Swiss School of Business and Management Geneva
(SSBM Geneva)

SSBM Geneva Program Outline

Doctor of Business Administration (DBA) Programs

Method: Online or Campus

Duration of Program: 24 months/4 semesters

Total number of ECTS: min. 120

Avenue des Morgines 12, 1213 Genève

Switzerland

www.ssbm.ch

SSBM Geneva delivers DBA Dissertation, DBA Executive and DBA Global programs.

1. Enrollment criteria

Admission to DBA studies is granted to people who fulfil the following requirements:

- Hold MBA (or equivalent qualification) from a recognized higher education institution;

or

- Hold Master's degree in management (or associated discipline);

or

– Hold a Master's degree in a field other than management (or related discipline) but with a minimum of 5 years professional work experience.

- English requirements:

- TOEFL, IELTS or Cambridge
- Intensive English Program certificate
- Previous education in English speaking or Bilingual school with an official certificate
- Test/Interview with SSBM member staff (75 EUR cost which will be deducted from tuition fees upon enrolment).
- If a candidate is not from a majority English-speaking country, then an evidence of English language competency is required.

- For Executive DBA a minimum of five years postgraduate work experience prior to DBA study, some of this at a senior level

2. Credit Transfer and Recognition of Prior Learning

Credit Transfer and Recognition of Prior Learning are described in the "Recognition of Prior Learning (RPL) Policy" of SSBM Geneva.

3. Graduation Requirements

To successfully complete the DBA program, students must:

- Complete all program courses with a passing grade
- Complete and defend the final dissertation with a passing grade
- Have no outstanding financial obligations towards SSBM

Summa Cum Laude

"Summa cum laude" is an honorary title to signify a DBA that was earned "with the highest distinction". It is awarded to students for exceptional DBA Dissertation which was awarded the highest grade of 100 with innovative and original contribution to the field of research.

4. Teaching Method and Learning Materials

DBA Dissertation program is delivered on campus or online through the SSBM Online Learning Portal used by Harvard and MIT and by remote online mentor supervision. DBA Executive and DBA Global programs are delivered entirely online.

All learning materials for this program are made accessible through the SSBM Online Learning Portal.

Access to S-Connect is provided to all SSBM students. S-Connect is an online platform to socialize / exchange / engage and communicate with current students, alumni, professors and industry partners.

Access to SSBM e-Library and ESBCO (largest provider of research databases, e-journals, magazine subscriptions, e-books and discovery service) is provided to all students. SSBM Librarian is available to all students to further advance their access to literature.

5. Program Outcomes

Learning Outcomes applicable to all DBA programs:

- DBA students will demonstrate fundamental knowledge of the functional areas of research
- DBA students will demonstrate effective research skills including formulation of research problem, building of an appropriate literature review, using and designing a research study, ability to conduct data analysis and summarize and present the results
- DBA students will understand the importance of ethical obligations and responsibilities
- DBA students will be able to apply different frameworks into business context
- DBA students will acquire academic mindset and be able to scientifically analyze, approach and implement solutions to business problems

6. Core Program Curriculum

Course ID	Course	Lecturer	ECTS
26649	Research Methodology I (RM01)	SSBM Supervisor	5
26650	Research Methodology II (RM02)	SSBM Supervisor	5
26654	Research Proposal (RP01)	SSBM Supervisor	20
26655	DBA Dissertation (DBAD01)	SSBM Supervisor	90
		TOTAL:	**120**

7. Executive and Global DBA Program Curriculum

In addition to the core curriculum, students on Executive DBA and Global DBA programs choose additional courses from the list of mandatory courses. Students have to attend all lectures from each course but have the opportunity to choose whether to complete final course assignments or not. If assignments are completed and graded, student will be awarded with additional ECTS points from these courses.

Executive DBA students choose 4 additional courses and Global DBA students choose 2 additional courses.

Course ID	Course	Lecturer	ECTS
26915	Sustainability	Marc Buckley	6
26912	AI for Managers	Aco Momcilovic	2
36962	Strategic Corporate Culture	Minja Bolesnikov	7
26748	Digital Business Acceleration	Damir Gavran	5
26784	Corporate Security and Business Intelligence	Luka Lesko	8
26698	Innovation and Change Management	Velimir Srica	7
26634	Financial Management	Dario Silic	8
37188	Business English	Ana Gudelj	5
37079	Business IT	Minja Bolesnikov	6
26787	Data Visualisation and Storytelling with Data	Andrea Back	5

Course Descriptors

RESEARCH METHODOLOGY I

Course Description

The focus of this DBA level course is on social science research, in particular, research methods. We address different methodological perspectives including experimental type research as well as research in the applied context. Students will get a full understanding of basic statistical concepts and qualitative/quantitative analysis techniques. At the end of course, students would have developed the capacity to frame research questions, derive appropriate experimental research designs, and analyze the data collected from these designs. They would also acquire proficiency in the use of software for analyzing experimental data

Course objectives

The course is designed to acquaint researchers with the principles of experimental design, basic research designs used in social science research including qualitative and quantitative research design methods.

Course Learning Outcomes

After this course, students will be able to:

- Develop the capacity to frame research questions and identify suitable experimental research designs.
- Demonstrate an understanding of basic statistical concepts and qualitative/quantitative analysis techniques.
- Analyze different methodological perspectives, including experimental and applied research contexts.
- Acquire proficiency in the use of software for analyzing experimental data.
- Understand and comply with ethical considerations in research, including academic integrity and avoiding plagiarism.
- Prepare a research concept paper following academic standards and guidelines provided by the course

Assignment Overview: Concept Paper

Your task is the following one:

- You have to submit to your mentor 4-5 pages document (including citations and the first page) where you will write about the topic you would like to study. You have to strictly follow the CONCEPT PAPER template that you can find on the DBA info course or you can request it from your mentor.
- You should structure your short research talk in the following way:

1) Introduction
2) Literature review
3) Discussion
4) Conclusion

- For the Introduction part you should briefly introduce the topic of your study (e.g., why your topic is important? why you would like to study it?

why is it novel? what is so new with your topic? what you will bring to the management/business world by studying that particular topic? etc...)

- For the Literature review: at this stage you can use Google Scholar as the main database and you should query it with some keywords related to your topic (e.g., if your topic is "Business challenges related to Bitcoin introduction"
- Then you should enter some keywords in google scholar such as "business challenge bitcoin" or "organization challenge bitcoin". etc. Once done, you need to briefly review what for example top 20 papers said about that topic (you need at least to read the abstract of those papers).
- Finally, once you analyze the first 20 or 30 papers, you should do the critical review of that literature and say what will be your work contribution and how you will fill the gap with your work. You do not need to go too much in details but just to indicate and cite past papers in this literature review section.
- For example: According to Pelletier 2017), business challenge related to bitcoin is largely underestimated and further research is needed to deep dive in this topic. Indeed, Mancure et al. (2013) argue that bitcoin is still in the nascent stages and....
- Citation style: Harvard style
- For the discussion part: you need to briefly discuss what you have found and how the findings from other studies will related to your research.
- Finally, in the conclusion, you should briefly say what your paper on this literature review dealt with and what you have found.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
Researching subject and reading literature	110	4.4
Supervision meetings	2	0.1
Writing Concept Paper	12.5	0.5

Course materials and textbooks

Saunders, Lewis and Thornhill, *Research Methods for Business Students*, 5th Edition, © Mark Saunders, Philip Lewis and Adrian Thornhill 2009

RECOMMENDED REFERENCES:

Keppel, G., & Wickens, T. D. (2004) Design and analysis: A researcher's handbook (4th ed.). Pearson, Prentice Hall.
Kirk, R. E. (1995). Experimental design: Procedures for the behavioral sciences. Brooks/Cole Publishing Company.
Shadish, W. R., Cook, T. D., & Campbell, D. T. (2001). Experimental and quasi-experimental designs for generalized causal inference. Houghton Mifflin Company.
Tabachnick, B. G., & Fidell, L. S. (2007). Experimental designs using ANOVA. Duxbury.
Alan Agresti (2007) An Introduction to Categorical Data Analysis (Wiley Series in

Probability and Statistics), Publisher: Wiley-Interscience; 2 edition
On SPSS: George, D. & Mallery, P. (2005). SPSS for windows step-by-step: A simple guide and reference, update (6th Ed.). Allyn & Bacon.

SSBM web platform

Presentations, seminars and additional materials for class participation

Web

Different web sites will be mentioned during the lectures. The students are fully advised to consult such web pages in advance of lectures so that they can be prepared to better understand different chapters.

RESEARCH METHODOLOGY II

Course Description

The focus of this DBA level course Research Methodology II is on providing high level overview of the research process that includes data collection, literature review, ethical guidelines, research proposal, research design and several other research related tips.

Course objectives

The course is designed to acquaint researchers with the principles of the research process that includes literature review, research design and research methodology.

Course Learning Outcomes

- Develop proficiency in conducting literature reviews, including identifying relevant sources, critically evaluating existing research, and synthesizing findings.
- Gain an understanding of ethical guidelines and considerations in research, including issues related to data collection, participant consent, and research integrity.
- Acquire skills in formulating research proposals, including defining research questions, selecting appropriate methodologies, and outlining research objectives.
- Demonstrate competence in research design, encompassing the selection of appropriate methods, procedures, and analytical techniques for investigating research questions.
- Enhance knowledge of different research methodologies, including qualitative, quantitative, and mixed-method approaches, and their applications in various research contexts.
- Develop the ability to apply research methods learned in the course to address practical research challenges and contribute to the advancement of knowledge in the field.
- Practice academic writing skills, including adhering to citation conventions, structuring literature reviews, and presenting research findings effectively.

- Foster critical thinking and analytical skills necessary for evaluating research literature, identifying research gaps, and formulating research questions.
- Understand the importance of academic integrity and ethical conduct in research, including avoiding plagiarism and adhering to ethical guidelines throughout the research process.
- Prepare a comprehensive literature review following academic standards and guidelines provided by the course.

Assignment Overview: Literature Review

Your task is the following one:

- You have to submit to your mentor a literature review (including citations and the first page) where you will review the topic you would like to study
- You should structure your literature review as per instructions provided on the learning portal.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
Researching subject and reading literature	110	4.4
Supervision meetings	2	0.1
Writing Literature Review	12.5	0.5

Course materials and textbooks

Saunders, Lewis and Thornhill, *Research Methods for Business Students*, 5th Edition, © Mark Saunders, Philip Lewis and Adrian Thornhill 2009

RECOMMENDED REFERENCES:

Keppel, G., & Wickens, T. D. (2004) Design and analysis: A researcher's handbook (4th ed.). Pearson, Prentice Hall.
Kirk, R. E. (1995). Experimental design: Procedures for the behavioral sciences. Brooks/Cole Publishing Company.
Shadish, W. R., Cook, T. D., & Campbell, D. T. (2001). Experimental and quasi-experimental designs for generalized causal inference. Houghton Mifflin Company.
Tabachnick, B. G., & Fidell, L. S. (2007). Experimental designs using ANOVA. Duxbury.
Alan Agresti (2007) An Introduction to Categorical Data Analysis (Wiley Series in Probability and Statistics), Publisher: Wiley-Interscience; 2 edition
On SPSS: George, D. & Mallery, P. (2005). SPSS for windows step-by-step: A simple guide and reference, update (6th Ed.). Allyn & Bacon.

SSBM web platform

Presentations, seminars and additional materials for class participation

Web

Different web sites will be mentioned during the lectures. The students are fully advised to consult such web pages in advance of lectures so that they can be prepared to better understand different chapters.

RESEARCH PROPOSAL

Course Description

The Research Proposal course guides students in developing a comprehensive research proposal that serves as the foundation for their final thesis. Building on the Concept Paper and Literature Review, students refine their research problem, research questions, theoretical framework, and methodology while demonstrating academic rigor and critical thinking.

Course Objectives

The objective of this course is to equip students with the knowledge and skills necessary to design a coherent, academically rigorous, and feasible research proposal. Students will strengthen their ability to critically evaluate scholarly literature, formulate meaningful research questions or hypotheses, select appropriate research methods, and justify their methodological decisions.

Course Learning Outcomes

Upon successful completion of this course, students will be able to:

- Define and critically evaluate a research problem, establishing its significance, relevance, and contribution to the field.
- Formulate clear research objectives, research questions, and hypotheses or propositions aligned with the identified research problem.
- Conduct a comprehensive and critical literature review to identify research gaps and develop an appropriate theoretical or conceptual framework.
- Design and justify a suitable research methodology, including research approach, sampling strategy, data collection methods, and analytical techniques.
- Evaluate the reliability, validity, ethical considerations, and feasibility of the proposed research design.
- Integrate theoretical knowledge, scholarly evidence, and methodological decisions into a coherent and academically rigorous research proposal.
- Prepare and present a structured research proposal that meets academic writing standards and provides a clear blueprint for the final thesis.

Assignment Overview: Research Proposal

Students are required to develop a comprehensive Research Proposal based on their previously completed Concept Paper and Literature Review. The assignment should clearly define the research problem, objectives, and research questions; provide a critical and sufficiently developed literature review; and present a detailed methodology explaining the research design, sampling approach, data collection procedures, data analysis techniques, and relevant ethical considerations.

The proposal should normally be **10–12 pages long and must not exceed 30 pages**. Unless otherwise approved by the Mentor, it must include a title page, table of contents, Chapter 1: Introduction, Chapter 2: Review of Literature, Chapter 3: Methodology, references, and appendices where appropriate.

The proposal must be written in a formal academic style, demonstrate critical analysis and independent research skills, use appropriate scholarly references and consistent citation formatting, and present a logical connection between the research problem, literature, and methodology.
The completed Research Proposal should provide a clear, feasible, and academically sound foundation for conducting the research and writing the final thesis. Once approved, it serves as the guiding framework for subsequent thesis development, with any significant changes subject to agreement with the Mentor.

Overview of student workload

Learning Activities	**Hours**	**ECTS**
Research problem and objectives development	50	2
Literature review and synthesis	125	5
Theoretical framework and hypotheses	50	2
Research methodology development	100	4
Research validity, reliability, and ethics	25	1
Research proposal writing	75	3
Mentor consultations and feedback	25	1
Revision and final submission	50	2
Total	**500**	**20**

DISSERTATION

Course Description

The Dissertation course represents the final stage of the doctoral research process, during which students independently conduct and complete an original research study based on an approved Research Proposal. Students collect and analyze data, critically interpret their findings, develop evidence-based conclusions, and demonstrate their ability to contribute to academic knowledge and professional practice through a comprehensive doctoral dissertation.

Course Objectives

The objective of this course is to enable students to conduct independent, academically rigorous research and produce a doctoral dissertation that demonstrates advanced research competencies, critical thinking, and methodological expertise. Students will strengthen their ability to apply appropriate research methods, systematically analyze empirical evidence, evaluate findings in relation to existing literature, and formulate meaningful theoretical and practical contributions.

Course Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Conduct independent research by implementing an approved research design and addressing clearly defined research questions, objectives, and hypotheses or propositions.
2. Critically evaluate and synthesize scholarly literature to establish the theoretical foundations of the study and demonstrate its contribution to existing knowledge.
3. Apply advanced research methodologies by selecting and implementing appropriate sampling, data collection, and analytical techniques.
4. Demonstrate research rigor and ethical responsibility by ensuring appropriate reliability, validity, transparency, and adherence to ethical research standards.
5. Systematically analyze and present research findings using suitable quantitative, qualitative, or mixed-methods approaches.
6. Critically interpret and evaluate research results in relation to the research questions, theoretical framework, and existing scholarly literature.
7. Develop evidence-based conclusions and recommendations that demonstrate theoretical contributions, practical implications, and opportunities for future research.
8. Produce a comprehensive doctoral dissertation that demonstrates independent scholarship, academic integrity, critical analysis, and advanced academic writing skills.

Assignment Overview: Dissertation

Students are required to complete an independent doctoral dissertation based on their previously approved Research Proposal. The dissertation must demonstrate the student's ability to conduct original research, apply appropriate research methodologies, collect and systematically analyze data, critically evaluate findings, and develop well-supported conclusions and recommendations. The research must demonstrate academic rigor, methodological transparency, and a meaningful contribution to scholarly knowledge and/or professional practice.

The dissertation must contain 120–200 pages of main text, excluding photographs, images, tables, and similar visual elements. Unless otherwise agreed with the Mentor, the dissertation should include a title page, signature page, table of contents, lists of tables and figures, abstract, Chapter 1:

Introduction, Chapter 2: Review of the Literature, Chapter 3: Methodology, Chapter 4: Results, Chapter 5: Discussion, Conclusions, and Implications, references, and appendices. The dissertation must follow the Harvard referencing style and the official SSBM dissertation templates provided by SSBM or the Mentor.

The completed dissertation must demonstrate independent scholarly work, critical engagement with relevant literature, appropriate data collection and analysis, and objective interpretation of research findings. Students are expected to revise previously developed chapters as necessary, incorporate Mentor feedback, and ensure that the final document meets the highest standards of academic quality, coherence, research ethics, and professional presentation.

Overview of student workload

Learning Activities	**Hours**	**ECTS**
Research planning	125	5
Literature review	250	10
Methodology development	250	10
Data collection	500	20
Data analysis	375	15
Results and discussion	250	10
Conclusions and recommendations	125	5
Mentor consultations	125	5
Revision and submission	250	10
Total	**2,250**	**90**

SUSTAINABILITY

Course Description

This course provides advanced knowledge of sustainability and the United Nations Sustainable Development Goals (SDGs), focusing on their integration into business practices and their broader societal impact. Students will explore sustainable development strategies, organizational prevention measures, ecological challenges, and the importance of responsible investment and innovation. The course emphasizes practical approaches to integrating sustainability into business models and decision-making to support resilient and sustainable futures.

Course objectives

The objectives of this course are the following:

- Acquire an understanding of the SDGs framework, and of different ways of mobilizing the future for transformative climate action;
- Learn new approaches to building climate resilience, and embracing emergence in innovative climate positive designs;
- Critical and creative thinking in order to create a vision of desirable

future

Course Learning Outcomes

After this course, the students will be able to:

- Develop skills for finding and using reliable data for support of sustainability projects.
- Acknowledge and insist on civic engagement and inclusive practices for applying sustainability principles to local issues.
- Work effectively within cross-disciplinary teams
- Gain capability to address environmental challenges
- Indicate how sustainability issues are impacting social, economic, and political environment

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
Lectures – Video materials	5	0.2
Preparations for the practical work	15	0.6
Readings (presentation and literature)	70	2.8
Learning for final assignment + time for solving	60	2.4

Course Materials

1. Sachs, J. D. (2012). From millennium development goals to sustainable development goals. The lancet, 379(9832), 2206-2211.

2. Common Wealth: Economics for a Crowded Planet Jeffrey D. Sachs

3. Regenerative Leadership Book by Giles Hutchins 2019

4. Integration: the key to implementing the Sustainable Development Goals. 2015 Mark Stafford-Smith, David Griggs, Owen Gaffney, Farooq Ullah, Belinda Reyers, Norichika Kanie, Bjorn Stigson, Paul Shrivastava, Melissa Leach & Deborah O'Connell

5. Sustainable Development Goals and UN Goal-Setting 2017 By Stephen Browne

6. Governance for the Sustainable Development Goals Exploring an Integrative Framework of Theories, Tools, and Competencies by Joachim Monkelbaan 2019 Springer

7. Fernando, J.L. (2003) 'Rethinking Sustainable Development', The Annals of the American Academy of Political and Social Science, Sage Publications, London, http://www.sagepub.com/booksProdDesc.nav?currTree=Subjects&level1=B00&prodId=Boo

8. Jones, Peter , Hillier, David and Comfort, Daphne (2016) The sustainable development goals and business. International Journal of Sales, Retailing and Marketing, 5 (2). pp. 38-48.

9. Pedersen, C. S. (2018). The UN sustainable development goals (SDGs) are a great gift to business!. Procedia Cirp, 69, 21-24.

10. Amel-Zadeh, A., & Serafeim, G. (2018). Why and how investors use ESG information: Evidence from a global survey. Financial Analysts Journal, 74(3), 87-103

11. Sustainable development goals and the strategic role of business: A systematic literature review Chiara Mio Silvia Panfilo Benedetta Blundo 2020

12. Business and the Sustainable Development Goals: Measuring and Managing Corporate Impacts 1st ed. 2019 Edition by Norma Schönherr (Editor), André Martinuzzi (Editor)

13. Business, Government and the SDGs: The Role of Public-Private Engagement in Building a Sustainable Future 1st ed. 2023 Edition by Mahmoud Mohieldin (Author), Sameh Wahba (Author), Maria Alejandra Gonzalez-Perez (Author), Miral Shehata (Author)

AI FOR MANAGERS

Course Description

Artificial Intelligence has become a buzzword many years ago. In the recent decade we are witnessing rapid rise in AI research, development and application. AI as a field has become much more than just software development – engineering and technical issue. Many more fields are getting included in this area, and making significant contribution from economic, philosophical, ethical, or social side. Ways to get included are growing, as are the concerns about mismanagement of future AI projects and services. We believe that is a good time to learn and expand knowledge of people in business about different aspects of AI. Aim of this course is to combine scientific research on different AI related topics, with different business analytics and predictions, and to maximize understanding by use of different sources.

Course objectives

Explore different definitions of AI as a basis for exploration of different aspects and approaches. Ger familiar with the widely used AI connected terminology. Position AI development in the broader context of digitalization and tech development that is progressing in the last few decades. Get an overview of the main technologies that are used in the AI projects. Get familiar with already existing best practices and areas of implementation of AI. Discuss economic and social consequences for different countries and be able to compare them. Put the development of AI technologies in the broader geopolitical framework. Identify most common ethical questions about AI development. Raise awareness about already existing international regulations or recommendations that are applied to

AI. Discuss different career paths for non-engineering positions that are required in the AI projects.

Course Learning Outcomes

After this course, the students will be able to:

- Compare different definitions and choose most suitable for your business.
- Understand interconnectedness of different technologies and areas of implementation.
- Create new ideas about AI products and services.
- Create broader framework about consequences of AI and its development on the geopolitical and economic level.
- Get inspired to explore AI field further.
- Gather number of sources for additional AI education.
- Think about impact of AI and new technologies in the broader global context, and on the different levels: from individual to company to country level.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
Lectures – Video materials	4	0.2
Preparing for the practical work	10	0.4
Readings (presentation and literature)	60	2.4
Learning for final assignment + time for solving	50	2.0

Course Materials

1. Gordon, Brent M.- Artificial Intelligence: Approaches, Tools, and Applications

2. Dr. Joshua Eckroth, Eric Schoen - AI Blueprints : How to Build and Deploy AI Business Projects

3. Juliette Powell, Art Kleiner - The AI Dilemma : 7 Principles for Responsible TechnologyArtificial Intelligence – A Modern Approach (3rd Edition)

4. Machine Learning for Dummies

5. Make Your Own Neural Network

6. Machine Learning: The New AI

7. Fundamentals of Machine Learning for Predictive Data Analytics: Algorithms, Worked Examples, and Case Studies

STRATEGIC CORPORATE CULTURE MANAGEMENT

Course Description

The course provides advanced knowledge of strategic corporate culture management, focusing on organizational strategies, cultural diversity, leadership styles, and global management practices. Students will explore key concepts of innovation, ethics, sustainability, and corporate social responsibility, with an emphasis on practical application through case studies, exercises, and project-based learning.

Course objectives

The course aims to develop students' understanding of the relationship between corporate culture and strategic management, emphasizing its impact on organizational performance, competitive advantage, and long-term success. Students will acquire the knowledge and skills to assess, align, and manage corporate culture in support of strategic objectives, organizational change, and business transformation. The course also emphasizes leadership, strategic decision-making, and the practical application of culture management strategies to improve organizational effectiveness.

Course Learning Outcomes

Upon successful completion of this course, students will be able to:

- Analyze the relationship between corporate culture and strategic management and its impact on organizational performance and competitive advantage.
- Evaluate the key elements of corporate culture and their alignment with organizational strategic objectives.
- Apply appropriate methods and tools to assess, measure, and manage corporate culture effectively.
- Develop strategies for aligning corporate culture with organizational goals and supporting business transformation.
- Assess the role of leadership in shaping corporate culture and driving organizational change.
- Design culture change initiatives that foster innovation, employee engagement, and organizational effectiveness.
- Critically evaluate real-world cases to identify best practices and challenges in strategic corporate culture management.
- Formulate actionable strategies to leverage corporate culture for sustainable competitive advantage and long-term organizational success.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
Lectures – Video materials	4.0	0.1

Readings – literature, reading assignment and literature	65	2.6
Individual study	45	1.8
Learning for final assignment + time for solving	65	2.6

Course Materials

Main literature:

• "Corporate Culture and Performance" by John P. Kotter and James L. Heskett

• "Good to Great: Why Some Companies Make the Leap... and Others Don't" by Jim Collins

Additional literature

• "Built to Last: Successful Habits of Visionary Companies" by Jim Collins and Jerry Porras

• "Drive: The Surprising Truth About What Motivates Us" by Daniel H. Pink

• "Delivering Happiness: A Path to Profits, Passion, and Purpose"

• "The Advantage: Why Organizational Health Trumps Everything Else in Business" by Patrick Lencioni

• "Corporate Culture and Performance" by John P. Kotter and James L. Heskett

DIGITAL BUSINESS ACCELERATION

Course Description

Digital transformation is an abused buzzword nowadays and vast oceans of solutions and technologies makes it very hard to navigate. Making a winning strategy for a concrete business can be confusing and time consuming. Gap between "nice ideas" and proven and applicable strategical solutions seems quite difficult to bridge in everyday life. The goal of the course is to provide a navigation map for business leaders. The course is made of a combination of lectures, case studies and team projects.

Course objectives

In this course, we will start out by introducing a concept of a sort of holistic framework, looking at digital strategies through five key domains of strategy that are changing and being transformed by digital technologies. Customers are being changed, our competition, how we think about data, how we think about innovation, and how we define the value of our business and our industry. Those are the five domains of digital transformation, because each of these areas of strategy are changing so dramatically today.

Course Learning Outcomes

Upon successful completion of this course, students will be able to:

- Understand the customer habits and digital behaviour driving the customers across different markets
- Analyse data – building data as a strategic asset in business
- Create value from analysed data
- Apply the principles and best practices of the leading start-ups to enterprise large scale organizations

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
Lectures – Video materials	4,5	0.2
Preparations for the lectures	10.5	0.4
Preparations for the practical work	30	1.2
Readings (presentations/lectures and literature and reading assignments)	30	1.2
Learning for final assignment + time for solving	50	2.0

Course Materials

Main literature:

1. David L. Rogers (2016): The Digital Transformation Playbook

Additional literature:

2. Geoffrey G. Parker, Marshall W. Van Alstyne, Sangeet Paul Choudhary (2017): Platform revolution

3. Alexander Borek, Nadine Prill (2020): Driving Digital Transformation through data and AI.

CORPORATE SECURITY & BUSINESS INTELLIGENCE

Course Description

The course provides advanced knowledge of corporate security and business intelligence, focusing on the strategic collection, analysis, and management of business information to support effective decision-making and competitive advantage. Students will explore business intelligence processes, information security, risk assessment, and the identification of business opportunities and threats. The course emphasizes ethical information gathering, strategic management, and the practical application of business intelligence and

counterintelligence to enhance organizational security, resilience, and competitiveness.

Course objectives

The course aims to develop students' understanding of the importance of business information in strategic management, corporate decision-making, and organizational security. Students will acquire knowledge of business intelligence and counterintelligence concepts, models, and processes, while developing the skills necessary to collect, analyze, interpret, and protect business information. The course emphasizes the effective management of business intelligence processes to support informed decision-making, competitive advantage, and business success.

Course Learning Outcomes

Upon successful completion of this course, students will be able to:

- Analyze business intelligence models, processes, and their role in strategic management and decision-making.
- Evaluate the importance of business information in organizational performance, competitiveness, and corporate security.
- Examine techniques and methods for collecting, processing, and interpreting business information.
- Apply business intelligence methods to develop business analyses that support strategic decision-making.
- Assess business information security models and counterintelligence processes for protecting organizational information.
- Compare business intelligence models across EU Member States and different economic systems worldwide.
- Develop strategies for organizing and managing business intelligence and counterintelligence processes within organizations.
- Formulate business intelligence requirements and recommendations based on management needs and analyzed information.

Overview of student workload

Learning Activities	**Number of Hours**	**ECTS Allocation**
Lectures – Video	5	0.2
Preparations for the lectures	35	1.4
Preparations for the practical work	55	2.2
Readings (presentations/lectures, literature, and reading assignments)	55	2.2

Learning for final assignment and completion	50	2.0

Course Materials

Main literature:

1. Marr, B. (2017). Data Strategy: How to Profit from a World of Big Data, Analytics and the Internet of Things. Kogan Page

2. Howson, C. (2013). Successful Business Intelligence, Second Edition: Unlock the Value of BI & Big Data. McGraw-Hill Education; 2nd edition

Additional literature:

1. Moss, T., Atre, S. (2003). Business Intelligence Roadmap: The Complete Project Lifecycle for DecisionSupport Applications. Addison-Wesley Professional.

SSBM web platform

Presentations, seminars and additional materials for class participation (case studies, excel cases etc.)

INNOVATION AND CHANGE MANAGEMENT

Course Description

The course is made of a combination of lectures, case studies and team projects. Themes are covered through small business cases, individual and team presentations, real life examples, self-assessment tests, etc. Students are required to attend the lectures, prepare, and present individual and team projects on innovation and change management. We are always open for questions, discussions and suggestions of our students through especially e-mail communication.

Course objectives

The course is aimed at providing students with theoretical principles as well as with practical knowledge, including tips and tricks in change and innovation management. The students will develop understanding of innovation and creativity as phenomena in general, and specifically within an organizational environment. They will develop individual and team skills in preparing and presenting innovative projects, specifically those based on digital transformation and creating added value.

Course Learning Outcomes

At the end of this course, students will be able to:

- Introducing innovation and change management
- Describe and explain innovation and change in the age of digital transformation
- Research and explain convergent, divergent, lateral, and vertical thinking

- Provide an insight into barriers to creativity and innovation and how to remove them
- Learn how to manage change in seven steps
- Explain and practice individual and team creativity supporting techniques
- Outline the principles of building an innovative and change-oriented organizational environment
- Understand and learn the principles of managing projects that bring change and innovation
- Develop case studies and student projects with presentations

Overview of student workload

Learning Activities	Number of Hours	ECTS Allocation
Lectures – Video	5.5	0.22
Preparations for the lectures	15	0.6
Preparations for the practical work	55	2.2
Readings (presentations/lectures, literature, and reading assignments)	50	2
Learning for final assignment and completion	49.5	2

Course Materials

Main literature:

1. Srića Velimir (2016): Creativity and Innovation Management, Kindle Store

Additional literature:

1. Cameron Esther (2015): Making Sense of Change Management, Cogan Page

2. Hayes John (2010): The theory and practice of change management, Palgrave Macmillan

3. Srića Velimir(2014):In Search of Harmony in a Disharmonious World: Leadership Manual for Change Agents and Dreamers, Algora Publishing

4. Srića Velimir (2008): Social Intelligence and Project Leadership, Journal of American Academy of Business, no. 2.

Additional sources:

1. SSRN (n.d.) Comprehensive review on technology adoption and digital transformation. Available at: https://www.ssrn.com/

2. CMI (2024): Top 10 Change Management Trends 2024 – Explained. This article highlights strategies and technologies shaping change management practices. Available at: https://changemanagementinsight.com

FINANCIAL MANAGEMENT

Course Description

The course is made of a combination of lectures and case studies. Themes are covered through small business cases, homework, real-life examples, case studies work, etc. Students are required to follow on-site lectures and case studies and be prepared by reading the given reading materials. Students are expected to actively follow on-site lectures and case studies.

Course objectives

The course aims to develop students' knowledge and practical skills in financial management and corporate finance, emphasizing financial decision-making, investment evaluation, and risk assessment. Students will strengthen their critical and analytical thinking through real-world business cases and financial modeling while developing the ability to evaluate financial strategies, identify business risks, and adapt financial decisions to changing global economic environments.

Course Learning Outcomes

Upon successful completion of this course, students will be able to:

- Analyze corporate financial performance using appropriate financial management tools and techniques.
- Evaluate investment opportunities by assessing profitability, cost of capital, and financial risks.
- Apply corporate finance principles to business valuation, financing decisions, and capital structure management.
- Assess different financing instruments, including stocks, bonds, and debt, and their implications for corporate financial strategies.
- Develop financial models and conduct practical financial analyses using Excel-based case studies.
- Demonstrate critical and analytical thinking by identifying financial problems, evaluating alternative solutions, and assessing associated risks.
- Analyze global financial trends and their impact on corporate financial decisions and business operations.
- Formulate financial strategies that respond to changing economic, political, legal, and international business environments.

Overview of student workload

Learning Activities	Number of Hours	ECTS Allocation
Lectures – Power Point	30	1.4
Problem solving Exercises – excel	10	0.4

Preparations for the lectures	20	0.8
Preparations for the practical work	20	0.8
Individual study for additional activities (presentations, seminars, projects, debating, reporting etc.)	10	0.4
Learning for final assignment and completion	80	3.2

Course Materials

Main literature:

1. Brealey, A.R., Myers C.S., Marcus, J.A. Fundamentals of Corporate Finance. McGraw Hill. (BMM)

2. J. C. Van Horne, J. M. Wachowicz, Jr. Fundamentals of Corporate finance (Prentice Hall),

3. J. Berk, P. DeMarzo: Corporate finance. Pearson Education.

Additional literature:

1. Asquith, P., & Weiss, L. A. Lessons in corporate finance: A case studies approach to financial tools, financial policies, and valuation. John Wiley & Sons.

2. Wahlen, J., Baginski, S., & Bradshaw, M. Financial reporting, financial statement analysis and valuation. Nelson Education.

3. Corporate finance Raymond Am. Brooks, Pearson

4. Corporate finance Sheridan Titman, Arthur aj. Keown and John d. Martin, Pearson

SSBM web platform

Presentations, seminars and additional materials for class participation (case studies, excel cases etc)

Excel

Excel is an important tool for corporate finance. All lectures by prof. Silić will be held online where every student can individually perform exercises in Excel. Students are advised to get acquainted with Excel before and during the lectures, and especially with using different financial formulas for easier understanding of the course.

Web

Different web sites will be mentioned during the lectures. The students are fully advised to consult such web pages in advance of lectures so that they can be prepared to better understand the calculations in excel. Some of the web pages are listed here:

Financeyahoo.com

Marketwatch.com

Federalreserve.com

Dow jones, Nasdaq etc

Ecb.europa.eu

BUSINESS ENGLISH

Course Description

This course provides students with adequate tools to increase their ability to function better in English language. Communication activities, contemporary texts, and the study of vocabulary are used to expand all communication skills. It also provides a foundation in all foreign language learning skills: speaking, listening, reading, and writing. It will help students to improve their business communication skills and to recognize the importance of communication in gaining a better understanding of themselves and others.

Course objectives

The goal of this course is proficiency in business communication skills with an emphasis on written communication proficiency. Oral and written communication proficiencies are consistently ranked in the top ten desirable skills by employer surveys year after year. This course acquaints students with business communication skills that will help them solve problems, learn new things, and build their career.

Course Learning Outcomes

At the end of this course, students will:

- Recognize the importance of communication in gaining a better understanding of themselves and others.
- Practice listening and reading for understanding.
- Use critical thinking skills to improve their business communication.
- Compose a brief description of a meeting, a sample agenda for a business meeting, an outline of a script for a telephone conversation, a text message in business environment, and an e-mail.

Overview of student workload

Learning Activities	Number of Hours	ECTS Allocation
Lectures – Video	2	0.1
Lectures - Reading	8	0.3
Preparations for the lectures	40	1.6
Readings (literature and pre-reading links	50	2

Learning for final assignment and completion	50	2

Course Materials

Business Communication for Success - Open Textbook Library (2015) Umn.edu. Available at: https://open.umn.edu/opentextbooks/textbooks/8

BUSINESS IT

Course Description

The Business IT course is designed to provide MBA students with a comprehensive understanding of the role of Information Technology (IT) in modern businesses. This course explores the fundamental concepts, strategies, and practices that enable businesses to effectively leverage IT for competitive advantage, operational efficiency, and innovation. Through a combination of theoretical knowledge, practical applications, and case studies, students will gain insights into IT governance, project management, business process optimization, enterprise systems, risk management, cybersecurity, and emerging technologies. This course aims to equip students with the skills and knowledge necessary to navigate the complex intersection of business and IT, enabling them to make informed decisions and drive technological advancements within organizations. Students will learn to develop and implement planning and goal frameworks for IT strategy, IT projects, business processes, enterprise systems, IT risk management, and emerging technology projects.

Course objectives

The course aims to develop students' understanding of the role of information technology in modern business and its contribution to organizational success, innovation, and competitive advantage. Students will acquire the knowledge and skills to apply Agile project management methodologies, optimize business processes through IT solutions, and evaluate emerging technologies. The course also emphasizes critical thinking, strategic decision-making, and the effective management of IT projects to enhance operational efficiency and support organizational success in a rapidly evolving digital environment.

Course Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Analyze the role of information technology in modern business operations and its impact on organizational performance and competitive advantage.
2. Apply Agile project management methodologies to effectively plan, execute, and monitor IT projects.
3. Evaluate IT strategies and solutions to improve operational efficiency, innovation, and business performance.
4. Analyze and optimize business processes using appropriate IT tools, techniques, and digital solutions.

5. Assess emerging technologies and their potential impact on organizational operations and strategic decision-making.
6. Develop IT strategies and initiatives that align with organizational objectives and support digital transformation.
7. Demonstrate critical thinking and problem-solving skills in managing IT projects and addressing technology-related business challenges.
8. Formulate informed recommendations for adopting and implementing IT solutions to enhance organizational effectiveness and competitiveness.

Overview of student workload

Learning Activities	Number of Hours	ECTS Allocation
Lectures – Video	3	0.1
Readings (presentations/lectures, literature, and reading assignments)	75	3.0
Video tutorials	2	0.1
Individual study	20	0.8
Learning for final assignment and completion	50	2.0

Course Materials

Main literature:
"Corporate Culture and Performance" by John P. Kotter and James L. Heskett
"Good to Great: Why Some Companies Make the Leap... and Others Don't" by Jim Collins

Additional literature
"Built to Last: Successful Habits of Visionary Companies" by Jim Collins and Jerry Porras
"Drive: The Surprising Truth About What Motivates Us" by Daniel H. Pink
"Delivering Happiness: A Path to Profits, Passion, and Purpose"
"The Advantage: Why Organizational Health Trumps Everything Else In Business" by Patrick Lencioni
"Corporate Culture and Performance" by John P. Kotter and James L. Heskett

DATA VISUALISATION AND STORYTELLING WITH DATA

Course Description

This course will cover the fundamentals of effective data-driven storytelling.

Students will learn how to detect and articulate the stories behind data sets and communicate data findings in visual, oral, and written contexts for various audiences and publics. Students will become familiar with associated tools. Students are required to follow online lectures and case studies and be prepared by reading the given reading materials. Students are expected to actively watch all online lectures and case studies.

Course objectives

This course teaches students the skills necessary to be effective Data Storytellers. They will learn how to locate and download datasets, extract insights from that data and present their findings in a variety of different formats. Students will learn how to "connect the dots" in a dataset through visual data analysis and find the narrative thread that both explains what's going on and engages their audience in a story about the data. Moreover, students will learn how to tell data stories in different ways for different audiences and stakeholders.

Course Learning Outcomes

By the end of this course, students will be able to:

- Detect and understand the stories within datasets and extract insights from that data.
- Effectively present data visually to enhance audience comprehension of findings and insights.
- Apply data visualization best practices to their work, including choosing the right chart type for the situation and avoiding visualization techniques that can mislead an audience.
- Act as a data-driven visual storyteller for optimal presentation of trends, patterns and insights
- Effectively communicate insights about data in various formats, including oral presentations, written reports and interactive visualizations
- Prepare professional business reports and make effective client presentations of their work
- Explain the importance of communication skills and competencies for individuals who serve as data analysts

Overview of student workload

Learning Activities	**Number of Hours**	**ECTS Allocation**
Lectures – Video	3	0.1
Lectures – reading	30	1.2
Preparations for lectures	20	0.9
Reading part (literature and pre-reading links)	50	2.0
Learning for final assignment and completion	25	1.0

Course Materials

Main literature:

Storytelling with Data: A Data Visualization Guide for Business Professionals by Cole Nussbaumer Knaflic

J. C. Van Horne, J. M. Wachowicz, Jr.Fundamentals of Corporate finance (Prentice Hall),.

J. Berk, P. DeMarzo : Corporate finance. Pearson Education.

Additional literature:

Asquith, P., & Weiss, L. A. Lessons in corporate finance: A case studies approach to financial tools, financial policies, and valuation. John Wiley & Sons.

Wahlen, J., Baginski, S., & Bradshaw, M. Financial reporting, financial statement analysis and valuation. Nelson Education.

Corporate finance Raymond Am. Brooks, pearson

Corporate finance Sheridan Titman, Arthur aj. Keown and John d. Martin, Pearson

SSBM web platform

Presentations, seminars and additional materials for class participation (case studies, excel cases etc)