Module Description Catalog

Master of Science
„Management",

- *with Specialization in Education*
- *in Business*

(as of June, 2021)

NEHEMIAH GATEWAY ALBANIA

Rruga "Nehemia"
7304 Bucimas
Albania

Table of Content

Module A: Professional and Research Orientation

1. Leadership & Managament

Code	Type of the Course	Semester	Contact hours	Self-study hours	Hours Total	Credits (ECTS)
L°°	Compulsory	I / III	50	100	150	5

Lecturer	Dr. Roy Atwood
Language	English / Albanian

Aim of the Course

This Course provides an overview of theories, research, and best practices in leadership and organizational management. It introduces students to the knowledge, skills, best practices, and research needed to lead effectively in various management positions within a range of organizations (business, education, non-profits, etc.). Students will practice research, assessment, and management skills that will enable them to be effective organizational and group leaders and communicators. Students will participate in case studies, assessment activities, and use research and outcomes information for leading toward strategic goals and improving their organization, group, and themselves professionally.
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Learning Outcomes

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

- Explain and evaluate various models of leadership and management
- Compare current theories of leadership and apply them appropriately to professional settings
- Recognize and evaluate leadership strategies
- Analyze the skills and dispositions required of leaders and managers and their interrelationships
- Identify and describe assessment approaches and outline organizationally appropriate criteria
- Reflect on the concepts and roles of assessment within institutions, and their relative strengths and weaknesses
- Explain and critique a range of models of leadership and management in different organizations
- Defend the legal and ethical requirements for leading groups and organizations effectively
- Understand and apply ethical principles appropriately in complex relationships and organizational situations with employees, institutions, and various community and public stakeholders
- Identify & evaluate dominant organizational leadership styles and practices.

Precondition(s)	No

LITERATURE

Required:

Grint, K. (2010). *Leadership: A very short introduction*. Oxford, UK: Oxford University Press.

Marquet, L.D. (2020). *Leadership Is Language: The Hidden Power of What You Say & What You Don't*. New York, USA: Portfolio/Penguin

Soyer, E. & Hogarth, R. (2020).The Myth of Experience: Why We Learn the Wrong Lessons, and Ways to Correct Them. New York, USA: Public Affairs

Recommended:

Institute, T. A. (2010). Leadership and Self-Deception: Getting out of the Box Expanded. Williston, VT, USA: Berrett-Koehler.

Fullan, M. (2005). Leadership & sustainability: System thinkers in action. Thousand, Oaks, CA: Corwin.

Fullan, M. G. (2016). The new meaning of educational change. New York: Teachers College Press.

Hollmann, S. (2013). Sustainable Leadership: Modellentwicklung, empirische Überprüfung und Gestaltungshinweise. Wiesbaden: Springer Gabler.

Maxwell, J.C. (2007). *The 21 Irrefutable Laws of Leadership (10th Anniversary edition). New York USA: Harper Collins*

TEACHING METHODOLOGY

Combination of seminar discussion, Socratic method, discussion, active participation, presentations, case studies, evaluation of current research, and a research project. Each student is expected to come to class having read the assigned material, prepared to discuss and interact critically with the readings, and to contribute to the Course conceptually, skillfully, affectively, and evaluatively.

ASSESSMENT

Studies during the Course	Quantity	Percentage of the final grade
Seminar readings-related presentations	2	20 %
Quiz / Test		
Case-study and assessment papers	2	40 %
Essay		
Lab		
Final Paper	1	30 %
Participation in the lesson		10 %
Total Percentage / Grade		100 %

2. Research & Academic Writing

Code	Type of the Course	Semester	Contact hours	Self-study hours	Hours Total	Credits (ECTS)
L°°	Compulsory	II / IV	50	100	150	5

Lecturer	Prof. Dr. Bardhyl Musai
Language	English / Albanian

Aim of the Course

Writing and rhetoric course combines writing reading strategies with textbook readings from several disciplines to help students succeed across the course curriculum. This useful combination of readings and handbook allows students great learning flexibility. In addition to the many academic readings, this course also includes a substantive apparatus of detailed instructions and exercises, techniques for active listening and note taking, short-answer questions, and tests that engage students' critical-thinking skills. It especially emphasizes self-assessment as a way to develop good reading habits. This course also includes frequent writing opportunities and requires students to write at least a paragraph before completing the text.

Learning Outcomes

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

- Critique materials and follow assignment instructions.
- Follow the conventions of academic presentations in written and oral formats.
- Use the Internet to find academic materials, through the library and elsewhere.
- Demonstrate argumentation and critical thinking skills in both writing and orally.
- Work together in groups and informally, discuss work and interact with their co-students.
- Practice academic integrity as a core part of their study.
- Demonstrate and apply knowledge of essay structure, including introduction, body and conclusion.
- Employ the various stages of the writing process, including pre-writing, writing and re-writing.
- Demonstrate ability to write for an academic audience.
- Introduce, position and integrate source material into the body of an essay.
- Employ correct with different referencing systems and citation style, including parenthetical, in-text citation and works-cited pages.

Precondition(s)	No

LITERATURE
Required:

Lewis, J. (2005). Studimi akademik. Tiranë: Qendra për Arsim Demokratik (CDE).

McMillan, K., & Weyers, J. (2014). Si te shkruajme nje ese dhe detyra universitare. Tiranë: CDE.

Recommended:

Kane, T. S. (2010). Si të shkruajmë shqip: Manual i Oksfordit për të shkruarin dhe retorikën. Tiranë: CDE.

Kane, T. S., & Ogden, K. C. (2008). The Canadian Oxford guide to writing: A rhetoric and handbook. Toronto: Oxford University Press.

Lewis, J. (2007). Academic literacy: Readings and strategies. Boston: Houghton Mifflin.

McMillan, K., & Weyers, J. D. (2011). How to write essays & assignments. Harlow: Pearson Education.

TEACHING METHODOLOGY

Combination of lecture, discussion, active participation, presentations, case studies, writing paragraphs and essays / assignments. This course will incorporate a combination of lectures, discussion, active participation, case studies, small group work, and final paper. Each student will be encouraged to come to class prepared to learn, discuss, express his or her own views.

ASSESSMENT

Studies during the Course	Quantity	Percentage of the final grade
Seminar readings-related presentations		
Quiz / Test		
Critical reflections on case-studies papers		
Essay	2	40%
Lab		
Final Paper	1	40 %
Participation in the lesson		20 %
Total Percentage / Grade		100 %

3. Research Methods

Code	Type of the Course	Semester	Contact hours	Self-study hours	Hours Total	Credits (ECTS)
L°°	Compulsory	I / III	50	100	150	5

Lecturer	Dr. rer. nat. Nikolai Bunzmann / Dr. Peter Makiriyado
Language	English

Aim of the Course

The aim of the Course is to establish or advance the understanding of the nature and importance of scientific research. In order to lay a foundation for empirical research, the course will cover a range of methods in educational research, including both quantitative and qualitative approaches. The different stages and elements of the research process and the challenges of various approaches will be addressed. Furthermore, the Course offers the opportunity to read published research, interpret data and evaluate study outcomes. The course provides a structural support both for a critical review of literature in the field as well as for writing a research paper.

Learning Outcomes

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

- Know the primary characteristics of quantitative and qualitative research
- Understand the stages of a research process and know a range of data collection tools
- Critically review research papers and identify the research process in a published study
- Distinguish between problem statement, research questions and hypothesis, and research objectives
- Identify and select appropriate research design and methodology to investigate a chosen research problem
- Evaluate strengths and limitations of various designs
- Interpret data and outcomes of a study

Precondition(s)	No

LITERATURE
Required:

Cohen, L., Manion, L., & Morrison, K. R. (2011). Research methods in education (7th ed.). London: Routledge.

Kumar, R. (2005). Research methodology: A step-by-step guide for beginners (2nd ed.). Los Angeles: SAGE.

Matthews, B., & Ross, L. (2010). Metodat e Hulumtimit. Udhezues praktik për shkencat sociale dhe humane. Tirane: CDC.

Thomas, G. (2011). How to do your case study: A guide for students. London: Sage Publications.

Recommended:

Brown, V., & Clarke, V. (2013). Successful Qualitative Research: A Practical Guide for Beginners. London: Sage Publication.

Bryman, A. (2012). Social Research Methods (4th ed.). New York: Oxford University Press.

Chalmers, A. (1999). What is this thing called science? (3rd ed.). Indianapolis: Hackett Publishing.

David, S. (2013). Doing Qualitative Research: A Practical Handbook (4th ed.). London: SAGE Publications.

Lovitts, B. E., & Wert, E. L. (2009). Developing quality dissertations in the social sciences: A graduate student's guide to achieving excellence. Sterling, VA: Stylus.

Thomas, G. (2013). How to do your research project: A guide for students in education and applied social sciences (2nd ed.). London: Sage Publication.

TEACHING METHODOLOGY

Combination of seminar discussion, Socratic method, discussion, active participation, presentations, case studies, evaluation of current research, and a research project. Each student is expected to come to class having read the assigned material, prepared to discuss and interact critically with the readings, and to contribute to the Course conceptually, skillfully, affectively, and evaluatively.

ASSESSMENT

Studies during the Course	Quantity	Percentage of the final grade
Seminar readings-related presentations	4	30 %
Quiz / Test		
Critical reflections on case-studies papers	4	30 %
Essay		
Lab		
Final Paper	1	30 %
Participation in the lesson		10 %
Total Percentage / Grade		100 %

4. Critical Thinking

Code	Type of the Course	Semester	Contact hours	Self-study hours	Hours Total	Credits (ECTS)
	Elective	II / IV	50	100	150	0

Lecturer	Prof. Asc. Dr. Ema Kristo, Prof. Dr. Harald Seubert
Language	English / Albanian

Aim of the Course

This Course invites participants to examine the importance of critical thinking for scientific work and beyond. An overview of different perspectives and assumptions on the issue will form the basis for exploring central aspects of applied critical thinking. As the students consider various perspectives, they will be guided to reflect upon their own thinking processes. The aim is to foster the development of a range of specific critical thinking skills and the improvement of reasoning abilities. The course requires participants to incorporate what they have learned by practically engage in group and pair work. Through course work that facilitates a deeper understanding of the processes involved in critical thinking, the individual learning and critical self-evaluative practice of students will be supported.

Learning Outcomes

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

- Demonstrate a thorough understanding of critical thinking processes and reflection
- Assess the relevance and reliability of multiple sources
- Synthesize and interpret key ideas from an argument or text
- Differentiate between facts, assumptions and opinions
- Recognize and formulate problems within an argumentation line
- Identify questionable assumptions
- Compare and contrast diverse perspectives and relevant competing points of view

Precondition(s)	No

LITERATURE

Required:
Lewis, W., & Chris M-D. (2010). Fuqia e te menduarit kritik. Tiranë: CDE

Recommended:

Facione, P. A. (2011). Think critically. Moston: Pearson Education.

Facione, P. A., & Facione, N. C. (2007). Thinking and reasoning in human decision making: The method of argument and heuristic analysis. Millbrae, CA: California Academic Press.

TEACHING METHODOLOGY

This course will incorporate a combination of lectures, discussion, active participation, case studies, small group work, and presentation. Each student will be encouraged to come to class prepared to learn, discuss, and express his or her own views about critical thinking.

ASSESSMENT

Studies during the Course	Quantity	Percentage of the final grade
Presentations		
Essay		
Lab		
Term paper		
Participation in the lesson		100 %
Total		100 % (no grades)

Module B: Leading and Managing

1. Organizational Communication

Code	Type of the Course	Semester	Contact hours	Self-study hours	Hours Total	Credits (ECTS)
L°°	Compulsory	I / III	50	100	150	5

Lecturer	Dr. Roy Atwood
Language	English

Aim of the Course

This graduate seminar studies the communication theories, research, and practices in organizational settings. The organizational communication issues and topics covered may vary, but typically include the role of communication in various types of organizations and their processes and performance, such as newcomer socialization, organizational culture, organizational ecology, management-employee interrelations, interorganizational relations, conflict management, leadership and followership, communication in remote-work settings, media and public relations, and organizational communication technologies.

Learning Outcomes

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

- Identify and explain various definitions and approaches to the field of organizational communication
- Describe some of the major concepts of communication within different forms of organization and across different contexts of organizational ecology
- Identify and describe major organizational communication theories
- Relate how different approaches to organizational culture & communication can be used as an analytical or explanatory tool
- Identify and critically evaluate elements of discourse in and between organizations
- Explain the implications of findings in organizational communication research for teaching, learning, job performance, and managing in various types of organizations
- Identify and apply theoretical and practical approaches to conflict management
- Identify and apply major approaches to conflict resolution

Precondition(s)	No

LITERATURE

Required:

McDonald, J., ed. (2019). *Movements in Organizational Communication Research*. Routledge.

Institute, A. (2015). The anatomy of peace: Resolving the heart of conflict. Oakland: Berrett-Koehler Publisher.

Putnam, L. and Mumby, D. (2014). *The SAGE Handbook of Organizational Communication: Advances in Theory, Research, and Methods*. 3rd Ed. SAGE Publications.

Recommended:

Baum, J. and Shipilov. A (2006). Ecological Approaches to Organizations. Ch. 2 in Clegg, et al., eds., *The SAGE Handbook of Organization Studies*. 2nd Ed. SAGE Publications.

Gillis, T., ed. (2006). *The IABC Handbook of Organizational Communication*. John Wiley & Sons.

TEACHING METHODOLOGY

Combination of lecture, discussion, active participation, student presentations, case studies, writing essays / assignments. This course incorporates a combination of discussion, active participation, case studies, small group work, and presentations. Each student is expected to participate in case studies and role-playing situations and other classroom activities and assignments.

ASSESSMENT

Studies during the Course	Quantity	Percentage of the final grade
Seminar papers	2	60 %
Presentation	1	15%
Final Term Paper	1	15%
Participation in the lesson		10%
Total Percentage / Grade		100 %

2. Professional Ethics

Code	Type of the Course	Semester	Contact hours	Self-study hours	Hours Total	Credits (ECTS)
L°°	Compulsory	I / III	50	100	150	5

Lecturer	Prof. Dr. Harald Seubert / Dr. Roy Atwood
Language	English

Aim of the Course

This Course provides an overview of theories and its application in leadership and professional ethics. It introduces students to the knowledge, skills, and principles needed to lead ethically in various management positions within a range of organizations (business, education, non-profits, etc.). Students will practice skills that enable them to be effective organizational and group leaders as well as professionals, who are aware of the relevance of ethical principles and its application. Students will participate in self-assessment activities, and use outcomes information for becoming truly inspirational and trustworthy leaders for improving their group, organization, and themselves professionally.

Learning Outcomes

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

- Explain and evaluate various models of leadership and management, and ethical concepts
- Compare current theories of ethical leadership and apply them appropriately to professional settings
- List and describe ethic concepts and outline criteria to the appropriate approach
- Analyze the skills and dispositions required of leaders and managers and their interconnectedness
- Identify and reflect on the role of professional ethics within institutions, and its strengths and weaknesses
- Recognize and evaluate professional ethics strategies
- Explain and critique a range of ethic models of leadership and management in different organizations/cultures
- Defend the legal and ethical requirements for leading groups and organizations
- Understand (knowing and applying appropriately) ethical principles in complex relationships and situations with families, students, employees, institutions, and various community and public stakeholders.

Precondition(s)	No

LITERATURE

Required:

Auden, W. H., Kallman, C., & Mendelson, E. (1993). Libretti and other dramatic writings: 1939-1973. Princeton, NJ: Princeton Univ. Press.

Carter, S., MacDonald, N. J., & Cheng, D. C. (1997). Basic finance for marketers. Rome: FAO.

Collins, J., & Porras, J. I. (2004). Built to last: Successful habits of visionary companies. New York: Harper Business.

Covey, S. M., & Merrill, R. R. (2018). The speed of trust: The one thing that changes everything. New York: Free Press.

George, B., & Bennis, W. G. (2009). 7 lessons for leading in crisis. San Francisco: Jossey-Bass.

Kouzes, J. M., & Posner, B. Z. (2017). The leadership challenge Workbook Revised. New York NY: John Wiley & Sons.

Peter, T. J., & Waterman, R. H. (1995). In search of excellence: Lessons from America's best-run companies. London: HarperCollins Business.

Phillips, D. T. (2009). Lincoln on leadership: Executive strategies for tough times. New York, NY: Grand Central Publishing.

Pree, M. D. (2004). Leadership is an art. New York, NY: Currency.

TEACHING METHODOLOGY

Combination of seminar discussion, working group sessions, active participation, presentations. Each student is expected to come to class having read the assigned material, prepared to discuss and interact critically with the readings, and to contribute to the Course conceptually, skillfully, affectively, and evaluatively.

ASSESSMENT

Studies during the Course	Quantity	Percentage of the final grade
Seminar readings-related presentations	1	20%
Papers	1	40%
Discussion	1	15%
Final Paper	1	25%
Total Percentage / Grade		100 %

3. Human Resources

Code	Type of the Course	Semester	Contact hours	Self-study hours	Hours Total	Credits (ECTS)
L°° 1464	Compulsory	II / IV	50	100	150	5

Lecturer	Dr. Michael Savvas / Dr. (cand.) Renato Preza
Language	English

Aim of the Course

This course is related to the nature and scope of Human Resource Management (HRM). This Course focuses specifically on the nature of HRM in education, appropriate functions and activities. The students will be known with the different organizational theories as well as various models of HRM in the field of education e.g. the Fombrun, Tichy and Devanna Model of HRM, the Harvard Model of HRM, the Warwick Model of HRM and the Storey Model, which shall guide students through model application to increase organizational effectiveness. In this Course the students will get the possibility to combine theory and practice.

Learning Outcomes

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

- Describe the nature of human resource management in education
- Identify what human resources are
- Define management
- Outline the activities of human resource management
- Examine functions of human resource management
- Differentiate between various organizational theories
- Compare the different HRM models to each other
- Apply project management methods on study cases.

Precondition(s)	Students should have basic knowledge of the organizational theory. They have attained knowledge on differentiation, analysis and specific forms of structure and process organization.

LITERATURE
Required:

Bohlander, G. W., & Snell, S. (2010). Managing human resources. Mason, OH: South-Western Cengage Learning

Daft, R. L. (2010). Management. Mason, OH: South-Western Cengage Learning.

Recommended:

Becker, & Brian/Huselid. (1997). HR as a source of shareholder value. Research and Recommendations. New Jersey: John Wiley & Sons

Stock-Homburg, R. (2010). Personalmanagement. Theorien - Konzepte - Instrumente. Wiesbaden:: Gabler

Ulrich, D. (1997). Measuring Human Resources. An overview of practice and a prescription for results. Hoboken, New Jersey: John Wiley & Sons

TEACHING METHODOLOGY

Combination of lecture, discussion, active participation, presentations, case studies, writing essays / assignments.

ASSESSMENT

Studies during the Course	Quantity	Percentage of the final grade
Presentation	2	25 %
Quiz / Test		
Projects / homeworks		
Term paper	1	50 %
Participation in the lesson		25 %
Total Percentage / Grade		100 %

4. Change Management

Code	Type of the Course	Semester	Contact hours	Self study hours	Hours Total	Credits (ECTS)
L°°	Compulsory	II / IV	50	100	150	5

Lecturer	Prof. Dr. Bardhyl Musai
Language	English / Albanian

Aim of the Course

This Course provides an overview of theories and research in leadership and organizational assessment. It introduces students to the knowledge, skills, best practices, and research needed to lead effectively in various management positions within a range of organizations (business, education, non-profits, etc.). Students will practice skills that enable them to be effective organizational and group leaders and communicators. Students will participate in case studies, assessment activities, and use outcomes information for leading and pursuing strategic goals for improving their group, organization, and themselves professionally.

Learning Outcomes

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

- Identify where the complexity of change's management lies and consider the challenges for all parties included in the process.

- Explain the nature of resistance during educational change.

- Describe how and why changes happen and the consequences of such changes for organizations.

- Apply and integrate fundamental concepts into a variety of situations for change.

- Prepare action plans and procedures that encourage all players to be involved in the process of change.

- Analyse organizational climate for effective changes and responsive decision making.

- Develop, implement, and evaluate a comprehensive professional development plan designed to address areas of identified for change.

- Successfully evaluate leadership effectiveness within any context.

- Think critically managing change in various organizational settings.

Precondition(s)	No

LITERATURE
Required:

Fullan, M. (2010). Kuptimi i ri i ndryshimit në arsim. Tiranë: CDE.

Hayes, J. (2018). The theory and practice of change management. Basingstoke: Palgrave, Macmillan.

Recommended:

Fullan, M. G. (2001). Leading in a culture of change being effective in complex times. San Francisco, CA: Jossey-Bass.

Palmer, I., Dunford, R., & Akin, G. (2009). Managing organizational change: A multiple perspectives approach. Boston: McGraw-Hill Irwin.

TEACHING METHODOLOGY

Combination of lecture, discussion, active participation, paper /assignments. This course will incorporate a combination of lectures, discussion, active participation, case studies, analysis and critical reflection and small group work. Each student will be encouraged to come to class prepared to learn, discuss, interact, and express his or her own views.

ASSESSMENT

Studies during the Course	Quantity	Percentage of the final grade
Presentation	1	30%
Quiz / Test		
Paper	1	60%
Essay		
Lab		
Final Paper		
Participation in the lesson		10%
Total Percentage / Grade		100 %

5. Strategic Management

Code	Type of the Course	Semester	Contact hours	Self-study hours	Hours Total	Credits (ECTS)
L°° 1461	Compulsory	I / III	50	100	150	5

Lecturer	Prof. Dr. Werner Esser
Language	English
Compulsory / Optional	Compulsory

Aim of the Course

The aim of the Course is to develop knowledge and understanding of multi-level processes involved in the strategic management of organizations and their constituent groups and individuals. Participants will become familiar with leading-edge theory about organization and management and how such processes relate to strategy. The Course will support the development of student's business analysis and strategic decision-making skills and introduce students to the concepts of creating and managing strategy especially in the field of education. The Course will serve as an intellectual platform to proceed to further Courses of study.

Learning Outcomes

At the end of this course students will be able to:
- Examine key elements of strategy including environmental scanning, scenario development, core competencies and strategic positioning
- Examine issues involved in human resources management, group dynamics and communication in organizations
- Examine people issues associated with project management including leadership, conflict, negotiation, project teams, motivation and reward
- Explain how organizations manage resistance to change
- Manage financial, procurement and risk aspects of projects
- Analyze strategic solutions for different types of organizations and for different organizational contexts
- Analyze the nature of learning organizations and managing technological change.
- Assess issues involved in strategy execution including organizational alignment, incentives and measurement systems; strategy and culture, values and ethics.
- Evaluate the planned change and emergent change models for managing change in organizations
- Evaluate tools for strategic analysis, for example, experience curve, growth-share matrix, porter models for industry analysis, competitive positioning and value innovation.
- Review the nature, implementation and practice of Project Management and the role of the project manager

Precondition(s)	If yes, please specify

LITERATURE
Required:
Isaacs, W. (1999). Dialogue and the art of thinking together. New York: Currency.

Kaeufer, K., & Scharmer, O. (2013). Leading from the Emerging Future: From Ego-System to Eco-System Economies. Berrett-Koehler

Kirtman, L., & Fullan, M. (2016). Leadership: Key competencies for whole-system change. Bloomington, IN: Solution Tree Press.

Kleiner, A. (1994). The fifth discipline field book: Strategies and tools for building a learning organization. New York: Currency Doubleday.

Lave, J., & Wenger, E. (1991). Situated learning: Legitimate peripheral participation. Cambridge: Cambridge Univ. Pr.

Mintzberg, H. (1967). The science of strategy-making; managerial methods and planner programs. Charleston, South Carolina: Nadu Press.

Mintzberg, H. (1970). Structured Observation As A Method To Study Managerial Work. Journal of Management Studies, 7(1), 87-104. doi:10.1111/j.1467-6486.1970.tb00484.x

Mintzberg, H. (1979). Patterns in Strategy Formation. International Studies of Management & Organization, 9(3), 67-86. doi:10.1080/00208825.1979.11656272

Mintzberg, H. (1979). The structuring of organizations: The synthesis of the research. Englewood Cliffs, NJ: Prentice-Hall.

Mintzberg, H. (1987). Crafting strategy. Boston: Harvard Business Review Reprint Service.

Mintzberg, H. (1987). The Strategy Concept I: Five Ps for Strategy. California Management Review, 30(1), 11-24. doi:10.2307/41165263

Mintzberg, H. (1989). Mintzberg on management inside our strange world of organizations. New York: Free Press

Mintzberg, H. (1990). The manager's job: Folklore and fact. Boston, MA: Harvard Business Review.

Mintzberg, H. (1998). Covert Leadership. Notes on Managing Professionals. CA: Harvard Business Review.

Mintzberg, H. (2001). Managing Exceptionally. Organization Science, 12(6), 759-771. doi:10.1287/orsc.12.6.759.10081

Mintzberg, H. (2001). The yin and the yang of managing. Organizational Dynamics, 29(4), 306-312. doi:10.1016/s0090-2616(01)00035-3

Mintzberg, H. (2004). Enough Leadership. CA: Harvard Business Review.

Mintzberg, H., & Jorgensen, J. (1987). Emergent Strategy for Public Policy. Canadian Public Administration. Hoboken, New Jersey: John Wiley & Sons.

Mintzberg, H., & Mchugh, A. (1985). Strategy Formation in an Adhocracy. Administrative Science Quarterly, 30(2), 160. doi:10.2307/2393104

Mintzberg, H., & Waters, J. A. (1989). Of Strategies, Deliberate and Emergent. Readings in Strategic Management, 4-19. doi:10.1007/978-1-349-20317-8_1

Mintzberg, H., Ahlstrand, B., & Lampel, J. (2008). Strategy safari: A guided tour through the wilds of strategic management. Hemel Hempstead: Prentice Hall

Montgomery, C. A. (2012). The strategist: Putting leadership back into strategy. London: Collins.

Peter, B. G., Andrew, S., McLean, N., & Mayer, D. (2019). Discovering Your Authentic Leadership. California: Harvard Business Review.

PROSSER, J. (2003). Image-based research: A sourcebook for qualitative researchers. London: Routledge.

Scharmer, C. O., & Senge, P. (2016). Theory U: Leading from the Future as It Emerges. Oakland: Berrett-Koehler.

Senge, P. M. (1994). The fifth discipline: The art and practice of the learning organization. New York, NY: Doubleday Currency

Recommended:

Bennis, W. G., & Thomas, R. J. (2007). Crucibles of Leadership. Leadership, 51-60. doi:10.2307/j.ctvpg85tk.9

George, B., McLean, A. N., & Craig, N. (2008). Finding your true north: A personal guide. San Francisco, CA: Jossey-Bass.

George, W. O., & Sims, P. (2007). True North: Discover your authentic leadership. San Francisco: Wiley.

Goleman, D. (2017). What Makes a Leader? Boston, MA: Harvard Business Review Press.

TEACHING METHODOLOGY

Combination of lecture, discussion, active participation, presentations, case studies, writing essays / assignments.

ASSESSMENT

Studies during the Course	Quantity	Percentage of the final grade
Presentation	1	30 %
Quiz / Test		
Projects work	1	30 %
Essay	1	40 %
Lab		
Term paper		
Participation in the lesson		
Total Percentage / Grade		100 %

6. Organizational Behavior

Code	Type of the Course	Semester	Contact hours	Self-study hours	Hours Total	Credits (ECTS)
L°°	Compulsory	II / IV	50	100	150	5

Lecturer	David Fagan / Dr. (cand.) Renato Preza
Language	English

Aim of the Course

Organizational Behavior (OB) is an interdisciplinary field of study, which explores individual, group and organizational behaviour and the impact of individuals, groups, organizations and society in creating, shaping and controlling behaviours. The managerial viewpoint seeks to understand behaviour in order to manage more effectively and ethically. The critical viewpoint seeks to view the organization from the perspective of employees and asks questions about the impact of managerial practice and their experience of work more broadly, including the role that their peers may play in shaping their experience of work. This Course builds and draws on your own experiences of organizations and institutions. It challenges you to embrace ambiguity and ambivalence: there are no well-defined answers to understanding and managing behaviour, which is what makes behaviour such an interesting and challenging field of study and should help you as a future employee and manager.

Learning Outcomes

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

- Define basic organizational behaviour principles at the three levels: individual, group and organizational;
- Explain how environments, attitudes, and perception influence behaviour in organizations;
- Identify effects of motivation as a means for improving work performance and organizational effectiveness;
- Recognize elements of group behaviour including identity, group dynamics, and communication, how these affect workplace productivity;
- Demonstrate an understanding of the dynamics of teams and their impact on organizational success;
- Recognize various leadership approaches and the impact of power and politics in organizations;
- Explain how to effectively manage conflict and to resolve conflict with others;
- Edentify characteristics of organizational structure and the impact of different structures on workplace behaviour; and
- Explain how organizational culture builds a meaningful work environment.

Precondition(s)	No

LITERATURE

Required

Greenberg, J., & Baron, R. J. (2000). Behavior in organization: Understanding and managing the human side of work. Upper Saddle River, NJ: Prentice Hall.

Kinicki, A., & Kreitner, R. (2007). Organizational behavior (7th ed.). Boston, Mass.: McGraw-Hill.

TEACHING METHODOLOGY

Students will participate in seminar discussions, blended learning (online) sessions, critical evaluations of current research and best practices, and will write critical response papers on current research articles, independent reading, and other class materials.

ASSESSMENT

Studies during the Course	Quantity	Percentage of the final grade
Seminar readings-related presentations		
Quiz / Test		
Critical reflections on case-studies papers	1	40 %
Essay		
Lab		
Final Paper		
Group presentation	1	50 %
Participation in the lesson		10 %
Total Percentage / Grade		100 %

7. Planning & Finance

Code	Type of the Course	Semester	Contact hours	Self study hours	Hours Total	Credits (ECTS)
L°°	Compulsory	II / IV	50	100	150	5

Lecturer	Dr. Peter Makiriyado
Language	English

Aim of the Course

This course examines the theory and practice of organizational planning and management for public and non-profit organizations, collaborations, and to a lesser extent, communities. The Course aims to emphasize thinking in context about how to pursue purposes or achieve goals. This also includes thinking about what the context is and how it might or should be changed; what the purposes are or should be; and what capabilities or competencies will or might be needed, and how they might be used, to achieve the purposes.

Learning Outcomes

This course focusses on empowering students to:

- Describe the process of identifying organization's objectives and formulation of specific strategies to achieve them
- Explain the planning process in organizations in regards to staffing and resource allocation.
- Demonstrate understanding on what needs to be considered during the strategic planning process.
- Define and describe strategic planning and its overall goal.
- Identify the various basic factors that determine effective financial resources allocation
- Budgeting, managerial accounting, and forecasting and their role in organizational strategy.

Precondition(s)	No

LITERATURE

Required:

Miller-Nobles, T. L., Mattison, B., & Matsumura, E. M. (2018). Horngren's financial & managerial accounting. Boston, MA: Pearson.

Weihrich, H., Koontz, H., & Cannice, M. (2013). Management: A global, innovative, and entrepreneurial perspective. New Delhi: McGraw Hill Education (India) Private Limited.

TEACHING METHODOLOGY

Combination of seminar discussion, Socratic method, discussion, active participation, presentations, case studies, evaluation of current research, and a research project. Each student is expected to come

to class having read the assigned material, prepared to discuss and interact critically with the readings, and to contribute to the Course conceptually, skilfully, affectively, and evaluatively.

ASSESSMENT

Studies during the Course	Quantity	Percentage of the final grade
Discussion		10 %
Test	1	10 %
Term Paper	1	30 %
Exams	2	50 %
Total Percentage / Grade		100

5. Governance & Organizational Development

Code	Type of the Course	Semester	Contact hours	Self-study hours	Hours Total	Credits (ECTS)
L°°	Compulsory	I / III	50	100	150	5

Lecturer	Dr. Roy Atwood
Language	English

Aim of the Course

This Course equips governing board members, administrators, other organizational leaders, and students with the current research, theories and best practices for organizational governance and development. Students will examine the current literature on organizational governance, particularly the role of governing boards and the interface between those boards and their executive managers. The aim of the Course is to raise critical awareness of the theories and best governance practices for organization development. Students will examine key governance theories (such as agency theory, resource dependency theory, stewardship theory, stakeholder theory, policy governance theory, embeddedness theory, etc.) and case studies for how boards can avoid either abdicating authority or micromanaging an organization, while preserving and achieving the organizational mission, values and goals. Students will also examine how governing boards can empower the organization's chief executive officer to lead and to achieve the organization's board-approved goals and mission—or conversely, they become obstacles to their own goals and mission. Students will participate in seminar discussions, blended learning (online) sessions, critical evaluations of current research and best practices, and will write critical response papers on current research articles, independent reading, and other class materials.

Learning Outcomes

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

- Describe the main concepts, theories, and best practices of organizational governance and development
- Evaluate current research on governing boards, organizational development and organizational leadership
- Identify the common obstacles to and creative improvements for effective governing boards
- Identify & address the key challenges associated with the working interactions between governing boards and their organizational executives
- Analyze & evaluate different governance models, executive leadership, and organizational development
- Apply best practices to case study problems and real organizational challenges
- Develop a "policy governance model" board-level global ends document for organizational leadership, strategic planning and development, and assessment
- Critically evaluate one's own organizational experience with governing boards, executive leaders, and their working relationships and accomplishments.
-

Precondition(s)	No

LITERATURE
Required:

Ansell, C., & Gash, A. (2007). Collaborative Governance in Theory and Practice. Journal of Public Administration Research and Theory, 18(4), 543-571. doi:10.1093/jopart/mum032

Carver, J., & Carver, M. M. (2009). The policy governance model and the role of the board member. San Francisco, CA: Jossey-Bass.

Eisenhardt, K. M. (1989). Making Fast Strategic Decisions In High-Velocity Environments. Academy of Management Journal, 32(3), 543-576. doi:10.5465/256434

Granovetter, M. (2010). Getting a job: A study of contacts and careers. Chicago: Univ. of Chicago Press.

Koufopoulos, D. N., Georgakakis, D. G., & Gkliatis, I. P. (2009). Board and organisational performance in healthcare non-profit public organisations: The Greek perspective. International Journal of Business Governance and Ethics, 4(4), 330. doi:10.1504/ijbge.2009.023787

Sundaramurthy, C., & Lewis, M. (2003). Control and Collaboration: Paradoxes of Governance. The Academy of Management Review, 28(3), 397. doi:10.2307/30040729

TEACHING METHODOLOGY

Combination of seminar discussion, Socratic method, discussion, active participation, presentations, case studies, evaluation of current research, and a research project. Each student is expected to come to class having read the assigned material, prepared to discuss and interact critically with the readings, and to contribute to the Course conceptually, skillfully, affectively, and evaluatively.

ASSESSMENT

Studies during the Course	Quantity	Percentage of the final grade
Seminar readings-related presentations	4	30 %
Quiz / Test		
Critical reflections on case-studies papers	4	30 %
Essay		
Lab		
Final Paper	1	30 %
Participation in the lesson		10 %
Total Percentage / Grade		100 %

Module C: Organizational Effectiveness

1. Quality Management

Code	Type of the Course	Semester	Contact hours	Self-study hours	Hours Total	Credits (ECTS)
L°° 1465		II / IV	50	100	150	5

Lecturer	Dr. Roy Atwood, Prof. Dr. Ulli Arnold
Language	English
Compulsory / Optional	Compulsory

Aim of the Course

Quality is a key success factor for every service and production company. This course offers holistic, scientifically based approaches to quality management that are oriented towards management processes and the phases of analysis, planning, management and control. The core parts of the course include procedures for measuring quality, instruments for controlling quality and expectation management, the implementation of QM approaches using the ISO 9000 standards and the EFQM/TQM model.

Learning Outcomes

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

- To distinguish between QM-approaches and to indicate advantages and disadvantages of it
- To apply quality assurance instruments that are appropriate to the chosen QM-approches
- To evaluate the strengths and the weaknesses of different. Approaches and frameworks
- To measure organizational performance by making use of the tools: EFQM, Performance Prism, SMART Pyramid Approach and customer related approaches
- To integrate plan and control mechanisms for quality management approaches
- To implement a quality management system tailored to the needs of the organization
- To design the analysis, planning, implementation and control of the support and coordination of quality-related activities

LITERATURE

Required:

Tague, N. (2013). The Quality Toolbox, 2nd edition. Wisconsin: ASQ Quality Press.

Recommended:

Cameron, K. S., & Quinn, R. E. (2011). Diagnosing and changing organizational culture: Based on the competing values framework. San Francisco, CA: Jossey-Bass.

Diefenbach, T., & Sillince, J. A. (2011). Formal and Informal Hierarchy in Different Types of Organization. Organization Studies, 32(11), 1515-1537. doi:10.1177/0170840611421254

G., M. I., & Ray, R. C. (2009). The road to results: Designing and conducting effective development evaluations. Washington: The World Bank.

Geser, H. (2002). Organizations as Social Actors. Switzerland: Geser.net.

Kettunen, H. A. (2008). A conceptual framework to help evaluate the quality of institutional performance. Finland: Turku University of Applied Sciences.

Luhmann, N., Baecker, D., & Gilgen, P. (2013). Introduction to Systems Theory. Cambridge: Polity Press.

March, J. G., Miller, C. C., Grewal, R., Robson, M. J., Schwab, A., & Prietula, J. M. (1997). Crossroads-Organizational Performance as a Dependent Variable. Catonsville: The Institute for Operations Research and the Management Sciences.

Mayer, W. (2002). Sociological Theory and Evaluation Research: An Application of its Usability for Evaluating Sustainable Development. Saarbrucken: Centrum fur Evaluation.

McAuley, J., Duberley, J., & Johnson, P. (2014). Organization theory: Challenges and perspectives. Harlow: Pearson Education Limited.

Modell, S. (2004). Performance Measurement Myths in the Public Sector. A Research Note: New Jersey, Wiley Online Library.

Spence, J. T., Darley, J. M., & Foss, D. J. (1998). Annual review of psychology. Palo Alto, CA: Annual Reviews.

Scotter, J. R., & Motowidlo, S. J. (1996). Interpersonal facilitation and job dedication as separate facets of contextual performance. Journal of Applied Psychology, 81(5), 525-531. doi:10.1037/0021-9010.81.5.525

TEACHING METHODOLOGY

Combination of lecture, discussion, active participation, presentations. The students will be asked to assess their own performance after each presentation and to assess the classmates as well.

ASSESSMENT

Studies during the Course	Quantity	Percentage of the final grade
Group Presentation	1	30 %
Written Exam		
Projects / homeworks		
Essay		
Lab		
Term paper	1	60 %
Participation in the lesson		10 %
Total Percentage / Grade		100 %

2. Performance Management

Code	Type of the Course	Semester	Contact hours	Self-study hours	Hours Total	Credits (ECTS)
L°°	Compulsory	I / III	50	100	150	5

Lecturer	Dr. Peter Makiriyado
Language	English

Aim of the Course

This Course examines the nature and significance of an effective performance management system in helping organizations define and achieve short- and long-term goals. The Course aims to reinforce performance management as an ongoing process of planning, facilitating, assessing, and improving individual and organizational performance. In addition, the Course emphasizes the significance of measuring the effectiveness of human resource activities that are designed to enhance individual and organizational performance.

Learning Outcomes

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

- Explain the concept of performance management.
- Recall performance management as a perpetual process that includes the interrelated components of prerequisites, performance planning, performance execution, performance assessment, performance review, and performance renewal and re-contracting.
- Define and describe strategic planning and its overall goal.
- Identify the various factors that determine performance including declarative knowledge, procedural knowledge, and motivation.
- Adopt a results approach to measuring performance including the development of accountabilities, objectives, and standards.

Precondition(s)	No

LITERATURE

Required:

Aguinis, H., Forcum, L. E., & Joo, H. (2013). Using Market Basket Analysis in Management Research. California: Southern Management Association.

Recommended:

Merchant, K. A., & A., V. D. (2017). Management control systems: Performance measurement, evaluation and incentives. Harlow, England: Financial Times Prentice Hall.

Niven, P. R. (2002). Balanced scorecard step by step: Performance and maintaining results. New York: Wiley.

TEACHING METHODOLOGY

Combination of seminar discussion, Socratic method, discussion, active participation, presentations, case studies, evaluation of current research, and a research project. Each student is expected to come to class having read the assigned material, prepared to discuss and interact critically with the readings, and to contribute to the Course conceptually, skilfully, affectively, and evaluatively.

ASSESSMENT

Studies during the Course	Quantity	Percentage of the final grade
Seminar readings-related presentations		
Quiz / Test		10 %
Critical reflections on case-studies papers		10 %
Essay		
Term Paper	1	40 %
Final Paper	1	40 %
Participation in the lesson		
Total Percentage / Grade		100 %

Module D: Specialization

D.1. in Education

1. Educational Psychology

Code	Type of the Course	Semester	Contact hours	Self-study hours	Hours Total	Credits (ECTS)
L°° 912	Compulsory	III	40	110	150	5

Lecturer	Prof. Dr. Bardhyl Musai
Language	Albanian
Compulsory / Optional	Compulsory

Aim of the Course

The course of lectures aims to give students general knowledge on the science of psychology of education. The Course takes into consideration the knowledge obtained by students in the previous level and aims at their preparation with contemporary theory knowledge and with a totality of professional competencies that help them to cope in a successfully manner in education environments.

Learning Outcomes

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

- Define educational psychology and give examples of the different topics educational psychologists study
- Identify the research methods and aims of educational psychology
- Describe the developmental issues faced by school age children
- Explain how individual variations and cultural diversity affect thinking and learning
- Describe the challenges presented by learning disabilities
- Describe the challenges presented by students with exceptional skills
- Explain and apply behavioural, socio-cultural, and cognitive learning theories
- Explain the role of motivation on learning and classroom behavior
- Identify commonly used standardized tests, their strengths and limitations, and use in school settings
- Outline current trends in traditional and alternative assessments

Precondition(s)	

LITERATURE

Required:

Snowman, Jack, & Biehler, Robert. (2003). Psychology applied to teaching: Test bank (10th ed.). Boston.

Woolfolk, A., & Gjika, M. (2011). Psikologji edukimi. Tirane: CDE.

Recommended:

Tough, P. (2013). How children succeed: Grit, curiosity, and the hidden power of character. New York: Houghton Mifflin.

Woolfolk Hoy, A. M., Hughes, M., & Walkup, V. (2009). Psychology in the schools. London: Pearson/Longman.

Woolfolk, A. (2008). Educational psychology. Active learning edition (2nd ed.). Boston, MA: Allyn & Bacon.

TEACHING METHODOLOGY

Combination of lecture, discussion, active participation, presentations, case studies, writing essays / assignments.

This course will incorporate a combination of lectures, discussion, active participation, case studies, small group work, and presentation. Each student will be encouraged to come to class prepared to learn, discuss, express his or her own views about development, learning, teaching and class management and students motivation.

ASSESSMENT

Studies during the Course	Quantity	Percentage of the final grade
Presentation	1	20 %
Quiz / Test		
Projects / homeworks		
Essay		
Lab		
Term paper	1	70 %
Participation in the lesson		10 %
Total Percentage / Grade		100 %

2. Teaching & Learning

Code	Type of the Course	Semester	Contact hours	Self-study hours	Hours Total	Credits (ECTS)
L°1260	Compulsory	V	40	110	150	5

Lecturer	Dr. Rezarta Reimann / Prof. Dr. Bardhyl Musai / Dr. Roy Atwood
Language	English / Albanian

Aim of the Course

Students will build knowledge and skills about psychological perspectives of learning, cognitive developmental theory, social constructivist theory, constructivism and information processing theory. Strategies and approaches in order to manage and to improve learning environment in the classroom will be analysed. A variety of didactic models, focused on active, personalizing and individualizing learning will be introduced and discussed. Working approaches and steps of lesson planning will be analysed based on the three-phase structure, which takes into consideration thinking process during learning will be applicable.

Learning Outcomes

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

- Describe psychological principals of variety theories of learning
- Explain constructivism and cognitive approaches used in the learning process
- Analyze the dimensions of learning styles and the ways of practicing them in the classroom
- Compare different didactic methods by those advantages for use in the teaching process
- Apply schemes of work and various lesson plan models
- Analyze the three phase structure of active learning in lesson planning and implementation in the classroom
- Improve teaching skills through presentation, discussion, analysis and debate among the group
- Reflect critically upon teaching process by referring learning outcomes

Precondition(s)	No

LITERATURE
Required:

Musai, B. (2013). Metodologji e Mesimdhenies. Tirane: CDE.

Capel, S. A., Leask, M., & Turner, T. (2013). Learning to Teach in the Secondary School. Hoboken: Taylor and Francis.

Capel, S., Leask, M., & Turner, T. (2013). Readings for Learning to Teach in the Secondary School: A Companion to M Level Study. Hoboken: Taylor and Francis.

Recommended:

Ackoff, R. L., & Greenberg, D. A. (2008). Turning learning right side up: Putting education back on track. Upper Saddle River, NJ: Wharton School Pub.

Ambrose, S. A., Lovett, M., Bridges, M. W., Dipietro, M., & Norman, M. K. (2010). How learning works: Seven research-based principles for smart teaching. San Francisco, CA: Jossey-Bass.

Bain, K. (2004). What the best college teachers do. Cambridge, Mass: Harvard University Press.

Bain, K. (2012). What the best college students do. Cambridge, MA: The Belknap Press of Harvard University Press.

Brown, P. C., Roediger, H. L., & McDanial, M. A. (2014). MAKE IT STICK: The science of successful learning. Cambridge, MA: The Belknap Press of Harvard University press.

Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. London: Routledge.

Merchier, J., & Charland, P. (2013). NeuroEducation. Quebec: Association pour la recherche en neuroéducation.

TEACHING METHODOLOGY

Students will participate in seminar discussions, blended learning (online) sessions, critical evaluations of current research and best practices, and will write critical response papers on current research articles, independent reading, and other class materials.

ASSESSMENT

Studies during the Course	Quantity	Percentage of the final grade
Seminar readings-related presentations	1	40%
Quiz / Test	1	20%
Critical reflections on case-studies papers		
Essay		
Lab		
Term Paper	1	40%
Group presentation		
Participation in the lesson		
Total Percentage / Grade		100 %

3. Curriculum Development

Code	Type of the Course	Semester	Contact hours	Self-study hours	Hours Total	Credits (ECTS)
	Compulsory	IV	40	110	150	5

Lecturer	Prof. Dr. Bardhyl Musai / Dr. Peter Makiriyado
Language	English / Albanian
Compulsory / Optional	Compulsory

Aim of the Course

The course aims to acquintant students with the context of curriculum development, the curriculum framework, curriculum textbooks, curriculum evaluation, teacher profeddional development, child protection and lesson planning.

The program of this course is based on an overview of curricular, philosophical, historical, psychological, social and theoretical foundations; treatment of the principles, tools and methods used for the curriculum, for the development, design, implementation and evaluation of the curriculum, goals, objectives of the curriculum and curriculum problems: current theories and problems, as well as future trends and directions.

Furthermore, this course aims to enable students to deepen their understanding of the school curriculum, focusing on study work. Students will have the opportunity to get acquainted with the main theoretical issues on the curriculum and will develop strategies to evaluate the school curriculum, especially the issues that students and teachers have to face when working with it.

Learning Outcomes

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

- Create a clear vision on the principles of curriculum construction
- Create conviction about the need for curriculum development
- Debate on innovations that occur in curriculum development, modern and postmodern curricula, as well as lesson planning
- Evaluate all elements of the curriculum
- Apply strategies for the management and protection of childrens's rights

Precondition(s)	

LITERATURE
Required:

Marsh, C., J. (2014) "Konceptet themelore për të kuptuar Kurrikulumin", (Botimi 4).CDE.Tiranë. Fq. 3-163

Marsh, C., J. (2013) "Key conceptes for understanding the curriculum", Routledge: London. Pp. 3-163
Kurrikula bazat, parimet dhe problemet. Autorë: Allan C. Orstein, Francis P. Hunkins. ISP sot IZHA. Tiranë, 2003. Fq. 1-18, Fq. 285-335, Fq. 341-386, Fq 394-412, Fq.429-460, Fq. 471-484

Reccomended:

Making the curriculum work. Publication of the "Centre for educational research and innovation".
www.mas.gov.al ; www.izha.edu.al ; www.mas.gov.al:www.IShA.edu.al

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TEACHING METHODOLOGY

Combination of lecture, discussion, active participation, presentations, case studies, writing essays / assignments.

This course will incorporate a combination of lectures, discussion, active participation, case studies, small group work, and presentation. Each student will be encouraged to come to class prepared to learn, discuss, express his or her own views about development, learning, teaching and class management and students' motivation.

ASSESSMENT

Studies during the Course	Quantity	Percentage of the final grade
Presentation	1	20 %
Quiz / Test		
Projects / homeworks		
Essay	1	20 %
Lab		
Term paper	1	50 %
Participation in the lesson		10 %
Total Percentage / Grade		100 %

4. Students Assessment

Code	Type of the Course	Semester	Contact hours	Self-study hours	Hours Total	Credits (ECTS)
	Compulsory	IV	40	110	150	5

Lecturer	Prof. Dr. Werner Esser, Prof. Dr. Bardhyl Musai
Language	English / Albanian
Compulsory / Optional	Compulsory

Aim of the Course

The goal of the course is to facilitate each student reaching a level high of competence and professional-level understanding of assessment practices used in educational settings. The general instructional objective is to facilitate student engagement in learning experiences that will lead to the attainment of the course goal. Social justice and equity throughout the process of schooling represents the conceptual framework for course content.

Learning Outcomes

At the end of this course students will be able to:
- Apply basic principles of sound assessment practices for addressing specific educational needs
- Select assessment methods appropriate for instructional decisions
- Develop assessment methods appropriate for instructional decisions
- Administer, score, and interpret the results of both externally-produced and teacher-produced assessment instruments
- Use assessment results in instructional planning, teaching, developing curriculum, and school improvement
- Communicate assessment results to varied stakeholders
- Recognize and appropriately act against the unethical, illegal, and otherwise, inappropriate assessment methods and uses of assessment information.
- Recognize the implications of educational assessment for social justice in our public schools.
- Discern critical issues related to the role of assessment in public school accountability and high stakes testing.

Precondition(s)

LITERATURE

Required:
Nitko, A.J. & Brookhart, S. (2011). Educational assessment of students. Boston: Pearson.

Recommended:
Stiggins, R. (2008). Assessment For learning. The achievement gap and truly effective schools.
Portland: ETS Assessment Training Institute. at:
http://www.ets.org/Media/Conferences_and_Events/pdf/stiggins.pdf

TEACHING METHODOLOGY

Combination of lecture, discussion, active participation, presentations, case studies, writing essays / assignments.

This course will incorporate a combination of lectures, discussion, active participation, case studies, small group work, and presentation. Each student will be encouraged to come to class prepared to learn, discuss, express his or her own views about development, learning, teaching and class management and students' motivation.

A variety of learning approaches will be used to engage students in classroom learning. The primary modes will be small group and whole-class discussions. Mini-lectures will generally open each class period to set the focus for the evening's session, followed by whole-class discussion. While the mini-lectures are relevant to specific chapters in the required textbook, they are not taken exclusively from this source. Moreover, the topics extend beyond the content of the textbook and require competing the required readings.

ASSESSMENT

Studies during the Course	Quantity	Percentage of the final grade
Presentation		
Quiz / Test		
Projects / homeworks	1	20%
Midterm paper	1	20 %
Lab		
Exam	1	50 %
Participation in the lesson		10 %
Total Percentage / Grade		100 %

5. Legal Issues in Education

Code	Type of the Course	Semester	Contact hours	Self study hours	Hours Total	Credits (ECTS)
		III	40	110	150	5

Lecturer	Dorian Leka (Dr. cand. iur.)
Language	Albanian

Aim of the Course

The purpose of this Course is to equip students with an understanding of the most important themes pertaining to the regulatory framework and practice on corporate governance. The corporate governance can be defined as the system (structure and processes) in place to govern companies (business firms) and the purposes for which a company is governed (namely directed and controlled).

Promotion of academic and practical expertise as well as the stimulation of academic debate and critical thinking in the subject of corporate governance are aimed through this Course.

We will be looking at the corporate governance standards internationally, touch upon the main corporate governance systems in the world and examine the Albanian corporate governance regulation incorporated in the company law legislation as well as in the non-mandatory Albanian corporate governance code.

Content of the Course

Topics in this course include:

1. Introduction to Corporate Governance
2. Governance and Accountability
3. Board of Directors: Role, Composition and Duties
4. CEO Performance Evaluation and Executive Compensation
5. Oversight, Compliance and Risk Management
6. Future of Corporate Governance

Learning Outcomes

- On successful completion of this Course the learner will be able to:
- Critically analyze the importance of corporate governance in the modern organizational environment
- Apply an analytical knowledge of the regulatory framework (in Albania), internal controls and the application of auditing procedures to complex educational organizations
- Critically analyze the factors associated with institutional failure and evaluate the importance of protecting and enhancing of stakeholder management
- Implement a code of business ethics from a managerial and individual perspective in an organization and critically evaluate possible outcomes
- Analyze processes and procedures for the establishment of effective risk oversight at the board level

Precondition(s)	

LITERATURE

Required:
Colley et al., *What is Corporate Governance?* 1st.ed., 2005.

Thomsen and Conyon, *Corporate Governance: Mechanisms and System*, 2012.

Tricker, *Corporate Governance: Principles, Policies and Practices*, 2nd ed., 2012.

Recommended:
Monks and Minow, *Corporate Governance*, 4th ed., 2008.

Davies, *Gower and Davies' Principles of Modern Company Law*, 7th ed., 2003.

Magnier, "Legal Aspects of Corporate Governance Models" in Magnier, *Comparative Corporate Governance*, 2017

Adams, Law for Business Students, 9th ed., 2016.

TEACHING METHODOLOGY

Class - Seminar, individual and group work, independent reading, presentation, business simulation.

ASSESSMENT

Studies during the Course	Quantity	Percentage of the final grade
Presentation	1	50 %
Oral Exam		
Seminar Paper		
Written Exam		
Project Work	1	50 %
Colloquium		
Term paper		
Participation in the lesson		
Total Percentage / Grade		100 %

6. Pedagogical Inclusion

Code	Type of the Course	Semester	Contact hours	Self study hours	Hours Total	Credits (ECTS)
		V	40	110	150	5
Lecturer		Prof. Dr. Werner Esser				
Language		English				

Aim of the Course

The aim of this course is to equip teachers with the necessary knowledge and skills to prepare them for the demands of an inclusive school. To this end, they are encouraged to critically reflect on societal developments on the topic of inclusion and to distance themselves from the meaningless term. This is because pedagogical inclusion requires a change in society's culture, which then also becomes visible in the school, and not the other way round.

Content of the Course

The UN Convention explicitly refers to those 'specialhelpneedingpoeple' who, at least in Germany, are accommodated in separate schools. Integrating them now by decree shows several faces: Firstly, that of overtaxed teachers who are not supposed to be trained to offer motivating lessons to socially or emotionally conspicuous pupils, for example. The second is the face of a school that is still oriented towards the average pupil and wants to teach him or her collectively: a cost calculation for the individual teacher in the end as well. The third face is that of a policy that believes that it can, at the national level, bring even the most risky educational manoeuvres to the individual teacher in the guise of the helper syndrome and make counter-speech as politically incorrect impossible from the outset. The course starts with a 'positive pedagogy', introduces questions about individualisation and diagnostics, provides insight into the steps towards change management from traditional to individualising school culture, addresses 'service-learning' as a gateway to civil society, introduces 'good practices' and at the end requires a simulation game in which 'the (my) school of the future' is to be planned at this location: didactic, organisational and school-cultural aspects, which also includes a piece of field research (What can 'service-learning' be introduced here?).

Learning Outcomes

At the end of the course students will be able:

- To facilitate a change of perspective for colleagues in their daily school life: reorientation towards 'high potentials' so that they can turn their potential into performance
- to integrate in their daily work a pedagogy, a school culture and teaching sessions that focus on the individual, not as a 'function of the collective'
- to question the current concept of inclusion and to reconstruct it as a concept that is not oriented towards the average
- to examine special didactic considerations, to reconstruct work on self-concept, to establish a school culture, where the 'Underachiever' help to shape school internally, and a school that opens outwards into civil society

	• to outline concrete steps towards change management from traditional to individualised school culture • relate 'service-learning' as a gateway to civil society • compare and construct techniques and practices for their own field research within the framework of the simulation game	

Precondition(s)

LITERATURE

Required:

Capper, C. A., Frattura, E. M., & Keyes, M. W. (2000). Meeting the needs of students of all abilities: how leaders go beyond inclusion. Corwin Press.

Lewis, A., Norwich, B. 2004: Special Teaching for Special Children? Pedagogies for inclusion. Maidenhead: Open University Press.

Putnam, J. A. W. (1993). Cooperative learning and strategies for inclusion: celebrating diversity in the classroom. Paul H. Brookes Pub. Co.

Recommended:
Ackoff, L. Russell., Greenberg, D. 2008: Turning learning right side up. Putting education back on track. Pearson Ptr; Auflage: New.

Lewis, A., Norwich, B. 2004: Special Teaching for Special Children? Pedagogies for inclusion. Maidenhead: Open University Press.

Rasfeld, M., Spiegel, P. 2013: EduAction. Wir machen schule. Zweite Auflage. Murman Verlag GmbH, Hamburg.

Senge, P. et. al. 2012: Schools that learn (updated und revised). A fifth discipline feldbook for educations, parents, and everyone who cares for education. Publisher: Crown Business; Rev Upd edition.

TEACHING METHODOLOGY

Class - Seminar, individual and group work, independent reading, presentation, business simulation.

ASSESSMENT

Studies during the Course	Quantity	Percentage of the final grade
Presentation	1	50 %
Oral Exam		
Seminar Paper		
Written Exam		
Simulation Game	1	50 %
Colloquium		
Term paper		
Participation in the lesson		
Total Percentage / Grade		100 %

1. Entrepreneurship

Code	Type of the Course	Semester	Contact hours	Self study hours	Hours Total	Credits (ECTS)
	Compulsory	IV	40	110	150	5

Lecturer	Dr. Peter Makiriyado; Prof. Dr. Ulli Arnold
Language	English

Aim of the Course

At graduate level, this Entrepreneurship Course prepares students for a future career as entrepreneurs, either as founders of new businesses or within already established companies. The goal is to give students insights into practical business aspects that are particularly important during a start-up's initial development phases, and to make them more effective in managing and growing the start-up organization. The Course also provides the cornerstones for successfully launching and implementing entrepreneurial projects within already established organizations. The Course relies on classroom discussion, participation, guest speakers, case analysis, the creation of a feasibility plan, and building a business plan using a business model canvas to develop a comprehensive strategy for launching and managing a business. Students will need to draw upon their undergraduate business education and experience and apply it to the task of launching a new venture. Students are expected to interact with the business community, be able to work effectively in teams, and be active participants in classroom discussions and exercises.

Learning Outcomes

At the end of the Course the students will be able to:

- Identify and evaluate new business ideas.
- Write a business plan using the business model canvas as guide.
- Understand basic financial statements and ratios.
- Distinguish between different sources of financing and select those that best fit the requirements of the new entrepreneurial venture.
- Formulate a business strategy for the new venture that can be communicated to external stakeholders.
- To possess a well-grounded understanding of essential entrepreneurial business principles.
- To develop an understanding of important business issues as they relate to new ventures.
- To identify, appreciate, and assess the knowledge, attitudes, and skills of an entrepreneur.
- To study and observe entrepreneurial settings and entrepreneurial role models through exposure to actual business settings and experiences.

Precondition(s)	

LITERATURE

Required:

Lall, M., & Sahai, S. (2008). *Entrepreneurship* (2nd ed.). New Delhi: Excel Books.

Mariotti, S., & Glackin, C. (2015). *Entrepreneurship & small business management* (2nd ed.). Boston: Pearson.

Scarborough, N. M. (2014). *Essentials of entrepreneurship and small business management* (7th ed.). NJ: Pearson.

TEACHING METHODOLOGY

One vehicle for acquiring an understanding of the entrepreneurial process is creating a start-up business plan. The focus of this experience is to select a concept and create a complete and persuasive business plan that, among other things, will effectively accomplish the goal of acquiring financing.

ASSESSMENT

Studies during the Course	Quantity	Percentage of the final grade
Presentation		
Oral Exam		
Seminar Paper (Business Plan)	1	50 %
Written Exam	1	50 %
Project Work and Presentation		
Colloquium		
Term paper		
Participation in the lesson		
Total Percentage / Grade		100 %

2. Risk Management

Code	Type of the Course	Semester	Contact hours	Self study hours	Hours Total	Credits (ECTS)
	Compulsory	IV	40	110	150	5

Lecturer	Lefter Roko, Dr. Peter Makiriyado
Language	Albanian

Aim of the Course

This course present the essential factors of successful risk management in companies. It highlights a management system that is suitable for recognizing risks at an early stage, quantifying them precisely and setting effective defense mechanisms in motion and controlling them. The course presents aspects of the risk strategy of companies and describes which legal requirements exists for the establishment of risk management depending on the size of the organization and its legal form. In addition to that, the course utilizes case studies that allow participants to study the fundementals of corporate financial risk management in diverse situations. Some of the topics covered within the financial risk include approaches to manage foreign exchange rate risk, interest rate risk and credit risk, static and dynamic hedging strategies and portfolio insurance techniques. This course is both quatitative and application driven.

Learning Outcomes

- To identify sources of risk
- To explain principles for risks as well as legal and business requirements for risk management
- To illustrate approaches and problems of risk identification, risk assessment, risk reporting and risk management
- To relate and propse risk monitoring instruments
- To summarize risk management organization and trends

Precondition(s)	

LITERATURE

 Required:

Hopkin, P. (2018). Fundamentals of Risk Management. Understanding, evaluating and implementing effective risk management. Kogan Page: London.

Mars, G., & Weir, D. (2020). Risk Management. Volume I: Theories, Cases, Policies and Politics. Routledge.

Mars, G., & Weir, D. (2020). Risk Management. Volume II: Management and Control. Routledge.

TEACHING METHODOLOGY

This course will incorporate a combination of lectures, discussion, active participation, case studies, small group work, and final paper. Each student will be encouraged to come to class prepared to learn, discuss, and express his or her own views.

ASSESSMENT

Studies during the Course	Quantity	Percentage of the final grade
Presentation		
Oral Exam		
Seminar Paper		
Written Exam	1	70 %
Project Work	2	20 %
Colloquium		
Term paper		
Participation in the lesson		10 %
Total Percentage / Grade		100 %

3. Controlling & Accounting

Code	Type of the Course	Semester	Contact hours	Self study hours	Hours Total	Credits (ECTS)
	Compulsory	III	40	110	150	5

Lecturer	Lefter Roko

Language	Albanian, English

Aim of the Course

The aim of this Course is to provide students with an overview of key balance sheet accounts and introduce them to accounting records and techniques so they will better understand financial statements of differetn organizations. The content of the Course will effect to enhance students' practical and theoretical skills in interpreting financial statements and will provide opportunities to train students in financial statement control and auditing practices. Students will recognize the principles of auditing and accounting and will be fit for the future job market.

Learning Outcomes

At the end of the Course the students will be able to:

- Identify the role and scope of financial and managerial accounting and the use of accounting information inthe decision making process of managers
- Define operation and capital budgeting, and explain its role in planning, control and decision making
- Prepare an operating budget, identify its major components, and explain the interrelationships among its carious components
- Explain methods of performance evaluation
- Use appropriate financial information to make operational decisions
- Demonstrate use of accounting data in the areas of product costing, cost behavior, cost control, and operational and capital budgeting for management decisions.

Precondition(s)	

LITERATURE

 Required:

Weygand, J. / Kimmel, P. / Kieaso, D. (2012). Financial and Managerial Accounting. USA: Wiley & Sons.

TEACHING METHODOLOGY

This course will incorporate a combination of lectures, discussion, active participation, case studies, small group work, and final paper. Each student will be encouraged to come to class prepared to learn, discuss, and express his or her own views.

ASSESSMENT

Studies during the Course	Quantity	Percentage of the final grade
Presentation		

Oral Exam		
Seminar Paper		
Written Exam	1	70 %
Project Work	2	20 %
Colloquium		
Term paper		
Participation in the lesson		10 %
Total Percentage / Grade		100 %

4. Legal Issues in Business Environment

Code	Type of the Course	Semester	Contact hours	Self study hours	Hours Total	Credits (ECTS)
BUS 571		III	40	110	150	5

Lecturer	Dr. iur. Elis Tarelli LL.M.
Language	English / Albanian

Aim of the Course

This course provides the student with a foundational knowledge of the legal issues that both start-up and established business enterprises face. Equipped with this wisdom, the student will assess an organization's need for competent legal advice from an experienced professional in matters of business organisations forms, employment, contracts and intellectual property law.

Promotion of academic and practical expertise as well as the stimulation of academic debate and critical thinking in the subjects of law affecting businesses are aimed through this Course.

We will be looking at the various legal forms to establish and run a business, what the factors that should determine the right legal form for running a business, how does the legal form affect the business operations from the perspective of business management and risk management. Furthermore, we will look into the requirements for managing and supervising a business, the rights and duties of the management and directors, and the rights and duties of shareholders (incl. those of the majority shareholders towards minority shareholders). Also main legal issues related to employment and contract law will be touched upon and discussed through theory and case law. Last but not least this course will also discuss main legal issues pertaining to intellectual property law.

Content of the Course

Topics in this Course include:

1. Business Legal Forms, advantages and disadvantages and what determines the right choice
2. Liability risk and how can it be managed
3. Board of Directors: Role, Composition and Duties
4. Shareholders' Assembly, right, duties and expectations
5. Corporate Governance aspects when running a business
6. Employment Law topics
7. Contract Law topics
8. Intellectual Property Law topics

Learning Outcomes

On successful completion of this Course the learner will be able to:

1. Analyze various legal concepts related to the creation and operation of a business.
2. Asses and decide on the appropriate legal form establishing a business.
3. Assess the impact of government regulation on business.

Precondition(s)	
LITERATURE	

Required:

Colley et al., *What is Corporate Governance?* 1st.ed., 2005.

Thomsen and Conyon, *Corporate Governance: Mechanisms and System*, 2012.

Tricker, *Corporate Governance: Principles, Policies and Practices*, 2nd ed., 2012.

Recommended:

Monks and Minow, *Corporate Governance*, 4th ed., 2008.

Davies, *Gower and Davies' Principles of Modern Company Law*, 7th ed., 2003.

Magnier, "Legal Aspects of Corporate Governance Models" in Magnier, *Comparative Corporate Governance*, 2017

Adams, Law for Business Students, 9th ed., 2016.

TEACHING METHODOLOGY

Class - Seminar, individual and group work, independent reading, presentation, business simulation.

ASSESSMENT

Studies during the Course	Quantity	Percentage of the final grade
Presentation		
Oral Exam		
Seminar Paper		
Written Exam		100%
Project Work and Presentation		
Colloquium		
Term paper		
Participation in the lesson		
Total Percentage / Grade		100 %

5. Marketing

Code	Type of the Course	Semester	Contact hours	Self study hours	Hours Total	Credits (ECTS)
		V	40	110	150	5

Lecturer	Prof. Dr. Ulli Arnold
Language	English

Aim of the Course

Strategic marketing involves the long-term planning of marketing activities. In this course, the basics of strategic marketing are presented. The focus is on the instruments of strategic marketing, such as market analyses and competitive strategies. Students will gain practical experience in strategic marketing by participating in a marketing simulation as part of this course.

Learning Outcomes

On successful completion of this Course the learner will be able to:

- explain and apply scientific fundamentals as well as specialized and in-depth knowledge of strategic marketing
- explain, apply and reflect on theories, terminologies, special features, limitations and doctrines of the subject in an in-depth and critical manner
- develop independent ideas and concepts for solving scientific and practical problems in strategic marketing and apply them using a marketing planning game
- present complex subject-related content clearly and in a target group-oriented manner
- argue in discussions
- expand their own argumentation behavior in a critical-reflective manner.

Precondition(s)	

LITERATURE

Required:

Lamb, C. W., Hair, J. F., McDaniel, C., Boshoff, C., Terblanch, N. S., Elliott, R., & Klopper, H. B. (2019). Marketing. Cape Town, South Africa: Oxford University Press Southern Africa (Pty) Limited.

Kotler, P. & Keller, K. (2014). Marketing Management (15th Edition). Pearson.

TEACHING METHODOLOGY

Class - Seminar, individual and group work, independent reading, presentation, business simulation.

ASSESSMENT

Studies during the Course	Quantity	Percentage of the final grade
Presentation	1	30 %
Oral Exam		

Seminar Paper	1	70 %
Written Exam		
Project Work and Presentation		52
Colloquium		
Term paper		
Participation in the lesson		
Total Percentage / Grade		100 %

6. Operation Managament

Code	Type of the Course	Semester	Contact hours	Self study hours	Hours Total	Credits (ECTS)
		V	40	110	150	5

Lecturer	Prof. Dr. Ulli Arnold

Language	English

Aim of the Course

The purpose of the Course is to provide students with selected and in-depth knowledge from the field of Operations Management. Based on selected examples the theoretical knowledge will be applied to operational applications, in order to provide students with a broad insight how OM is connected among operations strategy, management, research, practices and other organizational elements. The use of mathematical tools in process analysis and improvement is a key part of this course.

Content of the Course

This course discusses how Operations are designed in modern digital organizations and how managers can use Information Technology (IT) to support these operations. Business operations in modern organizations are defined based on business strategies. The main focus of this course is to learn

a) how business strategies are designed and implemented,
b) how business operations are defined and managed, and
c) how IT is used to enable the business operations.

Recent research and industry/service trends in the field of operations management are discussed in some detail. The course systematically guides the student to conduct a focused literature review on some advanced aspect of the studied material and produce a research paper. The student uses hands-on tools for practical insights.

Learning Outcomes

On successful completion of this Course the learner will be able to:

- Design of production and service systems
- Prepare and investigate process organisation and process analysis
- Apply quantitative methods in collecting and analyzig data for an evidence-based decision support
- Develop and carry out independently advanced scientific questions.

Precondition(s)	Completed courses in Courses Research Orientation and Managing & Leading

LITERATURE

Required:

Chopra, S., Maindl, P. (2016). Supply Chain Management: Strategy, Planning, and Operation, 16th ed., Pearson.

Krajewski, L. J., Krajewski, L. J., & Bozarth, C. C. (2014). Operations management: processes and supply chains. Pearson Learning Solutions.

Pilkington, A. and Fitzgerald, R. (2006), "Operations management themes, concepts and relationships: a forward retrospective of IJOPM", International Journal of Operations & Production Management, Vol. 26 No. 11, pp. 1255-1275.

Swink, M. (2017). Managing Operations Across the Supply Chain, 3rd ed., New York: McGraw-Hill Education.

Walker, H., Chicksand, D., Radnor, Z., Watson, G. (2015). "Theoretical perspectives in operations management: an analysis of the literature", International Journal of Operations & Production Management, Vol. 35 Iss 8 pp. 1182 - 1206

Reccommended:

Ravindran, A. R. (2008). Operations research and management science handbook. CRC Press.

TEACHING METHODOLOGY

Class - Seminar, individual and group work, independent reading, presentation, business simulation.

ASSESSMENT

Studies during the Course	Quantity	Percentage of the final grade
Presentation		
Oral Exam		
Seminar Paper		
Written Exam	1	100 %
Project Work and Presentation		
Colloquium		
Term paper		
Participation in the lesson		
Total Percentage / Grade		100 %

Module E: Closing Requirements

1. Internship

Code	Type of the Course	Semester	Contact hours	Self-study hours	Hours Total	Credits (ECTS)
L°°	Compulsory	V	140	10	150	5

Lecturer	Head of Faculty, Head of Department
Language	English / Albanian

Aim of the Course

The project work aims at the practical experience of the students. The students carry out a practical project within a company, public organization, authority or non-governmental organization. The selection of the project is the responsibility of the students and the organization in which the project is to be carried out. The project work has a scope of 150 hours and it is to be completed within the framework of an Internship of at least 12 weeks.

Content of the Course

Students studying the study program extra-professional could also submit a job reflection report. In this report they have to reflect on certain issues / tasks of their professional experience by choosing a topic given in the curriculum.

The area of the internship / project work should be in accordance with the focus chosen for the study program, respectively either in Education or Business. Students enrolled in the study program Management, following the field of study Business cannot complete an internship in teaching or educational activities. The same applies to students enrolled in Management, following the field of study in Education and their internship cannot be completed in the field of Business.

The internship location and activity can only be started after prior consultation with the Head of Department and Head of Faculty. Approval of the program supervisor is required prior to the start of the internship.

Learning Outcomes

After having completed the Course, the students are able to:

- identify the technical, economic and social circumstances of companies and public authorities
- construct realistic views with regards to practice tasks
- examine companies as a social structure
- evaluate the relationship between executives and employees in order to assess the future impact as a potential executive
- apply a solution-oriented approach, while facing issues / tasks to be completed in the organization
- compare the effects of identified solutions in an analytical way by means of methodological competences
- design a project, develop the initial idea of the project, specify and formulate it

- schedule different steps on one's own responsibility, organize them and put them into practice within the scope of the project development
- develop, rank, interpret and explain solution options
- promote a decision based on a number of criteria
- provide documentation
- present the results to an audience and discuss them
- integrate the acquired knowledge of the working world and reflect on it into the curricular context.

Precondition(s)	No		
ASSESSMENT			
		Quantity	Percentage of the final grade
Internship Report / Job reflection Report			100 %
Total Percentage			100 %
Grade			Pass / Fail (No grade)

2. Master Thesis

Code	Type of the Course	Semester	Contact hours	Self-study hours	Hours Total	Credits (ECTS)
L°°	Obligatory	V	50	550	600	20

Lecturer	Academic Supervisor and Mentor
Language	English

Aim of the Course

In the master's thesis, which concludes the program, students work independently on an economic/business or education problem using scientific methods on the basis of the specialist knowledge and specialization contexts taught. The area of the master thesis should be in accordance with the focus chosen for the study program, respectively either in Education or Business. Students enrolled in the study program Management, following the field of study Business cannot write their thesis in Education. The same applies to students enrolled in Management, following the field of study in Education and their master thesis cannot be written in the field of Business.

The thesis can have the content of reviewing the existing literature on a complex of topics and presenting it in a structured manner. Often, however, the work will also include independent creative work, such as the development of new algorithms or the (further) development of a theoretical model.

Learning Outcomes

In the Master's thesis, students demonstrate that they can independently plan and carry out a scientifically sound work to solve a specific problem within a specified period of time and document the results in writing according to the standards of the discipline. The students are able to understand and critically analyze relevant contributions to research and professional practice and to assess their relevance to their own specific issues. They are able to assess and recognize important development lines and dynamics of the subject and thus also the necessity of continuous further education.

Precondition(s)	All exams / Courses of the study program must be finalized in accordance with the field of study or specialization.

ASSESSMENT

	Quantity	Percentage of the final grade
Written Thesis		90 %
Oral Exam		10 %
Total Percentage		100 %
Grade		According to Grading Policy