the management of financial risks, market, business, and operational insurance companies.</li> <li>• Basic skills in the implementation of Solvency II regulations on insurance companies.</li> </ul>
<b>Teaching methodology (and studying)</b>	<i>Theoretical topics, concretization of theoretical concepts – their studies and analysis of practical examples. Interactive work during the lectures, group work, case studies, and research.</i>
<b>Assessment methods (the passing criteria)</b>	<p><b>Assessment Methods</b></p> <p>In one semester two exams (tests) will be held, whereas, when approaching the end of the semester, than the students will face with the final exam. The exams are confied with the ‘multiple choice testing’ system, with a total of 20 questions. Each of the questions is certified with 2 points, meaning that the maximum of points will be 40. The student will be able to pass the exam if more than half of the questions are answered correctly. Once the student passes the first exam, than it is automatically allowed in attending the second one.</p> <p>On determining the final grade, the following method of assessment will apply:</p> <p>Maximum of 80 points from both of the exams; writing, orally, essay form; where the final evaluation will be determined based on the relevant case.</p> <p>Maximum of 10 points on seminars, essays, scientific papers, and presentations.</p> <p>Maximum of 10 points on participation/attendance – overall activity.</p>

	<p><b>The examination</b>  On determining the final grade, the following method of assessment will apply for regular students:  Maximum of 80 points from both of the exams; writing, orally, essay form; where the final evaluation will be determined based on the relevant case.  Maximum of 10 points on seminars, essays, scientific papers, and presentations.  Maximum of 10 points on participation/attendance – overall activity.</p> <p>On determining the final grade, the following method of assessment will apply for correspondence students:  Maximum of 80 points from both of the exams; writing, orally, essay form; where the final evaluation will be determined based on the relevant case.  Maximum of 10 points on seminars, essays, scientific papers, and presentations.  Maximum of 10 points on consultations with the professor or assistant, at least once (1) or twice (2) a week for the same subject.</p> <p><b>The final grade will be determined:</b>  From 50 - 59 common points, the students final grade will be 6 (six).  From 60 - 69 common points, the students final grade will be 7 (seven)  From 70 – 79 common points, the students final grade will be 8 (eight)  From 80- 89 common points, the students final grade will be 9 (nine)  From 90 – 100 common points, the students final grade will be 10 (ten)</p> <p><i>(Warning: all of the details of the assessment form are included in the Regulation of the Examination).</i></p>
<b>Means of Concretization - IT</b>	The usage of the whiteboard, internet, wireless, computer, projector, powerpoint, etc.
<b>The ratio between the theoretical and practical study</b>	<b>80% of the theoretical part 20% of the practical work in the insurance companies</b>
<b>Literature</b>	
<b>Basic Literature</b>	<i>Rene Doff “Risk Management for Insurer” 2008 Authorized Lectures in Albanian</i>
<b>Additional Literature</b>	<i>Drago Klobuqar “Principles of Risk Management in Insurance” 2009 MITC Principels of risk management and insurance, Malte 2007</i>

<b>The designed studying plan</b>	
<b>Weeks</b>	<b>The lecture includes:</b>
<b>First Week</b>	Introduction to the syllabus and working methods
<b>Second Week</b>	Insurer Financial Institution; Pages 12 -32 of the compulsory literature;
<b>Third Week</b>	Risk Taking; Life risk and Non-life risk; Pages 33 – 50 of the compulsory literature; Case Studies in group work; Debates
<b>Fourth Week</b>	Intensive Risk (Market Risk, Credit Risk, and Liquidity Risk; Pages 51 – 66 of the compulsory literature; Case Studies in group work; Debates
<b>Fifth Week</b>	Non-financial Risk (Operational and Business Risk); Pages 67 – 82 of the compulsory literature; Case Studies in group work; Debates
<b>Sixth Week</b>	<b>EXAM WEEK</b>
<b>Seventh Week</b>	Regulation and Supervision of Insurance; Pages 83 – 107 of the compulsory literature; Case Studies in group work; Debates
<b>Eighth Week</b>	Solvency 2, Process and Stakeholders; Pages 108 - 130
<b>Ninth Week</b>	The impact of Solvency 2; Pages 131 – 144 of the compulsory literature; Case Studies in group work; Debates;
<b>Tenth Week</b>	Control Management; Pages 131 – 182 of the compulsory literature Case Studies, Group Work; Debates;
<b>Eleventh Week</b>	Financial Conglomerates; Pages 182 – 192 of the compulsory literature; Case Studies in group work; Debates
<b>Twelfth Week</b>	<b>EXAM WEEK</b>
<b>Thirteenth Week</b>	Scientific Papers Presentation
<b>Fourteenth Week</b>	Papers/Seminars Presentations and their Evaluation
<b>Fifteenth Week</b>	<b>FINAL EXAM</b>

<b>Basic data of module</b>	
<b>Academic Unit:</b>	<b>Insurance management</b>
<b>The name of the subject lectured</b>	Insurance market and institutions
<b>Level :</b>	<b>Master</b>
<b>Status</b>	<b>Mandatory/6 ECTS</b>

<b>Year:</b>	<b>Year 2 – 3rdsemester</b>
<b>Number of hours :</b>	
<b>ECTS:</b>	<b>6</b>
<b>Time /location:</b>	
<b>Lecturer (title/name):</b>	<b>Dr. Hashim Rexhepi</b>
<b>Contact details (e mail/phone of the lecturer):</b>	<a href="mailto:rexhepih@gmail.com">rexhepih@gmail.com</a> 044 699 999
<b>Duration:</b>	
<b>Subject description</b>	The insurance market and institutions tackles the following topics: types of insurers, the market of insurance companies, insurance market in the international market, the nature of competition and supply and demand in the insurance market, financial and statistical information's, tax and financial reliability of insurance companies etc.
<b>The aim of the subject:</b>	The aim of the course is to provide students advanced knowledge on regulating and monitor the insurance market based on the regulations Solvency II.
<b>Expected results of the learning:</b>  (a) knowledge; (b) skills (c) competencies:  <b>According to European Framework Qualifications:</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- advanced knowledge over concepts, aims and application of the directive Solvency II</li> <li>- to understand the importance, functioning, policies, protocols, documentation and calculating risk models based on Solvency II.</li> <li>-advanced knowledge over monitoring regulations of risk and capital adequacy.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- to demonstrate managerial abilities of understanding of applications of Solvency II.</li> <li>-advanced skills over the risk management, risk models, rules of asset and debt evaluation over technical provisions.</li> </ul> <p><b>Competency:</b></p> <ul style="list-style-type: none"> <li>-to critically analyze study cases after lectures.</li> <li>-effective use of library and other materials from internet that have to deal with Solvency II</li> <li>-to conduct academic research on topics related to Solvency II</li> </ul>
<b>Teaching methodology and learning methodology</b>	Learning on the basis of the problem,

	<p>work in group projects, active learning and student-centered, learning-based sources, the use of the method of the case study, role play, workshops, classroom presentations in groups, use summaries of learning for students to record their educational experience.</p>
<p><b>Evaluation method (criteria to pass exam)</b></p>	<p><i>For determining the final grade exam assessment test for regular students will apply these methods of assessment:</i></p> <p><i>70 points maximum final written exam, in the form of essays or completion of the test, which makes the final assessment of knowledge from the relevant case</i></p> <p><i>20 points for the scientific paper,</i></p> <p><i>10 points maximum participation in the learning process - attendance at lectures and interactive methods (exercises) - activity,</i></p> <p><i>The final grade is determined:</i></p> <p><i>From 50-59 joint points taken grade 6 (six).</i></p> <p><i>From 60-69 joint points taken grade 7 (seven)</i></p> <p><i>From 70 to 79 correct answers obtained grade 8 (eight)</i></p> <p><i>From 80- 89 joint points taken grade 9 (nine)</i></p> <p><i>From 90 to 100 common points taken grade 10 (ten)</i></p> <p><i>(Note: All details of the form of assessment are included in the Examination Regulation of the College).</i></p>

<b>The teaching/learning tools/ IT</b>	The writing board, projector-computer-power point, case studies.
<b>The distribution of the theoretical and practical part of the studies</b>	60% theoretical work and 40% practical work
<b>Literature</b>	
<b>Basic literature</b>	<ol style="list-style-type: none"> <li><b>Directive 2009/138/EC of the European Parliament and of the Council on the taking-up and pursuit of the business of Insurance and Reinsurance (Solvency II) of 25 November 2009.</b></li> </ol>
<b>Additional literature</b>	<ol style="list-style-type: none"> <li><b>Solvency II, KPMG International 24110NSS. A closer look at the evolving process transforming the global insurance industry. 2011 KPMG LLP</b></li> <li><b>Paul Hopkin: “Fundamentals of Risk Management” Understanding, evaluating and implementing effective risk management.</b> Botuesi: IRM, Kogan Page. The Institute of Risk Management, 2010 ISBN 978-0-7494-5942-0 - ISBN 978-0-7494-5943-7 (ebook) 1. Risk management. I. Title. HD61.H567 2010; 658.15'5--dc22</li> </ol> <p><b>Rene Doff: “Menaxhimi i riskut te siguruesit”</b> Kontrolli i riskut, kapitali ekonomik dhe Solvenca II Holande 2009</p>
<b>The teaching/learning plan</b>	
<b>Week</b>	<b>Lecture units</b>
<b>I</b>	Subject matter, scope and definitions
<b>II</b>	Supervisory authorities and general rules
<b>III</b>	Conditions governing business; Pursuit of life and non-life insurance activity
<b>IV</b>	Rules relating to the valuation of assets and liabilities, technical provisions, own funds solvency capital requirement, minimum capital requirement and investment rules
<b>V</b>	Insurance and reinsurance undertakings in difficulty or in an irregular situation
<b>VI</b>	<b>Presentations</b>
<b>VII</b>	Right of establishment and freedom to provide services
<b>VIII</b>	Branches established within the community and belonging to insurance or reinsurance undertakings with head offices situated

	outside the community
<b>IX</b>	Subsidiaries of insurance and reinsurance undertakings governed by the laws of a third country and acquisitions of holdings by such undertakings
<b>X</b>	<b>Specific provisions for insurance and reinsurance</b> Risk – based regulation and capital adequacy; Capital adequacy
<b>XI</b>	Capital Adequacy – Models
<b>XII</b>	<b>Case-study presentation</b>
<b>XIII</b>	-Calculating Capital Adequacy for Solvency II
<b>XIV</b>	-Calculating the risk based on the insurance models life and no life in the market
<b>XV</b>	<b>Overview</b>

E-Marketing- please refer to the syllabus in the previous semester

Human resource Strategic management- please refer to the syllabus in the previous semester

Intercultural relation and strategic communication- please refer to the syllabus in the previous semester

Internship is elaborated in the narrative of the Report

## **2<sup>nd</sup> Year- Master – Management of Tourism and Hospitality**

<b>Subject title:</b>	<b>Selective Types of Tourism/Mandatory/6 ECTS</b>
Subject description:	Types of SElective/6 ECTS Tourism in general, Tourism as a modern phenomena, types and forms of modern tourism, SElective/6 ECTS tourism trade, Product part II, SElective/6 ECTS passing format of tourism; Ecotourism, Countryside tours, Medical tours, Sport tours, Nautical tours, Adventurous tours, Hunting tours, Volunteer tours, Cultural tours, Religious tours, City tours, Work & Conference tours, Sex tourism, Dark tours, Future tours, Orbital and Space tourism, Alternative tourism, The barriers which have an impact in the development of SElective/6 ECTS Types in Tourism, etc.

Aim of the subject:	The aim of this subject is to make the students understand the basic characteristics of tourism as contemporary, social and economic phenomena. To understand tourism and its functioning as a system, this teaching program is focused in the analysis and the understanding of terms, occurrences, factors and different activities which correlate directly with tourism.
Expected results	<p>Acquisition of this program allows the students to obtain useful skills in their performance and future professional studies close to the department of tourism and hospitality in the specific forms of tourism.</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>-to identify different types of tourism</li> <li>-to identify the impact of SElective/6 ECTS types of Tourism on economic social and political aspect</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-to relate factors and different activities with bigger tourism picture</li> <li>-to identify and reduce barriers which have an impact in the development of SElective/6 ECTS Types in Tourism</li> </ul> <p><b>Competence:</b></p> <ul style="list-style-type: none"> <li>-to engage in research and construct strategies based on types of Tourism and their potential development</li> <li>-to provide educated advice to the tourism and hospitality policymaking</li> </ul>
Teaching and learning methodology	Teaching and Learning methodology is based on Socratic method, through encouraging debate while discussing success stories of other countries as well as through reviewing case studies.
Concretization means – IT	Computer, projector, case studies, internet, videos etc.



Evaluation methods	Interactive lectures where active participation is encouraged through the review of cases and through the classic lectures while encouraging students to raise questions about the matter. Two mid term exams and final exams are part of formal assessment of the students.
Ratio between theoretical and practical work	70% theory, 30% practical work.
Basic literature:	Goeldner Ch., Ritchie B.(2006) <i>Tourism: principles, practices, philosophies</i> , Hoboken, New Jersey Sharpley R.( 2006) <i>Travel and tourism</i> , SAGE Publications, London

<b>Subject</b>	<b>Spatial Planning in Tourism and Hospitality/Mandatory/6 ECTS</b>
<b>Subject description</b>	This course covers a variety of topics such as: Spatial structures, tourism planning, Management and tourism planning, Tourism planning and environmental protection, etc.
<b>The aim of the subject:</b>	The main goal is that students achieve knowledge of tourism planning types and its mapping applications as well as implementation of regional and spatial plans.
<b>Expected results of the learning:</b> <b>(a) knowledge;</b> <b>(b) skills</b> <b>(c) competencies:</b>  <b>According to European Framework Qualifications:</b>	<b>Knowledge:</b> -to understand the core of spatial planning structures -to interpret theoretical basics of tourism planning -to understand Future trends of tourism planning <b>Skills:</b> -to manage with tourism planning -to identify organizational systems of tourism  <b>Competencies:</b>

	<p>-to put into practice Theoretical concepts of tourism planning</p> <p>-to lead projects with respect to tourism planning</p> <p>-to draft strategies to regional tourism planning</p>
<b>Teaching methodology and learning methodology</b>	The teaching methodology is based on Case Method and Discussion. Providing an opportunity for students to put into practice what they learn in the classroom in real-life experiences. This methodology inspires active discussion about issues and problems inherent in practical application in order to trigger critical thinking on critical issues and provide a format for role playing ambiguous or controversial scenarios.
<b>Evaluation method (criteria to pass exam)</b>	The evaluation method is based on presence and participation, coursework, and exam. The student has to be present in order to successfully pass the class as well as needs to be active participant in order to claim participation points. The coursework accounts for 30% of the grade so the student should be able to academically tackle the topic of concern while in the meantime remain critical and creative. One midterm and one final exam is Mandatory/6 ECTS as well, composed of essay questions.
<b>The teaching/learning tools/ IT</b>	Computer, projector, Microsoft Office, internet, etc.
<b>The distribution of the theoretical and practical part of the studies</b>	The course is 70% based on theoretical practice and 30% practical.
<b>Literature</b>	<p>Connell, Joanne, and Stephen J. Page. "Exploring the spatial patterns of car-based tourist travel in Loch Lomond and Trossachs National Park, Scotland." <i>Tourism Management</i> 29.3 (2008): 561-580.</p> <p>Hayllar, Bruce, Tony Griffin, and Deborah Edwards. <i>City Spaces-Tourist Places</i>. Routledge, 2010.</p> <p>Mason, Peter. <i>Tourism impacts, planning and management</i>. Routledge, 2010.</p>
<b>Basic literature</b>	
<b>Additional literature</b>	
<b>The teaching/learning plan</b>	<b>Lecture units</b>
<b>Week</b>	
<b>I</b>	Introduction
<b>II</b>	History and development of tourism
<b>III</b>	Tourism as a system
<b>IV</b>	Organisation and organisational systems of tourism
<b>V</b>	Spatial structures of tourism

<b>VI</b>	Management and tourism planning
<b>VII</b>	Strategic approach to spatial tourism planning in rural areas
<b>VIII</b>	Presentations
<b>IX</b>	Elementary characteristics of tourism planning of destination
<b>X</b>	Spatial planning and tourism
<b>XI</b>	Regional planning and tourism
<b>XII</b>	Tourism planning and environmental protection areas
<b>XIII</b>	Tourism and traffic
<b>XIV</b>	Future of tourism planning
<b>XV</b>	Course Overview

Intercultural relation and strategic communication- please refer to the syllabus in the previous semester

<b>Subject</b>	<b>Promotion in Tourism and Hospitality/Mandatory/6 ECTS</b>
Subject description	<p>This course intends to tackle the following matter:</p> <ul style="list-style-type: none"> <li>-Promotional tools (relation between marketing-mix and promotional-mix)</li> <li>-Promotion and information – definition, characteristics, role</li> <li>- Stages of promotional campaign</li> <li>-Types of advertising</li> <li>-Organization of working IT points and centres</li> <li>-Rules of tourist marking</li> </ul>
Aims of the Course	To acquaint students with the practices regarding the tourist information systems and strategies for tourism promotion.
Expected results of the learning:  (a) knowledge; (b) skills (c) competencies:	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>-students will gain knowledge of the organization and management in tourism industry and knows a role of the governmental and professional organizations in information and promotion of tourism</li> <li>-to understand tools of tourism information and promotion</li> </ul>

According to European Framework Qualifications:	<p>Skills:</p> <ul style="list-style-type: none"> <li>- develop interpersonal communication skills and can communicate with precision and consistent manner in the field of tourist promotion and information</li> <li>- Can independently acquire knowledge and develop their skills by using various sources and modern technology</li> </ul> <p>Competency:</p> <ul style="list-style-type: none"> <li>- to identify and resolve dilemmas arising in the process of creating tourist information systems and promotion programs in cities and destinations</li> <li>-to act in an entrepreneurial manner in the field of tourist information and promotion</li> </ul>
Teaching methodology and learning methodology	The teaching methodology is student oriented through the use of Socratic method type of delivering the lectures to the students. Students participation is highly motivated through class discussions of the subject matter as well as through the use of case studies and various promotional strategies that developing and developed countries pursue.
Evaluation method (criteria to pass exam)	A student's grade will be based on his/her performance on one written assignment followed up with a presentation as well as a mid-term and a final exam. Class attendance and participation is Mandatory/6 ECTS and students are expected to actively participate on class discussions in order to claim participation points. Exams compose of essay type questions and will test students ability to solve problems and interpret results based through backing up with literature findings.
The teaching/learning tools/	Computer, projector, case studies, videos, internet, etc.
The distribution of the theoretical and practical part of the studies	The course is 50% based on theoretical practice and 50% practical.
Literature	Goodall, Brian, and Gregory Ashworth, eds. <i>Marketing in the Tourism Industry (RLE Tourism): The Promotion of Destination Regions</i> . Routledge, 2013.
Base Literature	
Additional Literature	<p>Paskaleva-Shapira, Krassimira A. "New paradigms in city tourism management: Redefining destination promotion." <i>Journal of Travel Research</i>46.1 (2007): 108-114.</p> <p>Fyall, Alan, and Brian Garrod. <i>Tourism marketing: A collaborative</i></p>

<b>Subject</b>	<b>Managing Events and Leisure Time</b>
<b>Përshkrimi i lëndës</b>	A conceptual framework will be developed through definitions, models, and the utilization of case studies. The course covers the following matter: event studies, bid preparation, public and corporate sponsorship, negotiations, and volunteer staff management.
<b>Qëllimi i lëndës</b>	The course aims to teach students how to formulate and manage events in general as well as conduct tourism strategies for destinations.
<b>Njohuritë, Aftësitë, Kompetencat:</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Identify the centrality of tourism in event management</li> <li>- Classify the types of events and explain their role in contributing to a destination's sense of place</li> <li>- Describe the difference between sponsorship and donations</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Identify the various sources of economic impact for a hosting community</li> <li>- Identify the various event career opportunities</li> </ul> <p><b>Competency:</b></p> <ul style="list-style-type: none"> <li>- Explain and implement the steps necessary to create a successful event</li> <li>- Conduct strategies to manage events.</li> </ul>
The teaching/learning tools/ IT	The teaching methodology is student-centered approach based on in groups problem-solving. Classroom projects and group presentations are a major component of the course. Each class begins with a summary of the previous class lecture in order to recap important key aspects of the particular chapter.
The distribution of the theoretical and practical part of the studies	During one semester will be organized two MIDTERM tests, and in the end a final test. The student is entitled to the second mid-term exam if he/she scores above 50%. Students also should complete a coursework that weighs 10% to the total

	<p>grade as well as attendance and participation 10%.</p> <p>The pass criteria as well as the grading based on percentages are regulated by the regulation of the College.</p>
Concretization means	Computer, projector, case studies, internet, etc.
The distribution of the theoretical and practical part of the studies	The course is 70% based on theoretical practice and 30% practical.
<b>Literature</b>	<p>Van der Wagen, Lynn. <i>Event management</i>. Pearson Higher Education AU, 2010.</p> <p>Getz, Donald. "Event tourism: Definition, evolution, and research." <i>Tourism management</i> 29.3 (2008): 403-428.</p> <p>Raj, Razaq, Paul Walters, and Tahir Rashid. <i>Events management: an integrated and practical approach</i>. Sage, 2008.</p>
<b>The teaching/learning plan</b>	<b>Lecture units</b>
<b>Week</b>	
<b>I</b>	Introduction
<b>II</b>	Events
<b>III</b>	Types of Events
<b>IV</b>	The role of events in creating and interpreting a destination's sense of place
<b>V</b>	Economic impact of events for destinations
<b>VI</b>	The operations and functions of event planning.
<b>VII</b>	Overview-mid-term preparation
<b>VIII</b>	The role of a destination marketing organization as it relates to events.
<b>IX</b>	How to develop a management plan for a special event
<b>X</b>	Negotiation techniques to develop sponsorship agreements
<b>XI</b>	Establishment of event organizations
<b>XII</b>	Event revenue sources and risk management
<b>XIII</b>	The application of evaluation techniques to event management
<b>XIV</b>	The associations and certifications available for event managers.
<b>XV</b>	Presentations

Human Resource Strategic Management- please refer to the syllabus in the previous semester  
 Internship is elaborated in the narrative of the report

**Profile: Human Resource Management, MA (second year)**

***Third Semester / MA Human Resource Management***

<b>Basic data of module</b>	
<b>Academic Unit:</b>	<b>MA-Human Resource Management</b>
<b>The name of the subject lectured</b>	<b>Consumer Behavior</b>
<b>Level :</b>	<b>MA</b>
<b>Status</b>	<b>Obligatory</b>
<b>Year:</b>	
<b>Number of hours :</b>	
<b>ECTS:</b>	
<b>Time /location:</b>	
<b>Lecturer (title/name):</b>	
<b>Contact details (e mail/phone of the lecturer):</b>	
<b>Duration:</b>	
<b>Subject description</b>	The main focus of the course is to understand consumer behavior, how and why consumers make purchase decisions, how they think, feel and act before, during and after the purchase. Also important concepts will be explored underlying consumer behavior, principles, and theories from the various social sciences (i.e., marketing, psychology, sociology and anthropology) to marketing problems such as product development, pricing, and positioning.
<b>The aim of the subject:</b>	<b>The aim of the course is to provide in-depth knowledge and information to more effectively meet the needs of buyers in the market, and be more</b>

	successful in the market.
<p><b>Expected results of the learning:</b></p> <p>(a) knowledge;  (b) skills  (c) competencies:</p> <p><b>According to European Framework Qualifications:</b></p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>-Understand consumer behavior in an informed systematic way</li> <li>-Understand the processes used when individuals, group or organizations make consumption decisions.</li> <li>-understand how to position the brand in the market</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Understand how and why marketers craft particular messages to appeal to consumers and to understand the strategic importance of this process for businesses.</li> </ul> <p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>-to functionalize areas of business as part of the management process</li> <li>-to develop the tools needed to analyze the process of customer behavior from a consumer and a business viewpoint.</li> <li>-to be demonstrate good writing and analytical skills while carrying a research.</li> </ul>
<p><b>Teaching methodology and learning methodology</b></p>	<p>Teaching and learning methodology is based on the modern practices, through in-class case studies while incorporating theoretical and practical practices, while the student is given the space to demonstrate the critical point of view during class, coursework as well as examination.</p>
<p><b>Evaluation method (criteria to pass exam)</b></p>	<p>Assessment will consist of two written case analyses (10% each), two exams- one mid-term and a final exam 35% each as well as class attendance and participation 10%. The case analyses will assess students' ability to apply course concepts to what customers and</p>



	companies do. The exam will assess students understanding of key course concepts, including the wheel of consumer analysis, segmentation, affect and cognition, and behavioral aspects.
<b>The teaching/learning tools/ IT</b>	Computer, projector, case studies, internet, etc.
<b>The distribution of the theoretical and practical part of the studies</b>	The course is 70% based on theoretical practice and 30% practical.
<b>Literature</b>	Solomon, Michael R., et al. <i>Consumer behavior: buying, having, and being</i> . Upper Saddle River, NJ: Prentice Hall, 2014.  Hawkins, Delbert, and David Mothersbaugh. <i>Consumer behavior building marketing strategy</i> . McGraw-Hill, 2009.  Mills, Juline, and Rob Law. <i>Handbook of consumer behavior, tourism, and the Internet</i> . Routledge, 2013.
<b>Basic literature</b>	
<b>Additional literature</b>	
<b>The teaching/learning plan</b>	<b>Lecture units</b>
<b>Week</b>	
<b>I</b>	Introduction-Discussing the Syllabus
<b>II</b>	Overview of Buyer Behavior & Consumer Analysis
<b>III</b>	Applying the Consumer Analysis Framework
<b>IV</b>	Consumer Analysis, Segmentation, & Strategy in Tourism
<b>V</b>	Introduction to Affect and Cognition-DISCUSSION CASE:  Coca Cola Japan
<b>VI</b>	Product Knowledge and Involvement; Means-End Chains
<b>VII</b>	Overview
<b>VIII</b>	Attention and Comprehension
<b>IX</b>	Attitudes, Intentions, and Decision Making

<b>X</b>	DISCUSSION CASE: Subway
<b>XI</b>	Analyzing & Influencing Consumer Behaviors
<b>XII</b>	The Consumer Environment
<b>XIII</b>	Cultures, Reference Groups. and Unhappy Customers
<b>XIV</b>	Consumer Behavior and the Internet
<b>XV</b>	Finals Overview

**Human Resource Strategic Management- please refer to the syllabus in the previous semester**

**2<sup>nd</sup> Year MA- Human Resource management**

<b>Basic data of module</b>	
<b>Academic Unit:</b>	<b>MA-Human Resource Management</b>
<b>The name of the subject lectured</b>	<b>Managing Work Relationship</b>
<b>Level :</b>	<b>MA</b>
<b>Status</b>	<b>Obligatory</b>
<b>Year:</b>	
<b>Number of hours :</b>	
<b>ECTS:</b>	
<b>Time /location:</b>	
<b>Lecturer (title/name):</b>	
<b>Contact details (e mail/phone of the lecturer):</b>	
<b>Duration:</b>	
<b>Subject description</b>	This module is focused to deliver the necessary knowledge related to: operations, monitoring, reporting, implementing, and planning with emphasis on enhancing business relationship.
<b>The aim of the subject:</b>	The aim of the module is to foster an effective business value-producing relationship within the organization as well as service providers and its business partners.

<p><b>Expected results of the learning:</b></p> <p>(a) knowledge; (b) skills (c) competencies:</p> <p><b>According to European Framework Qualifications:</b></p>	<p><b>Knowledge:</b></p> <p>-knowledge to use understand Business Relationship Management support tools and techniques.</p> <p>-to understand the communication components and strategies</p> <p>-of understanding roles, levels of responsibility and work activities</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Related to assessment criteria for choosing appropriate support tools to efficiently manage the work relationship</li> <li>- To analyze reports and take appropriate action</li> <li>- To control, measure and report activities for the purpose of continuous improvement</li> </ul> <p>Competencies:</p> <ul style="list-style-type: none"> <li>- To analysis of reports, statistics and trends</li> <li>- To plan, improvement and implementation within the organization</li> </ul>
<p><b>Teaching methodology and learning methodology</b></p>	<p>The teaching methodology is student-centered approach based on in groups problem-solving. Classroom projects and group presentations are a major component of the course. Each class begins with a summary of the previous class lecture in order to recap important key aspects of the particular chapter.</p>
<p><b>Evaluation method (criteria to pass exam)</b></p>	<p>During one semester will be organized two MIDTERM tests, and in the end a final test. Each midterm test weights 30% to the total grade. The student is entitled to the second mid-term exam if he/she scores above 50%. Students also should complete a coursework that weighs 30% to the total grade as well as attendance and participation 10%.</p>
<p><b>The teaching/learning tools/ IT</b></p>	<p>The writing board, projector-computer-power point, case studies.</p>
<p><b>The distribution of the theoretical and practical part of the studies</b></p>	<p>1:1 ratio, equal distribution between theoretical and practical learning</p>
<p><b>Literature</b></p>	<p>Briscoe, D., Schuler, R. and Tarique, I. (2012).International Human Resource Management Routlege</p>
<p><b>Basic literature</b></p>	<p>Hayton, J.C., Biron, M., Christiansen, L.C. and Kuvaas, B.</p>

	Global Human Resource Management Casebook. London: Routledge (2012).
<b>Additional literature</b>	
<b>The teaching/learning plan</b>	<b>Lecture units</b>
<b>Week</b>	
<b>I</b>	<i>Introduction</i>
<b>II</b>	The generic Business Relationship Management process
<b>III</b>	Business Relationship Management and related processes, based on industry best practices
<b>IV</b>	Control, measurement and reporting activities
<b>V</b>	The preparation of BRM reports for dissemination
<b>VI</b>	Analysis of reports, statistics and trends
<b>VII</b>	In-group Presentations
<b>VIII</b>	Communication-Components-Strategies
<b>IX</b>	Case-study
<b>X</b>	Strategic Partnering
<b>XI</b>	Interfaces and dependencies
<b>XII</b>	Technical, Operations and Applications Management teams
<b>XIII</b>	Planning, improvement and implementation
<b>XIV</b>	Case-study
<b>XV</b>	Overview

<b>Basic data of module</b>	
<b>Academic Unit:</b>	<b>MA-Human Resource Management</b>
<b>The name of the subject lectured</b>	<b>Safety and Health in the workplace</b>
<b>Level :</b>	<b>MA</b>
<b>Status</b>	<b>Obligatory</b>
<b>Year:</b>	
<b>Number of hours :</b>	
<b>ECTS:</b>	
<b>Time /location:</b>	
<b>Lecturer (title/name):</b>	
<b>Contact details (e mail/phone of the lecturer):</b>	
<b>Duration:</b>	
<b>Subject description</b>	This module covers a variety of interrelated topics respect to safety and health environment in the workplace dealing with: planning, managing, organizing, auditing and controlling in

	order to provide a safer environment.
<b>The aim of the subject:</b>	This course aims will provide to provide the necessary knowledge as it pertains to occupational health and safety legislation, workplace hazards, and the administration of organizational health and safety practices.
<b>Expected results of the learning:</b>  <b>(a) knowledge;</b> <b>(b) skills</b> <b>(c) competencies:</b>  <b>According to European Framework Qualifications:</b>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>-Understand the moral, economical and legislative importance of well managed health and safety system</li> <li>-understand the regulatory framework surrounding occupational health and safety</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>-identify potential sources of workplace hazards</li> <li>-categorize workplace hazards considering the magnitude of potential risks</li> <li>-describe the process for controlling and managing risks</li> </ul> <b>Competency:</b> <ul style="list-style-type: none"> <li>-Understand theories of employee protection and how one can apply in the workplace</li> <li>-to identify/recognize/analyze factors contributing to accidents</li> </ul>
<b>Teaching methodology and learning methodology</b>	Teaching methodology is based on incorporating expansive range of academic methods, approaches, and experiences; whether its group projects, hands-on case-studies, problem-solving sessions, or lectures.
<b>Evaluation method (criteria to pass exam)</b>	The evaluation process is a continuous process from day one, considering the attendance and active participation in lectures, while the student is required to do the coursework and two mid-term exams.
<b>The teaching/learning tools/ IT</b>	Projector, computer, case studies, board, internet etc.
<b>The distribution of the theoretical and practical part of the studies</b>	Around 70% of the course is based on theoretical study compared to 30% practical
<b>Literature</b>	
<b>Basic literature</b>	Quinlan, Michael, Philip Bohle, and Felicity Lamm. <i>Managing occupational health and safety</i> . Palgrave Macmillan, 2010.
<b>Additional literature</b>	Ridley, John, and John Channing, eds. <i>Safety at work</i> . Routledge, 2008.

	Reese, Charles D. <i>Occupational health and safety management: a practical approach</i> . CRC press, 2008.
<b>The teaching/learning plan</b>	<b>Lecture units</b>
<b>Week</b>	
<b>I</b>	<i>General Introduction</i>
<b>II</b>	AN INTRODUCTION TO HEALTH AND SAFETY LAW
<b>III</b>	Health and Safety Management Systems-Policy
<b>IV</b>	Health and Safety Management Systems-Organizing
<b>V</b>	Health and Safety Management Systems-Planning
<b>VI</b>	Health and Safety Management Systems-measuring, audit and review
<b>VII</b>	Overview
<b>VIII</b>	Working Conditions
<b>IX</b>	Presentations
<b>X</b>	Work equipment Hazard and Risk Control
<b>XI</b>	Electrical Safety-Fire Safety
<b>XII</b>	Physical and Psychological Health Hazards and Risk Controls
<b>XIII</b>	Chemical and Biological Health Hazard
<b>XIV</b>	Case-study/Health and Safety Practical Application
<b>XV</b>	Final Overview

<b>Basic data of module</b>	
<b>Academic Unit:</b>	<b>MA-Human Resource Management</b>
<b>The name of the subject lectured</b>	<b>Guidance and Managing Human capital in international Context</b>
<b>Level :</b>	<b>MA</b>
<b>Status</b>	<b>Obligatory</b>
<b>Year:</b>	
<b>Number of hours :</b>	
<b>ECTS:</b>	
<b>Time /location:</b>	
<b>Lecturer (title/name):</b>	
<b>Contact details (e mail/phone of the lecturer):</b>	
<b>Duration:</b>	
<b>Subject description</b>	The course displays the drivers of business

	<p>internationalization and the levels of corporate global integration. In particular, the course outlines the structural alternatives for multinational enterprises and the cultural/national and legal considerations to account for. The course's main focus is Human Resource Management (HRM) with respect to international/multinational firms. Furthermore, the course addresses strategic international HRM and the employment cycle within an international context.</p>
<p><b>The aim of the subject:</b></p>	<p>The aim of the course is to provide students with an in-depth understanding of the problems inherent in International Human Resource Management (IHRM) to either prepare them for further work in the IHRM field or to give them a thorough understanding of the international corporate dimensions of their own careers. Above all, the principle focus of this course is developing a comprehensive and integrated treatment of international HRM.</p>
<p><b>Expected results of the learning:</b></p> <p>(a) knowledge; (b) skills (c) competencies:</p> <p><b>According to European Framework Qualifications:</b></p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>* Understanding the internationalization process and the choices businesses have to organize their international operations</li> <li>* Various cultural and legal contexts</li> <li>*The impact of business internationalization on strategic HRM and its various functions.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- be able to analyze and implement IHRM practices with respect to: HR planning, recruitment and selection, training&amp; development, compensation management, performance management, safety and health and employee relations.</li> </ul> <p><b>Competency:</b></p> <ul style="list-style-type: none"> <li>-to demonstrate analytical analysis of IHRM practices and drivers;</li> <li>- to work in International/multinational companies in Kosova</li> <li>- Competency in People Management skills and effectively implement Global HR practices.</li> </ul>
<p><b>Teaching methodology and</b></p>	<p>Learning on the basis of the problem, work in group</p>

<b>learning methodology</b>	projects, active learning and student-centered, learning-based sources, the use of the method of the case study, role play, workshops, classroom presentations in groups, use summaries of learning for students to record their educational experience.
<b>Evaluation method (criteria to pass exam)</b>	Major part of the evaluation process is the coursework as well as mid-term exams. The coursework weighs equally with the mid-term exam (30%) while the student is expected to be active and participate in class discussions in order to earn another 10%.  Coursework-30% 1 <sup>st</sup> Mid-term-30% 2 <sup>nd</sup> Mid-term-30%  Participation and attendance- 10%
<b>The teaching/learning tools/ IT</b>	The writing board, projector-computer-power point, case studies.
<b>The distribution of the theoretical and practical part of the studies</b>	50% theoretical work and 50% practical work
<b>Literature</b>	
<b>Basic literature</b>	Briscoe, D., Schuler, R. and Tarique, I. (2012). International Human Resour
<b>Additional literature</b>	Hayton, J.C., Biron, M., Christiansen, L.C. and Kuvaas, B. Global Human Resource Management Casebook. London: Routledge (2012).
<b>The teaching/learning plan</b>	
<b>Week</b>	<b>Lecture units</b>
<b>I</b>	Introduction: The Enduring Context of IHRM
<b>II</b>	The Organizational Context of IHRM
<b>III</b>	IHRM: Sustaining the International Business Operations
<b>IV</b>	Recruiting and Selecting International Staff
<b>V</b>	Training and Development of International Staff
<b>VI</b>	Case-study
<b>VII</b>	Mid-term exam
<b>VIII</b>	International Compensation
<b>IX</b>	Performance Management for International Staff
<b>X</b>	Repatriation and Knowledge Management
<b>XI</b>	The Transfer of Employment Practice across Borders



<b>XII</b>	Case-Study
<b>XIII</b>	Industrial Relations
<b>XIV</b>	IHRM Trends and Future Challenges
<b>XV</b>	Mid-term exam

<b>Basic data of module</b>	
<b>Academic Unit:</b>	<b>MA-Human Resource Management</b>
<b>The name of the subject lectured</b>	<b>Advanced Learning, Training and development</b>
<b>Level :</b>	<b>MA</b>
<b>Status</b>	<b>Obligatory</b>
<b>Year:</b>	
<b>Number of hours :</b>	
<b>ECTS:</b>	
<b>Time /location:</b>	
<b>Lecturer (title/name):</b>	
<b>Contact details (e mail/phone of the lecturer):</b>	
<b>Duration:</b>	
<b>Subject description</b>	This course is related to the traditional major goals of HRM: to acquire, develop and maintain an organization's human capital.
<b>The aim of the subject:</b>	The aim of the course is to provide students advanced lectures while preparing them to enhance their knowledge for: training design and delivery, the assessment of training programs, and identify organizational factors that influence training efforts.
<b>Expected results of the learning:</b>  (a) <b>knowledge;</b> (b) <b>skills</b> (c) <b>competencies:</b>  <b>According to European Framework Qualifications:</b>	<b>Knowledge:</b>  - to understand training and development needs  - analyze jobs and tasks to determine training and development objectives  -to be able to identify training objectives  <b>Skills:</b>  -to design effective training and development programs using different techniques or methods  - implement a variety a different training and development

	<p>activities</p> <p><b>Competency:</b></p> <ul style="list-style-type: none"> <li>-to develop and maintain organizations human capital</li> <li>- to evaluate the effectiveness and efficiency of training and development programs</li> </ul>
<b>Teaching methodology and learning methodology</b>	Classroom projects/case-studies and group presentations are a vital component of the course. Emphasis is given to critical thinking and argumentation of the facts, while giving the students the opportunity to have hands-on practice.
<b>Evaluation method (criteria to pass exam)</b>	Evaluation process is fairly straight-forward, where students are obliged to two mid-term exams as well as submit a coursework. In addition students are given the opportunity to earn 20% through in-class participation and discussions of the case-studies.
<b>The teaching/learning tools/ IT</b>	The writing board, projector-computer-power point, case studies.
<b>The distribution of the theoretical and practical part of the studies</b>	50% theoretical, 50% practical
<b>Literature</b>	
<b>Basic literature</b>	Noe, R. A. (2008). Employee Training and Development (4 <sup>th</sup> Ed). McGraw-Hill
<b>Additional literature</b>	<p>Kozlowski, Steve WJ, and Eduardo Salas, eds. Learning, training, and development in organizations. Taylor &amp; Francis, 2009.</p> <p>Cummings, Thomas, and Christopher Worley. Organization development and change. Cengage learning, 2014.</p>
<b>The teaching/learning plan</b>	
<b>Week</b>	<b>Lecture units</b>
<b>I</b>	Presentation of Syllabus and Course Intro
<b>II</b>	Introduction to Employee Training and Development
<b>III</b>	Strategic training
<b>IV</b>	Needs assessment + Workshop
<b>V</b>	Program Design+ case study
<b>VI</b>	Training Methods and Evaluation
<b>VII</b>	Mid-term review

VIII	Group Presentations
IX	Employee Development
X	Special Issues in Training and Development
XI	Careers and Career Management
XII	<i>Special Challenges in Career Management</i>
XIII	Future of Training and Development
XIV	Case-study+Workshop
XV	Finals Overview

Basic data of module	
<b>Academic Unit:</b>	<b>MA-Human Resource Management</b>
<b>The name of the subject lectured</b>	<b>Managing, Recruiting and Rewarding Talents</b>
<b>Level :</b>	<b>MA</b>
<b>Status</b>	<b>Obligatory</b>
<b>Year:</b>	
<b>Number of hours :</b>	
<b>ECTS:</b>	
<b>Time /location:</b>	
<b>Lecturer (title/name):</b>	
<b>Contact details (e mail/phone of the lecturer):</b>	
<b>Duration:</b>	
<b>Subject description</b>	The course is designed to teach students how to align human resource management practices with business needs. This course will examine the strategies and tools that human resource professionals use to create organizational excellence by identifying and retaining high quality talent. It will look at the creation of technological strategies to recruit talent and systems of personal/professional development to grow the organization. This course will also explore promotion and cross-functional systems that will strengthen the organization as well as retention strategies to promote and reward high quality talent. Students will engage in various activities intended to illustrate and practice the skills involved in

	implementing talent management systems.
<p><b>The aim of the subject:</b></p>	<p>The aim of the course is to provide students with the necessary knowledge with respect to:</p> <ul style="list-style-type: none"> <li>• Be able to determine talent management strategies to support an organization’s goals and objectives.</li> <li>• Identify how to build a talent pipeline to meet an organization’s human capital needs</li> <li>• Define critical elements of a successful performance management system</li> <li>• Develop and integrate a talent management system into organizations</li> <li>• Create a personal development plan and engage in pursuits to accomplish professional goals</li> <li>• Understand the critical issues facing organizations in creating a diverse talent pool.</li> </ul>
<p><b>Expected results of the learning:</b></p> <p>(a) knowledge; (b) skills (c) competencies:</p> <p><b>According to European Framework Qualifications:</b></p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Incorporate behavioral interviewing techniques into applicant selection processes</li> <li>• Understand the career management process from both the employer and employee perspectives.</li> <li>• Understand the linkages between professional development and succession management.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Be able to analyze and implement critical elements of a successful performance management system</li> <li>• Develop and incorporate an effective talent management system that correspond with organizations goals</li> </ul> <p><b>Competency:</b></p> <ul style="list-style-type: none"> <li>• Develop recruitment and selection strategies for their organization</li> <li>• Align recruitment and selection strategies with organizational goals and demonstrate effectiveness to management</li> </ul>
<p><b>Teaching methodology and learning methodology</b></p>	<p>Learning methodology is based on the problem-solving manner while</p>

	working in group projects considering presentations. The use of the method of the case study is highly emphasized with the opportunity to actively engage in classroom discussions.
<b>Evaluation method (criteria to pass exam)</b>	First Mid-Term exam – 25% Second Mid-term exam- 30% Coursework- 25% Attendance and Participation- 20%
<b>The teaching/learning tools/ IT</b>	The writing board, projector-computer-power point, case studies.
<b>The distribution of the theoretical and practical part of the studies</b>	65% theoretical work and 35% practical work
<b>Literature</b>	
<b>Basic literature</b>	Phillips, J., and Gully, S. (2009). Strategic Staffing. 1st Edition. Prentice Hall Publishing.  Aguinis, H. (2008). Performance Management. 2nd Edition. Prentice Hall Publishing.
<b>Additional literature</b>	Cappelli, P. (2008). Talent management for the twenty-first century. <i>Harvard Business Review</i> . March 2008.  Boudreau, J.W. & Ramstad, P.M. (2005). Talentship, talent segmentation, and sustainability: A new HR decision science paradigm for a new strategy definition. <i>Human Resource Management</i> , 44(2): 129-136.  Calo, T. (2008). Talent management in the era of the aging workforce: The critical role of knowledge transfer. <i>Public Personnel Management</i> , 37(4): 403-416.  Erickson, T.J. & Gratton, L. (2007). What it means to work here. <i>Harvard Business Review</i> . March 2007.  Ready, D.A., Conger, J.A. & Hill, L.A. (2010). Are you a high potential? <i>Harvard Business Review</i> , June 2010.
<b>The teaching/learning plan</b>	

<b>Week</b>	<b>Lecture units</b>
<b>I</b>	Introductions - What is Talent Management?
<b>II</b>	Why Talent Management?
<b>III</b>	Strategic frameworks for recruitment, selection and talent management
<b>IV</b>	Case-study
<b>V</b>	Attracting & Selecting Talent Assessing & Evaluating Talent
<b>VI</b>	Interviewing Techniques - Internal candidates
<b>VII</b>	First Mid-term exam
<b>VIII</b>	Developing & Deploying Talent
<b>IX</b>	Engaging and Retaining Talent
<b>X</b>	Case-Study
<b>XI</b>	Managing and Measuring Talent
<b>XII</b>	Future Directions & Critical Issues
<b>XIII</b>	Project Presentations
<b>XIV</b>	Case-Study
<b>XV</b>	Second Mid-Term exam

Internship is elaborated in the narrative

[Profile: Management in Banking, Finance and Accounting \(second year\)](#)

*Third semester, MA Management in Banking, Finance and Accounting*

<b>Basic data of module</b>	
<b>Academic Unit:</b>	<b>MA-Management in Banking, Finance and Accounting</b>
<b>The name of the subject</b>	<b>Risk Management in Banks</b>

<b>lectured</b>	
<b>Level :</b>	<b>MA</b>
<b>Status</b>	<b>Mandatory/6 ECTS</b>
<b>Year:</b>	
<b>Number of hours :</b>	
<b>ECTS:</b>	
<b>Time /location:</b>	
<b>Lecturer (title/name):</b>	
<b>Contact details (e mail/phone of the lecturer):</b>	
<b>Duration:</b>	
<b>Subject description</b>	<p>This course is designed to equip students with the necessary knowledge with respect to managing the banking risk. The course reveals the following learning matter: introduction of the banks and the banking system: its role to support economic activity, and relevant risk faced by banks, corporate governance in banks, financial statements that use banks to communicate their activities, the function of the management of assets and liabilities in the bank, and how banks manage credit losses, regulatory process of banks, credit risk analysis, market risk and marketable instruments, operational risks, Dayton Basel-liquidity, etc.</p>
<b>The aim of the subject:</b>	<p>Learn advanced conceptual basis of risk management in banks by providing examples of their practical implementation in the banking industry. After completing this course students will be able to understand the necessity and learning to develop in the context of managing banking risk. A more efficient way of thinking which will become operational for breaking down situations in a very dynamic and full of turbulent surroundings in which it operates a bank today.</p>
<b>Expected results of the learning:</b>  <b>(a) knowledge;</b> <b>(b) skills</b> <b>(c) competencies:</b>  <b>According to European Framework Qualifications:</b>	<p>Knowledge</p> <ul style="list-style-type: none"> <li>-to understand concepts and advanced theories of bank risk management</li> <li>-to understand the theory of risk, how it functions, policies, protocols.</li> <li>-to learn the importance of evaluating risk and evaluating techniques. To learn for credit risk of the market as well as operational risk in banks.</li> <li>-to understand the models of governance in organizations and</li> </ul>

	<p>interlink with risk management</p> <p>-to learn the risk report. To describe internal auditing and the role of risk management.</p> <p>Skills</p> <p>-managerial skills linked with risk management: planning, evaluating controlling the risk report</p> <p>-to communicate risk management reports</p> <p>Competency</p> <p>-to work in the banking industry- in the risk department</p> <p>-Conduct independent academic research in the risk management field</p> <p>-Create a strategic plan on banking risk management.</p>
<p><b>Teaching methodology and learning methodology</b></p>	<p>Teaching and learning methodology is based on class interaction “Socratic” method through the use of case studies, which triggers students’ interest and curiosity by making subject matter more understandable.</p>
<p><b>Evaluation method (criteria to pass exam)</b></p>	<p>For determining the final grade exam assessment test for regular students will apply these methods of assessment:</p> <p>70 points maximum final written exam, in the form of essays or completion of the test, which makes the final assessment of knowledge from the relevant case</p> <p>20 points for the scientific paper,</p> <p>10 points maximum participation in the learning process - attendance at lectures and interactive methods (exercises) - activity,</p> <p>The final grade is determined:</p> <p>From 50-59 joint points taken grade 6 (six).</p> <p>From 60-69 joint points taken grade 7 (seven)</p>



	<p>From 70 to 79 correct answers obtained grade 8 (eight)</p> <p>From 80- 89 joint points taken grade 9 (nine)</p> <p>From 90 to 100 common points taken grade 10 (ten)</p> <p>(Note: All details of the form of assessment are included in the Examination Regulation of the College).</p>
<b>The teaching/learning tools/ IT</b>	The writing board, projector-computer-power point, case studies.
<b>The distribution of the theoretical and practical part of the studies</b>	65% theoretical work and 35% practical work
<b>Literature</b>	
<b>Basic literature</b>	<p>Phillips, J., and Gully, S. (2009). Strategic Staffing. 1st Edition. Prentice Hall Publishing.</p> <p>Aguinis, H. (2008). Performance Management. 2nd Edition. Prentice Hall Publishing.</p>
<b>Additional literature</b>	<p>Richard Apostolik, Christopher Donohue, Published by John Wiley and Sons, Inc. Hoboken. New Jersey. 2015</p> <p>Bessis, Joel. Risk management in banking. John Wiley and Sons, 2015</p>
<b>The teaching/learning plan</b>	
<b>Week</b>	<b>Lecture units</b>
<b>I</b>	Introduction-syllabus discussion-Forms and functions of banking
<b>II</b>	Bank management
<b>III</b>	Bank regulations
<b>IV</b>	Credit Risk
<b>V</b>	Managing Credit Risk
<b>VI</b>	Mid-term Overview
<b>VII</b>	Operational Risk
<b>VIII</b>	Market Risk
<b>IX</b>	Managing Operational Risk

<b>X</b>	Regulatory Capital and monitoring
<b>XI</b>	Banking International Cooperation
<b>XII</b>	Bank Liquidity-Basel directives on banks
<b>XIII</b>	Case-study
<b>XIV</b>	Presentations
<b>XV</b>	Final Overview

<b>Basic data of module</b>	
<b>Academic Unit:</b>	<b>MA-Banking and Finance</b>
<b>The name of the subject lectured</b>	<b>Bank Management and Banking System</b>
<b>Level :</b>	<b>MA</b>
<b>Status</b>	<b>Mandatory/6 ECTS</b>
<b>Year:</b>	
<b>Number of hours :</b>	
<b>ECTS:</b>	
<b>Time /location:</b>	
<b>Lecturer (title/name):</b>	
<b>Contact details (e mail/phone of the lecturer):</b>	
<b>Duration:</b>	
<b>Subject description</b>	This course is dedicated to master level studies and intends to review economic roles and risk management of financial institutions and development of financial institutions with the main emphasis on banks. In particular, emphasis is given to operations, regulations, and risk structure of the banking system.
<b>The aim of the subject:</b>	The aim of the course is to supply students the necessary knowledge with respect to financial institution management, including: analysis of their financial statements; asset and liability management; capital management; product development; and strategic and profit planning processes.
<b>Expected results of the learning:</b>	<b>Knowledge:</b> -to demonstrate an understanding of key derivative instruments

<p>(a) knowledge; (b) skills (c) competencies:</p> <p><b>According to European Framework Qualifications:</b></p>	<p>in financial markets such as: futures, options, swaps</p> <p>-to explain the theoretical foundations of financial intermediation versus direct finance.</p> <p>-to describe major financial issues facing management of financial intermediaries lately</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Apply critical thinking skills to complex business problems by identifying and evaluating relevant issues and information</li> <li>-Use quantitative and qualitative analytical skills to identify and analyze material factors that are involved in business problems</li> <li>-Identify leading trends affecting the financial services industry</li> </ul> <p><b>Competency:</b></p> <ul style="list-style-type: none"> <li>-to analyze and compare performance, make investment decisions, and provide a rationale for your decision</li> <li>-to individually or in a team environment conduct research and organize written communication.</li> </ul>
<p><b>Teaching methodology and learning methodology</b></p>	<p>Learning will be achieved using several training formats including textbook reading, presentation slides, practice exercises, assignments and study cases. Students need to interact with the professor and their classmates during class discussions, to do assignments, meet deadlines and in some circumstances to work in groups.</p>
<p><b>Evaluation method (criteria to pass exam)</b></p>	<p>The course grade will be based on two equally weighted exams worth 30% points each, a class project worth 30 points, and class participation/attendance worth 10 points. This gives a total of 100% available points in the class.</p>
<p><b>The teaching/learning tools/ IT</b></p>	<p>Computer, projector, Microsoft Office, internet, etc.</p>
<p><b>The distribution of the theoretical and practical part of the studies</b></p>	<p>The course is 50% based on theoretical practice and 50% practical.</p>
<p><b>Literature</b></p>	<p>Peter S. Rose &amp; Sylvia C. Hudgins <i>Bank Management &amp; Financial Services</i>. McGraw Hill, 9th Edition, 2012</p>
<p><b>Basic literature</b></p>	
<p><b>Additional literature</b></p>	<p>Koch, Timothy, and Scott MacDonald. <i>Bank management</i>. Cengage Learning, 2014.</p>

<b>The teaching/learning plan</b>	<b>Lecture units</b>
<b>Week</b>	
<b>I</b>	Overview of the Financial-Services Sector
<b>II</b>	The Impact of government policy and regulation on the financial services industry.
<b>III</b>	The organization and structure of banking and the financial services industry.
<b>IV</b>	Establishing new banks, branches, ATMs, telephone services, and web sites.
<b>V</b>	The financial statements of banks and their principal competitors. Measuring and evaluating the performance of banks and their principal competitors.
<b>VI</b>	Risk management for changing interest rates: asset-liability management and duration techniques.
<b>VII</b>	Risk management: financial futures, options, swaps, and other hedging tools.
<b>VIII</b>	Presentations
<b>IX</b>	Risk management: asset-backed securities, loan sales, credit standbys, and credit derivatives. The investment function in financial-services management.
<b>X</b>	Liquidity and reserves management: strategies and policies.
<b>XI</b>	Managing and pricing deposit services.
<b>XII</b>	Managing non-deposit liabilities.
<b>XIII</b>	The management of capital.
<b>XIV</b>	Lending to business firms and pricing business loans. Consumer loans, credit cards, and real estate lending.
<b>XV</b>	Course Overview

<b>Basic data of module</b>	
<b>Academic Unit:</b>	<b>MA-Banking and Finance</b>
<b>The name of the subject lectured</b>	<b>Advanced Accounting</b>
<b>Level :</b>	<b>MA</b>
<b>Status</b>	<b>Mandatory/6 ECTS</b>
<b>Year:</b>	
<b>Number of hours :</b>	

<b>ECTS:</b>	
<b>Time /location:</b>	
<b>Lecturer (title/name):</b>	
<b>Contact details (e mail/phone of the lecturer):</b>	
<b>Duration:</b>	
<b>Subject description</b>	This course is dedicated to master level studies and students are required to have some knowledge of accounting before enrolling the class. This course focuses on advanced accounting, problems and theory. Topics include consolidations, business combinations, fund accounting, partnerships, foreign exchange and other current issues.
<b>The aim of the subject:</b>	The aim of the course is to provide a groundwork for students to be able to learn the accounting rules for complex transactions as well as to critically analyze implications of how accounting standards influence the information available to financial statements.
<b>Expected results of the learning:</b>  <b>(a) knowledge;</b> <b>(b) skills</b> <b>(c) competencies:</b>  <b>According to European Framework Qualifications:</b>	<b>Knowledge:</b> -to discuss difference between pooling of interest and purchase methods of accounting for consolidations  -to explain the accounting issues, presentations and alternatives and alternatives relating to foreign current transactions and translations  <b>Skills:</b> -to explain how governmental and nonprofit accounting differs from for-profit accounting  - to apply the equity method to accounting for investments  <b>Competency:</b> -to Evaluate usefulness and limitations of advanced accounting topics  -to apply the pooling of interest and purchase methods to account consolidations  -to prepare consolidated financial statements

<b>Teaching methodology and learning methodology</b>	Primary teaching methods are conceptual lectures and in-class review and discussion of problems.
<b>Evaluation method (criteria to pass exam)</b>	The course grade will be based on 60 to 75% examinations, 15 to 30% practice sets, cases and homework, 5 to 20% group and in-class participation.
<b>The teaching/learning tools/ IT</b>	Computer, projector, Microsoft Office, internet, etc.
<b>The distribution of the theoretical and practical part of the studies</b>	The course is 50% based on theoretical practice and 50% practical.
<b>Literature</b>	Kontabiliteti i Avancuar , Sotiraq Dharmo 2009
<b>Basic literature</b>	
<b>Additional literature</b>	Advanced Accounting , Joe B. Hoyle, Thomas F. Shaefer, Timothy S. Douppnik 2008
<b>The teaching/learning plan</b>	<b>Lecture units</b>
<b>Week</b>	
<b>I</b>	Introduction, Fair Value Accounting
<b>II</b>	Equity Method
<b>III</b>	Equity Method
<b>IV</b>	Consolidation at acquisition
<b>V</b>	Consolidation at acquisition
<b>VI</b>	Consolidation subsequent to acquisition
<b>VII</b>	Consolidation subsequent to acquisition
<b>VIII</b>	Consolidation subsequent to acquisition
<b>IX</b>	Overview
<b>X</b>	Intercompany transactions
<b>XI</b>	Non-controlling interest rates and intercompany transactions
<b>XII</b>	Intercompany debt
<b>XIII</b>	Consolidated statements of cash-flow
<b>XIV</b>	Derivatives and Foreign exchange markets
<b>XV</b>	Final Overview

<b>Basic data of module</b>	
<b>Academic Unit:</b>	<b>MA-Banking and Finance</b>
<b>The name of the subject lectured</b>	<b>Money, Banking and Finance</b>
<b>Level :</b>	<b>MA</b>
<b>Status</b>	<b>Mandatory/6 ECTS</b>
<b>Year:</b>	
<b>Number of hours :</b>	
<b>ECTS:</b>	
<b>Time /location:</b>	
<b>Lecturer (title/name):</b>	
<b>Contact details (e mail/phone of the lecturer):</b>	
<b>Duration:</b>	
<b>Subject description</b>	This course is dedicated to master level studies with focus on interest rates, the concept of money, exchange rates, and monetary policy. Topics covered include banking structures and function, the Federal Reserve, determinants of the money supply, fiscal policy and monetary policy, and international economies.
<b>The aim of the subject:</b>	The aim of the course is to deliver students the necessary knowledge with respect to Central Banking system and of monetary policies in a domestic and international environment.
<b>Expected results of the learning:</b> <b>(a) knowledge;</b> <b>(b) skills</b> <b>(c) competencies:</b>  <b>According to European Framework Qualifications:</b>	<b>Knowledge:</b> -understand the conduct of monetary policy, its goals and targets, and the tools available to the central bank. -understand the process of the creation and circulation or flow of money. -distinguish the differences between Commercial Banks, The Federal Reserve, and other financial institutions  <b>Skills:</b> - to express opinions and arguments as well as apply techniques relating to interest rate calculations, exchange rate determinations, and appropriate levels of the Money Supply.  <b>Competency:</b> -to work in the financial or banking sector

	-to critically evaluate/analyze/interpret, written/orally of the macroeconomic data.
<b>Teaching methodology and learning methodology</b>	Mainly instruction through lecturing, but also discussions, and questions & answers. The main objectives are to encourage class participation and develop arguing skills. Read text, answer and understand quiz questions, complete all assigned material and email to the instructor by the appropriate time and date, apply efficient web based communication techniques and research methods.
<b>Evaluation method (criteria to pass exam)</b>	The course grade will be based on two equally weighted exams worth 30% points each, a class project worth 30 points, and class participation/attendance worth 10 points. This gives a total of 100 available points in the class.
<b>The teaching/learning tools/ IT</b>	Computer, projector, Microsoft Office, internet, etc.
<b>The distribution of the theoretical and practical part of the studies</b>	The course is 70% based on theoretical practice and 30% practical.
<b>Literature</b>	Howells, Peter GA, and Keith Bain. <i>The economics of money, banking and finance: a European text</i> . Pearson Education, 2008.
<b>Basic literature</b>	
<b>Additional literature</b>	Mishkin, Frederic S. <i>The economics of money, banking, and financial markets</i> . Pearson education, 2007.  Eakins, G., and S. Mishkin. <i>Financial markets and institutions</i> . Boston: Prentice Hall, 2012.
<b>The teaching/learning plan</b>	<b>Lecture units</b>
<b>Week</b>	
<b>I</b>	Intro: Definitions - Introduction and Chapter 1
<b>II</b>	Overview and Money - Chapters 2 & 3
<b>III</b>	Interest Rates - Chapters 4
<b>IV</b>	Interest Rates Continued - Chapter 4 & 5
<b>V</b>	Interest Rates and Risk – Chapters 5 & 6
<b>VI</b>	Financial Structure - Chapter 8
<b>VII</b>	Presentations
<b>VIII</b>	Banking and Regulation - Chapter 11 & 12
<b>IX</b>	Regulation and Crisis - Chapters 12 & 9
<b>X</b>	Crisis and The Federal Reserve: Chapter 9 & 13



<b>XI</b>	Money and Monetary Policy – Chapter 14
<b>XII</b>	Policy: Fed's Tools - Chapter 15
<b>XIII</b>	Advanced Policy – Chapter 16
<b>XIV</b>	International Finance and Exchange Rates - Chapter 17
<b>XV</b>	Overview

<b>Basic data of module</b>	
<b>Academic Unit:</b>	<b>MA-Human Resource Management</b>
<b>The name of the subject lectured</b>	<b>Corporate Finance</b>
<b>Level :</b>	<b>MA</b>
<b>Status</b>	<b>Obligatory</b>
<b>Year:</b>	
<b>Number of hours :</b>	
<b>ECTS:</b>	
<b>Time /location:</b>	
<b>Lecturer (title/name):</b>	
<b>Contact details (e mail/phone of the lecturer):</b>	
<b>Duration:</b>	
<b>Subject description</b>	<b>This course will examine various theories including the concept of present cash flow analysis, a consortium of valuation techniques, issues between share return, capital asset pricing model, capital budgeting, corporate capital structure investment and financial decisions in the international context, including ethical issues of corporate governance and control.</b>
<b>The aim of the subject:</b>	<b>The aim of this course is to develop the analytical skills for making corporate and risk analysis.</b>
<b>Expected results of the learning:</b>  <b>(a) knowledge;</b> <b>(b) skills</b> <b>(c) competencies:</b>  <b>According to European Framework Qualifications:</b>	<b>Knowledge:</b> -to conduct cash flow analysis -to calculate opportunity cost of capital -to conduct risk analysis  <b>Skills:</b> -to identify short-long term financial management risk and return - to perform ratio analysis

	<b>Competencies:</b> -to perform <b>Risk &amp; Return, Capital Asset, &amp; Pricing Model</b> -critical auditory and erudite writing skills for research purpose
<b>Teaching methodology and learning methodology</b>	Teaching and learning methodology is conducted to keep the discussion moving from one element of the topic to the next one until the completion of each subject. There is sufficient time allowed for students to raise questions, exchange thoughts and ideas and help them in exploring non-traditional insights and unexpected interpretations.
<b>Evaluation method (criteria to pass exam)</b>	In order to successfully complete the course, students <b>must take all exams, tu and attend as well as participate in the classroom discussion.</b>
<b>The teaching/learning tools/ IT</b>	Computer, projector, case studies, internet, etc.
<b>The distribution of the theoretical and practical part of the studies</b>	The course is 70% based on theoretical practice and 30% practical.
<b>Literature</b>	Hillier, D. J., et al. <i>Corporate finance: 1st european edition</i> . No. 1st Edition. M
<b>Basic literature</b>	
<b>Additional literature</b>	Brealey, Richard A. <i>Principles of corporate finance</i> . Tata McGraw-Hill Educa  Ross, Stephen A., Randolph Westerfield, and Bradford D. Jordan. <i>Fundamenta</i> Education, 2008.
<b>The teaching/learning plan</b>	<b>Lecture units</b>
<b>Week</b>	
<b>I</b>	Introduction; Types of Business Organization. Goals of the Corporation
<b>II</b>	Issuing Securities-Present Value
<b>III</b>	Valuing Stocks
<b>IV</b>	Determining Project Cash Flows
<b>V</b>	Mathematics of Portfolio Risk
<b>VI</b>	Introduction to Risk and Return in Security Markets
<b>VII</b>	CAPM-Capital Budgeting with the CAPM
<b>VIII</b>	Mid-term review
<b>IX</b>	The Modigliani-Miller Theorems on Capital Structure
<b>X</b>	The Tradeoff Theory
<b>XI</b>	Capital Budgeting and Taxes
<b>XII</b>	-Capital Structure with Asymmetric Information
<b>XIII</b>	Dividends
<b>XIV</b>	Presentations
<b>XV</b>	Final review

Human Resource Strategic Management-please refer to the syllabus in the previous semester

Internship-please refer to narrative

Fourth Semester

***Master Thesis -30 ECTS***

***5.4.15. Agreements with two accredited HEIs***

***5.4.16. ANNEX The dossier of the study programme***