

Results Work Package 5 University education and R&D

Result 5.1 Dual Bachelor's degree program (EQF 6)

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The Baltic Institute of Finland
Tasowheel Group Oy, Finland
POLITECHNIKA GDANSKA, Poland
Pomeranian Chamber of Handicrafts for SMEs, Poland
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Centre for European and Transition Studies, Latvia
Latvian Chamber of Commerce and Industry, Latvia
Latvia Vides Dizains, Latvia
Arbeit und Zukunft e.V., Germany

Languages

English

Content

Summary and Introduction	3
Module's handbook of the dual professional bachelor's study program „Human Resources and Business Administration"	6
Implementation report dual study program „Human Resources and Business Administration“	122
Evaluation of the dual study program „Human Resources and Business administration“	144
Evaluation report of the dual study program „Human Ressources and Business Administration“	156

Summary and Introduction

For SMEs in the Baltic Sea Region to remain competitive in the long term, it is necessary to increase their innovation capacity and reduce the gap between qualification requirements and demands. For this reason, the Knowledge Alliance "Human Resources and Organizational Development", consisting of eleven partners from four countries, relies on increased cooperation between universities and companies in order to realize education and innovation promotion. To reach as many SMEs as possible, chambers strengthen the partnership between universities and companies.

Human capital is the most important resource for strengthening innovation and productivity. Hence, the project focuses on the comprehensive promotion of Workplace Innovations. While there is great need for further development in this area in the countries south of the Baltic Sea, Workplace Innovations are already more advanced in the Scandinavian countries. Therefore, the project involves countries from both regions.

The alliance, which will be extended to 68 partners from 13 countries and permanently continued, focuses on cooperation in two areas. First, the development, testing, and implementation of SME-specific methods, instruments, and projects through R&D work at universities, that create workplace innovations in areas such as employee recruitment, motivation and digitization, a more innovative working environment and more efficient use of human capital. Second, the strengthening of awareness and competences in this new area of innovation promotion for small and medium-sized enterprises in the Baltic Sea Region through qualifications. The project will develop and implement:

- a) three comprehensive continuing education programs: "Digitization & Human Capital", "Employees on the way to Co-entrepreneurs" and "Innovation Processes".
- b) a dual bachelor's degree course: "Human Resources and Business Administration".

All products and further results will be transferred to 68 actors from 13 countries.

The work to develop the output of Work Package 5 "University education and R&D" was carried out entirely as planned in the project application.

A concept and module manual for a completely new dual bachelor's degree program in "Human Resources and Business Administration" were developed in accordance with Latvian law. The concept also includes the legal basis in the other partner countries as well as instructions for adapting the study program for use in other countries.

Within the limited project duration, the new study program could naturally not be fully tested. However, by integrating it into existing degree programs, the study modules dealing specifically with human resources were tested. A corresponding implementation report is attached.

Innovative Entrepreneurs and Innovation
Support for SMEs: Knowledge Alliance „Human
Resources and Organizational Development“ – KAforHR

An evaluation concept was developed for quality assurance and implementation of the study program. On this basis, the testing of important study modules was evaluated. Two different evaluations were carried out independently of each other.

1. Evaluations by the implementation partner University of Latvia.
2. Evaluations by the Satakunta University of Applied Sciences.

The evaluation concept and the results of the evaluations are listed below.

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Result 5.1 Dual Bachelor's degree program (EQF 6)

Result Module manual for a new dual study program "Human Resources and Business Administration"

Module's handbook

Dual Professional Bachelor's Degree Studies
"Human Resources and Business Administration"

WP5 Product

2021

Contents

Contents.....	2
Introduction.....	4
1 General provisions	6
2 Practical guidelines	9
2.1 Study plan – structure of the programme	9
2.2 Timetable of the study programme	11
2.3 Full-time dual study programme "Human Resources and Business Administration": description of the courses	12
Micro- and Macroeconomics	12
Business English I – SMEs Administration	14
Business & HR Research Methodology	17
Civil & Environmental Protection	20
Practical Entrepreneurship & Its Tendencies	22
Labour Law & Social Security Systems.....	25
Business Communication and Ethics.....	28
Applied Statistics in Business & HR	30
Business Management	33
HR Management in SME.....	34
Innovation Management in Business	37
Financial Accounting.....	40
IT in Business and HR Management	43
Business English II – Human Resource Management	45
HRM Strategies & Policies	47
Theory & Management of Organisations.....	49
Marketing in SMEs.....	52
Business (SMEs) Economics	54
Personnel Development	56
Work Safety & Occupational Health	58
Business Law.....	61
Project Management.....	64
Stress Management.....	65
Taxation in Business.....	68
Public Support Models in Business.....	70
Leadership	72
Political & Legal Environment of Global Business.....	75
Finances and Investments.....	76
Strategic and Change Management	78
E-commerce.....	81

Supply Chain and Logistics.....	82
HR Recruitment Techniques	85
Coaching, Qualifications of Trainers.....	86
Risk and Quality Management	88
Methodology Seminar – Bachelor Thesis Development	90
Bachelor’s Thesis Development and Defence	91
Educational Practice 1 - Project “Knowledge Integration”	92
Educational Practice 2 - Business Plan Development	94
Educational Practice 3 - Pitching Business Idea.....	96
Practical Placement / Work-Based Learning (1, 2, 3).....	97
Template – description of study course	100
3 National Legal framework in the KAforHR region	101
3.1 Latvia	101
3.2 Germany	106
3.3 Finland	109
3.4 Poland	114
4 Conclusions, Main challenges & Suggestions for solutions	116

Introduction

To remain competitive in the long term, SMEs in the Baltic Sea Region have to strengthen their innovation capacity and the gap between qualification requirements and demands needs to be reduced. Hence, the project KAforHR – Innovative Business Transfer Models for Small and Medium-Sized Enterprises in the Baltic Sea Region focuses on the comprehensive promotion of Workplace Innovations through development and testing the SMEs specific tools (best practices' learning) and education activities. Human capital is the most important resource for enhancing innovation and productivity.

Most companies succeed because of "the right people with the right competences at the right workplace" – which makes human resources management a critical function in all organisations regardless of size, type or sector. In addition, the tendency of population ageing and increasing life expectancy in the project region has to be considered to create age-appropriate working conditions and to promote the work ability of employees.

A human resources executive is typically required to have at least a bachelor's degree. The Society for Human Resource Management (SHRM) recommends a liberal arts undergraduate degree or a degree that includes business, math, economics and behavioural and social sciences. However, relevant work experience is the most important qualification.

Thereof, **the aim of handbook** is to provide a concept of bachelor level dual study programme having focus on the work-based learning and its curriculum on the fundamental and topical issues related to the management of business processes and human resources with a focus on workplace innovation, leadership skills development and practical experience acquiring.

The concept of the dual bachelor's degree programme "Human Resources and Business Administration" is elaborated following the experience of well-developed German **dual studies system**¹ (more information is provided in the 3.2. section of the handbook), integrating work-based and university-learning to prepare students for a successful transition to a full-time employment. It foresees that the dual studies go way beyond the academic or practical importance and involve the contracting relationships in-between certain companies and the students they employ through a study contract over a period of time.

As there is no specific legal regulation on dual studies in Latvia, nor available examples of the dual study programmes at the institutions of higher education, the proposed concept and curriculum of the "Human Resources and Business Administration" is developed within the existing legal framework – i.e. under the regulation of professional bachelor study programmes in order to achieve the combination of equal proportion of work-based and university-based learning, maximum approximate to German practice.

For implementation of the dual study concept "Human Resources and Business Administration" in other European universities, including project region (Germany, Poland and Finland), the programme's concept should be adjusted and adapted to their national regulation and specific requirements of higher education institutions, see Chapter 3 on the legal framework in the KAforHR region.

¹ <https://www.studying-in-germany.org/dual-studies-germany/>

The practical learning - in the form of educational practice (e.g., business plan development, pitching of business idea, etc. that is taking place at the institution of higher education) or work-based learning in the company – is foreseen at the end of 1st, 2nd, 3rd and 4th years of studies in order to ensure parallel a theoretical studying at the institution of higher education and working at the enterprise.

The working and studying form can also organised based on the model that common in Germany – 3 or 4 working days students are working in the company and 1 or 2 days studying at the university.

This handbook is developed under the Erasmus+ project KAforHR by Dr. Romans Putans, Ph.D Candidate Denize Ponomarjova, Centre for European and Transition Studies of the University of Latvia, **in cooperation with:** Gdansk University of Technology (Poland), Satakunta University (Finland), Arbeit und Zukunft e.V. (Germany) and Baltic Sea Academy (Germany). It considers the main highlights of the Report "Qualification Requirements for Advanced Vocational Training" (WP4A1) and its Annex 1 with Curriculum elements – Dual Bachelor Program.

1 General provisions

Format of the study programme

- Professional study programme
- Full-time studies – 4 years (8 semesters)
- 240 ECTS (30 ECTS per semester)
- Latvian Qualification Framework: 6 LQF level
- Degree upon completion: Professional bachelor's degree in business administration
- The entire course of study comprises 7457 teaching hours at the university and additional training periods in the company, project work and self-study.
- The entire study programme period ideally covers 50% in the university and 50% in the company, however, is currently limited to (lack of) legal regulation and recognition of company-based work-study time.

The study results and student's working time is measured by credit points (ECTS). The 1-week full-time study workload is equal to 40 academic hours and corresponds to 1,5 ECTS. Whereas one work-based learning (practicum) week covers 40 astronomical hours equal to 53,3 academic hours and corresponds to 1 ECTS.

Table 1. Formula used to calculate ECTS and hours for this study programme

For study process, educational learning, Bachelor Thesis	1,5 ECTS = 1-week full-time study workload = 40 academic hours 1 academic hour = 45 minutes
For work-based learning (WBL)	1 ECTS = 1 WBL week = 40 astronomical hours = ~53,3 academic hours

Table 2. division of the academic hours and share of the study elements

	No of academic h	% of the entire study process
Contact hours (auditorium & guest lectures)	2182 h	29%
Self-studies hours	2779	37%
Educational practice' hours	406	33%
Work-based learning's hours	2090	

The volume of the Bachelor's programme is at least **240 ECTS, with at least** such ECTS distribution:

- 30 ECTS – general courses
- 54 ECTS – industry theory courses
- 90 ECTS – specialization courses
- 9 ECTS – optional courses
- 30 ECTS – practice

- 18 ECTS – bachelor thesis and defence

Total: 231 ECTS. The rest (9 ECTS) to be added by program`s consideration.

Aim of the study program: To prepare professionally qualified, creative and competitive specialists (senior specialists, executives) in the field of business administration with the focus on human resource management in accordance with the labour market demand and challenges as well as SMEs specific needs.

Tasks of the study program:

1. To provide students with knowledge and ensure the development of practical and theoretical skills and competences in the understanding, analysis, application, management, and leadership-competences of human resources and business administration.
2. To balance the knowledge of theories and modern development tendencies with the analysis and solution of situations based on practical business problems in work-based study process.
3. Purposefully ensure a high-quality, high-value and innovative study process, using best practices in higher education in an international context, including the study process infrastructure (e-environment, library, multimedia equipment, etc.) and process organization (strong cooperation with the labour market, other enterprises and business organisations like Employer Associations and Trade Unions, Social Security Institutions etc., practical projects, simulations etc.).
4. Consciously implement modern and non-traditional methods of knowledge transfer and co-creation, as well as skills development, promoting students' interest in the topics of the study programme and motivation to use them in practice.
5. To maintain and develop the extra-class activities and cooperation of the study programme in the business, public administration and academic context.
6. To ensure continuous quality monitoring and updating of the study programme in cooperation with entrepreneurs and representatives of professional organizations in the business sector.

Planned study results:

Knowledge

1. Ability to demonstrate specialized knowledge business administration with the focus in human resources management.
2. Ability to demonstrate the critical understanding and awareness of concepts and causes & effects in the fields of business administration and human resources.
3. Proficiency to demonstrate in-depth theoretical and practical knowledge of theory, analysis methods and tools in business administration and human resources management.
4. Awareness of the necessity of development of knowledge and skills, and the need for self-growth in the practical application of the knowledge of business administration and human resources.

5. Knowledge about strategies and measures to create human centred workplace innovations.
6. Knowledge about changes in the motivations for work in different phases of life and the possibilities for shaping career paths appropriate to the individual life-course.
7. Knowledge of the variables influencing work capacity / work ability and the relationship between work, ageing, health and well-being.

Skills

1. Professional capacity to identify trends and find creative solutions using a scientific approach to the changing problematics of business administration and human resources management.
2. Professional capacity to identify trends and find creative solutions using scientific approaches and assured ergonomic findings to the changing problematics of business administration and human resource management.
3. Can independently and analytically gather information from various sources, critically evaluate it and present it correctly to both, professionals and non-professional on the respective study fields.
4. Ability to formulate information in a structured analytical and concise way verbally and in writing, to express opinion and arguments precisely and to discuss the general and specialized aspects of business administration and human resource management.
5. Aptitude to use appropriate practical and theoretical knowledge and skills in professional business administration and human resources management and research (scientific) work, being aware of the impact of planned and applied activities on the environment, economics, employees and society.

Competences

- Proficiency to plan business processes and resources, including time, work, staff, talent, finance, infrastructure etc.
- Capability to participate in the development of business administration and human resources management in a global business environment, offering innovative solutions to sectoral problems.
- Aptitude to demonstrate an understanding and application of professional ethics and culture, including intercultural awareness and respect.
- Aptitude to demonstrate an understanding and application of professional ethics and culture, including intercultural, intergenerational, inter-gender (= inclusive diversity) awareness and respect.

2 Practical guidelines

2.1 Study plan – structure of the programme

Professional dual bachelor degree programme “Human Resources and Business Administration” - STUDY PLAN																			
Nr./ Code	Module/ Course	Categ. (A, B, C)*	ECTS per semester								Total ac.hours, 1 ECTS = 26,7 hours	Total academic hours				WBL (1 ECTS = 40 h (astronomical h))			
			1	2		3	4		5	6			7	8	Auditorium classes (lectures, seminars, consultations)		Guest- lectures & study visits	Self-studies (home-works, reports, thesis)	Practical elements
			30	30		30	30		30	30			30	30					
CETS_001	Micro- and Macroeconomics	A	6										160	76		84			
CETS_002	Business English I – SMEs Management	A	6										160	76		84			
CETS_003	Business & HR Research Methodology	A	6										160	76		84			
CETS_004	Civil and Environmental Protection	A	3										80	58	4	18			
CETS_005	Practical Entrepreneurship & its Tendencies	A	6										160	72	4	84			
CETS_006	Labour Law & Social Security System	A	3										80	38		42			
CETS_007	Business Communication and Ethics	A		6									160	72	4	84			
CETS_008	Applied Statistics in Business & HR	A		6									160	72	4	84			
CETS_009	Business Management	A		3									80	34	4	42			
CETS_010	HR Managment in SME	B		6									160	72	4	84			
CETS_011	Innovation Management in Business	B		3									80	38		42			
CETS_012	Educational Practice 1 - Project Knowledge Integration	A		6									160	8		0	152		
CETS_013	Financial Accounting	A				3							80	38		42			
CETS_014	IT in Business and HR management	A				3							80	38		42			
CETS_015	Business English II – Human Resource Management	A				3							80	38	4	38			
CETS_016	HRM Strategies & Policies	B				6							160	76		84			
CETS_017	Theory & Management of Organisations	B				3							80	38		42			
CETS_018	Marketing in SMEs	B				6							160	76		84			
CETS_019	Educational Practice 2 - Business Plan Development	A				6							160	8		0	152		
CETS_020	Business (SMEs) Economics	A					3						80	38		42			
CETS_021	Personnel Development (Talent Management)	B					6						160	76		84			
CETS_022	Work Safety & Occupational Health	B					6						160	76		84			
CETS_023	Business Law	B					3						80	34	4	42			
CETS_024	Project Management	B					6						160	72	4	84			
CETS_025	Practical Placement / Work-based learning - 1	A					6						April - June - 6 weeks of WBL			322	240		
CETS_026	Stress Management	B						3					80	34	4	42			
CETS_027	Taxation in Business	B						3					80	34	4	42			
CETS_028	Public Support Models in Business	B						4,5					120	58		62			
CETS_029	Leadership	B						6					160	76		84			
CETS_030	Political & Legal Environment of Global Business	B						3					80	34	4	42			
CETS_031	Free choice course I	C						6					160	72	4	84			
CETS_032	Educational Practice 3 - Pitching	A						4,5					120	18			102		

Professional dual bachelor degree programme “Human Resources and Business Administration” - STUDY PLAN																	
Nr./ Code	Module/ Course	Categ. (A, B, C)*	ECTS per semester								Total ac.hours, 1 ECTS = 26,7 hours	Total academic hours				WBL (1 ECTS = 40 h (astronomical h))	
			1	2	3	4	5	6	7	8		Auditorium classes (lectures, seminars, consultations)	Guest- lectures & study visits	Self-studies (home-works, reports, thesis)	Practical elements		
			30	30	30	30	30	30	30	30							
CETS_034	Finances and Investments	A						3			80	34	4	42			
CETS_035	Strategic and Change Management	B						6			160	72	4	84			
CETS_036	E-commerce	B						3			80	34	4	42			
CETS_037	Supply Chain and Logistics	B						6			160	72	4	84			
CETS_038	HR Recruitment Techniques	B						3			80	38		42			
CETS_039	Free choice course II	C						3			80	32		48			
CETS_040	Practical Placement / Work-based learning - 2	A						6				April-June - 6 weeks of WBL			322	240	
CETS_041	Coaching, Qualifications of Trainers	B								6	160	92	4	64			
CETS_042	Risk and Quality Management	A								6	160	76		84			
CETS_043	Practical Placement / Work-based learning - 3	A								18	9	September - February - 27 weeks of WBL			1447	1080	
CETS_044	Bachelor thesis development methodology seminar	A									3	80	34		46		
CETS_045	Development of Bachelor's Thesis and Defence	A									18	481	0		481		
	A - Compulsory study courses																
	B - Compulsory elective study courses																
	C - Free choice study courses																
	Total ECTS		30	30	30	30	30	30	30	30	240						
	Contact hours (Auditorium & guest lectures)											2110	72			2182	
	Self-studies hours													2779		2779	
	Educational practice' hours (1 ECTS = ~26,7 ac.h)														406	2497	
	Work-based learning's hours (1 ECTS = ~53,3 ac.h)														2090		
																7457	

2.3 Full-time dual study programme "Human Resources and Business Administration": description of the courses

DESCRIPTION OF THE STUDY COURSES

Micro- and Macroeconomics

Course code	CETS_001			
Course title	MICRO- AND MACROECONOMICS			
LQF level	Level 6			
Credit points	Latvian	4	ECTS	6
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	160	76		84
Total hours	160 academic hours			
Language	Latvian			
Course type	Obligatory (A), General study course			
Course availability	1 st semester			
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova			
Course objective/scope	<p>Course aims to develop an understanding of the key issues, models of the economics, both at the micro and macro levels, and to promote the knowledge about the role of entrepreneurship in economics. Course is divided into three parts: basic principles of mathematics, microeconomics and macroeconomics.</p> <p><u>Course content:</u></p> <ul style="list-style-type: none">• Concepts of general economics, main methods and economic systems;• Main mathematical techniques in economics;• Main principles of the microeconomics in relation to SMEs (demand and supply, production and price, models of market structure, competitors, market failures, profit management, capital management);• Main principle of the macroeconomics (labour and financial market, inflation, poverty, environmental problems, financial market, public economy, international trade, the role of macroeconomics in public policy and business);• Economic policy of the state, instruments of its realization. Fiscal and monetary policy;			

	<ul style="list-style-type: none"> Actual trends and problems of the national and EU economics;
Learning outcomes	<p>Students should be able:</p> <ul style="list-style-type: none"> to know and understand the regularities of the economic theory and apply them in practice (business); to demonstrate the knowledge of main economic indicators and their correlations; to explain the common and the different in microeconomics and macroeconomics; to evaluate the strengths and weaknesses of various economic systems; to analyse the behaviour of market subjects, demand and supply, the factors and the price elasticity, etc. (calculate, visualise); to have orientation (and ability to evaluate it) on the current economy situation at the national and EU level (key issues) and discuss the role of SMEs and other market players in national economy;
Requirements for obtaining passing the course	<p>The final mark (using a 10-point scale) is formed on the basis of the following assessments:</p> <ol style="list-style-type: none"> 35% of mark covers mathematics and microeconomics' issues (case studies, online/offline tests and practical assignments); 35% of mark covers macroeconomics issues (summaries, individual/group work report and presentation, online/offline tests); Final assessment: exam - 30% (combination of mathematics, micro- and macroeconomics).
Final examination	Written online exam (multiple-choice and open questions)
Bibliography	
Required Reading	<p>Greenlaw, S.A., Shapiro, D. et al (2017), Principles of Microeconomics 2e. Web version available at: https://openstax.org/details/books/principles-microeconomics-2e?Book%20details</p> <p>Krugman, P. and Wells, R. (2018), Macroeconomics, 5th ed., New York, NY: Macmillan Education.</p> <p>Mankiw, N.G. (2009), Microeconomics. New York, NY: Worth Publishers.</p> <p>Perloff, J. (2012), Microeconomics, 6th edition, Pearson.</p> <p>Greenlaw, S.A., Shapiro, D. (2018), Principles of Macroeconomics, 2nd ed., Huston: OpenStax. Available at: https://d3bxy9euw4e147.cloudfront.net/oscms-prodcms/media/documents/Macroeconomics2e-OP_08uAIKN.pdf</p>

	<p>Country-specific (in Latvian)</p> <p>Koliškins, A., Volodko, I., Antimirovs, M. (2005, 2005), Matemātika I un II tehnisko augstskolu studentiem, Rīga: RTU.</p> <p>Revina, I., Peļņa, M. un Bāliņa, S. (2002), Uzdevumu krājums matemātikā ekonomistiem, Rīga: Zvaigzne ABC.</p>
Additional suggested reading	<p>Piketty, T. (2013), Capital in the Twenty-First Century. Harvard University Press.</p> <p>Nash, J., Neumann, J. Game theory online materials.</p> <p>Country-specific (in Latvian)</p> <p>Bikse, V. (2007), Ekonomikas teorijas pamatprincipi: Mācību līdzeklis. Rīga: SIA Izglītības solī.</p> <p>Škapars, R. (2002, 2002), Uzdevumi un testi mikroekonomikā – I un II daļa. Rīga: LU.</p> <p>Šteiners, K. (1993), Matemātiskās analīzes elementi, Rīga: Zvaigzne ABC.</p> <p>Vasermanis, E., Šķiltere, D. (2003), Varbūtību teorija un matemātiskā statistika, Rīga: LU.</p>
Other Information Sources	<p>Eurostat: https://ec.europa.eu/eurostat</p> <p>Federal Reserve Bank: https://fred.stlouisfed.org/</p> <p>OECD publications</p> <p>Other sources: https://www.lnb.lv/en/node/173</p> <p>World bank</p> <p>World Economic Outlook Reports: https://www.imf.org/en/Publications/WEO</p> <p>Country specific (example of Latvia)</p> <p>Bank of Latvia: www.bank.lv</p> <p>Website on economic analysis (run by Bank of Latvia): www.makroekonomika.lv</p> <p>Ministry of Finances: www.fm.gov.lv</p> <p>Ministry of Economics: www.em.gov.lv</p> <p>Central Statistical Bureau: www.csb.gov.lv</p>

Business English I – SMEs Administration

Course code	CETS_002			
Course title	BUSINESS ENGLISH I - SMEs Administration			
LQF level	Level 6			
Credit points	Latvian	4	ECTS	6

Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience	Individual studies
	160	76	84
Total hours	160 academic hours		
Language	English		
Course type	Obligatory (A), General study course		
Course availability	1st semester		
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova		
Course objective/scope	<p>The course is designed to expand the terminology and develop students writing and oral skills in the field of business management/administration, to improve grammatical accuracy. It is proposed before the start of the course, to assess the English level of students and in case of markedly different level, to divide them into two groups.</p> <p><u>Course content:</u> SMEs structure and profile. Types of business. Entrepreneur. Brand management. Advertising and promotion (marketing tools). Business culture. Corporate strategy. Enhancing corporate image. Website message. Creating corporate success stories. Presentations. Discussions. Meetings. Operations management. Quality management. Production. Leadership. Team and team building. Competition. Stable expressions. Customer service and customer satisfaction. Accounting. Financial statements. Project management. Internal and external markets. Start-up establishment. Business digitalisation and its transformation.</p>		
Learning outcomes	<p>After the successful completion of the course, students should be able to:</p> <ul style="list-style-type: none"> ○ apply business terminology in the field of business management and economics for use in various professional situations (in oral and written form); 		

	<ul style="list-style-type: none"> ○ read and understand literature in English related to professional topics; ○ apply the acquired vocabulary for professional needs, communicate with employees and business partners; ○ to express themselves confidently, clearly and politely in a formal and informal way (presentation of themselves, managing discussions).
Requirements for obtaining passing the course	<p>The final grade (10-point grading scale) to be calculated by summing up all grades based on the:</p> <ol style="list-style-type: none"> 1. Home assignments and presentations: 20% 2. Midterm tests x 3: 30% 3. Work group (discussions, gamification): 20% 4. Exam: 30%
Final examination	Written and oral exam
Bibliography	
Required Reading	<p>Chan, M. (2020), English for Business Communication, 1st ed., London: Routledge.</p> <p>Cotton, D. (2016), Market Leader: intermediate business English course book 3rd ed, Harlow: Pearson Education; Financial Times (<i>available levels – Intermediate, Upper-intermediate, Advanced</i>).</p> <p>Emmerson, P. (2011), Business English Handbook, Advanced, Oxford: Macmillan.</p> <p>Trappe, T. (2009), Intelligent Business, Longman (<i>available levels – Intermediate, Upper-intermediate</i>).</p>
Additional suggested reading	<p>Guffey, M.E. and Loewy, D. (2019), Essentials of Business Communication, Boston: Cengage Learning.</p> <p>MacKenzie, I. (2006), English for Business studies: a Course for Business Studies and Economics Students, Cambridge University Press (<i>newer editions are also available</i>).</p> <p>Talbot, F. (2016), How to Write Effective Business English, London: Kogan Page.</p> <p>Thomsett, M.C. (2018), Style guide for business writing, 2nd edition, Boston; Berlin: Walter de Gruyter Inc.</p> <p>Wallwork, A. (2016), English for presentations at international conferences, New York, NY: Springer.</p>
Other Information Sources	<p>Any business vocabulary</p> <p>www.forbes.com</p> <p>www.harvardbusinessreview.com</p>

	YouTube, Business English Pod - Learn Business English: https://www.youtube.com/channel/UCIiFsAO2Gh_vu8OStpj16A
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Business & HR Research Methodology

Course code	CETS_003			
Course title	BUSINESS AND HR RESEARCH METHODOLOGY			
LQF level	Level 6			
Credit points	Latvian	4	ECTS	6
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	160	76		84
Total hours	160 academic hours			
Language	Latvian			
Course type	Obligatory (A), General study course			
Course availability	1 st semester			
Person responsible for the course	Dr. Romāns Putāns			
Course objective/ scope	<p>To equip students with knowledge and practical skills for carrying out research work in business and human resources sector.</p> <p><u>Course content:</u></p> <p>Definitions of science. Types of scientific thinking. Basic principles of research. Research planning and stages. Reliability and validity of research. Ethical principles in research. Plagiarism. Scientist’s code of ethics, basic principles and issues. Quantitative and qualitative research methods. HR management research methods. Employability, Work Ability and Work Well-being. Ageing, Health and Work. Age and Ageing-appropriate career paths. Characteristics of methods and their applicability. Formulation of the research problem (questions). The subject, object, purpose and tasks of research. Formulation of a hypothesis. Data collection, aggregation and collection. Research formatting and presentation.</p>			

Learning outcomes	<p>Students should be able:</p> <ul style="list-style-type: none"> to understand the research methods and their differences; to understand the principles of searching and structuring information sources; to create a research framework and correctly define its elements; to make an appropriate choice of research methods; to apply quantitative and qualitative research methods correctly; to develop a logical and structured economic research methodology for analysing socio-economic processes and developing (SME, HR) management decisions. to identify the necessary improvements of existing economic research methodology. <p>After the course completion, students should have knowledge and skills to plan and execute HR and business management research projects from designing, implementing and evaluating results.</p>
Requirements for obtaining passing the course	<p>The final grade (10-point grading scale) will be calculated by summing up all grades based on the:</p> <ol style="list-style-type: none"> Attendance of lectures and seminars – 5% Participation in seminars (activity and quality of answers, work in groups) – 10% Midterm knowledge check - written unassisted work (20-30 min) – 15% Summary evaluation – 10% Individual research paper and its presentation – 20% Exam grade – 40%
Final examination	Written <i>closed-book</i> exam (online in the computer class)
Bibliography	
Required Reading	<p>Anderson, V. (2004), Research Methods in HRM, London: CIPD.</p> <p>Bože, Dz., Biezā, L., Siliņa B., Strence, A. (1996), Uzdevumu krājums augstākajā matemātikā, R: Zvaigzne ABC.</p> <p>Kristapsone, S. (2014), „Zinātniskā pētniecība studiju procesā”, Rīga: Biznesa augstskola Turība.</p> <p>Revina I., Peļņa M. (2002), Bāliņa S. Uzdevumu krājums matemātikā ekonomistiem, R: Zvaigzne ABC.</p> <p>Valentin, C. (2006), Researching human resource development: emergence of a critical approach to HRD enquiry, International Journal of Training and Development, 10 (1), pp 17–29.</p> <p>Zikmund, W., Babin, B., Carr, J., Griffin, M. (2013), Business research methods, South-Western Cengage Learning.</p> <p>Walker, S. (2012), Employee engagement and communication research: measurement, strategy, and action, London: Kogan Page.</p>

<p>Additional suggested reading</p>	<p>Cameron, R. (1997), A Concise Economic History of the World: From Paleolithic Times to the Present, Oxford: Oxford University Press.</p> <p>Kronbergs, E., Rivža, P., Bože, Dz. (1988), Augstākā matemātika, 2.daļa, R: Zvaigzne.</p> <p>Kronbergs, E., Rivža, P., Bože, Dz. (1988), Augstākā matemātika, 1.daļa, R: Zvaigzne.</p> <p>Koliškins, A., Volodko, I., Antimirovs, M. (2005), Matemātika I tehnisko augstskolu studentiem, R: RTU.</p> <p>Koliškins, A., Volodko, I., Antimirovs, M. (2005), Matemātika II tehnisko augstskolu studentiem, R: RTU.</p> <p>Temin, P. (2006), The Economy of the Early Roman Empire. Journal of Economic Perspectives—Volume 20, Number 1.</p> <p>Конотопов, М., Сметанин, С. (2000), История Экономики, Москва: Академический Проект, 2-е изд.</p>
<p>Other Information Sources</p>	<p>Akadēmiskā godīguma koncepcija. Pieejams: http://www.agc.edu.lv/.</p> <p>ResearchGate. Available: https://www.researchgate.net/.</p> <p>Social Research methods. Available: http://www.socialresearchmethods.net.</p>

Course code	CETS_004			
Course title	CIVIL AND ENVIRONMENTAL PROTECTION			
LQF level	Level 6			
Credit points	Latvian	2	ECTS	3
Number of classes (ac.hours)	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	80	62		18
Total hours	80 academic hours			
Language	Latvian			
Course type	Obligatory (A), General study course			
Course availability	1 st semester			
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova			
Course objective/ scope	<p>To introduce students with the Latvian civil protection issues according to the minimum requirements for the course content prescribed in the national legislation (provision of the Cabinet Regulation No. 716 (5 December 2017) “Minimum Requirements for the Content of the Mandatory Course in Civil Protection and the Content of Training of Employees in Civil Protection”). Civil protection issues are analysed at the national, transnational and global level.</p> <p><i>*Country-specific – other European countries can develop similar course e.g. on the civil defence and environmental protection.</i></p> <p><u>Course content:</u></p> <p>Civil protection system in the country.</p> <p>Disaster management, planning and implementation measures.</p> <p>Risk Assessment.</p> <p>Potential disasters and their consequences.</p> <p>Context of civil protection in European Union, procedures of receiving and requesting humanitarian assistance.</p> <p>Early warning and notification system.</p> <p>Introduction to the first aid Disaster relief operations (action scheme, emergency calls).</p> <p>Operational hygiene concepts.</p> <p>ABC scheme, ABC practical demonstration Basic algorithm of cardiopulmonary resuscitation.</p> <p>First aid in the life-threatening fluid loss conditions.</p> <p>Thermal and chemical damage.</p>			

	<p>First aid in special situations.</p> <p>Planning of civil protection in local governments, merchants and institutions.</p> <p>Requirement of classification, storage and shipping of dangerous chemical goods and their mixtures.</p> <p>Procedures and behaviour in case of fire and evacuation procedures.</p> <p>The role of the media in emergencies and disasters.</p> <p>Experience and lessons learnt from international missions.</p> <p>Environmental problems. Legislation. Ecosystem services.</p> <p>Environmental risks. Economic methods of environmental protection.</p> <p>Environmental indicators.</p> <p>Environmental impact assessment. Contamination control and control.</p>
Learning outcomes	<p>At the end of the course students should have knowledge of:</p> <ul style="list-style-type: none"> ○ the structure, legal framework, organisation and management of the civil protection system; ○ the tasks, rights and obligations of the State, local governments, legal persons and natural persons in the field of civil protection; ○ objects of increased danger, the obligations and rights of the owner or legal possessor thereof; ○ the civil protection commissions of local governments; ○ the planning of civil protection measures; ○ the assessment of the threat risk; ○ dangerous substances, the classification and requirements for the storage and transport thereof; ○ the request and provision of international assistance; ○ personal protective equipment in case of a disaster (for example, filter gas masks, anti-chemical protective clothing); ○ the specific legal regimes (emergency, exceptional situation and pandemic situations such as COVID-19). <p>After course completion, should have skills on how to act in situations critical to life (e.g., stopping dangerous bleeding, resuscitation measures), as well as calling for assistance.</p>
Requirements for obtaining passing the course	<p>To pass the course, the following tasks must be completed – compulsory:</p> <ol style="list-style-type: none"> 1. Successfully completed all multiple-choice tests after the video lectures – compulsory. 2. Successfully completed all the pre-class tests – compulsory. 3. All the practical classes attended and approved (first aid skills in life-threatening situations are assessed) - compulsory.
Final examination	<p>Final test: Exam (100% of the final grade).</p>
Bibliography	

Required Reading	<p>1. The Civil Defence Law of Latvia.</p> <p>2. DK (2016), First Aid Manual, 10th ed., Publishing "Dorling Kindersley".</p> <p>3. Wendling, C., Radisch, J. and Jacobzone, S. (2013), "The Use of Social Media in Risk and Crisis Communication", OECD Working Papers on Public Governance, No. 24, OECD Publishing. Available: http://dx.doi.org/10.1787/5k3v01fskp9s-en.</p> <p>4. Ministry of Defence of the Republic of Latvia (2020), Brochure "What to do in the case of crisis? First 72 hours". Available (also in LV and RUS): https://www.sargs.lv/lv/tema/72stundas.</p> <p>5. Sargs.lv (2019), VIDEO: 72 stundas. Ko likt ārkārtas gadījumu somā?. Pieejams: https://www.sargs.lv/lv/sabiedriba/2019-11-20/video-72-stundas-ko-lik-arkartas-gadijumu-soma.</p> <p>6. NMPD, Pirmā palīdzība. Pieejams: http://www.nmpd.gov.lv/nmpd/pirma_palidziba/palidziba/.</p>
Additional suggested reading	<p>Latvijas Samariešu apvienība, Tests "Pirmā palīdzība". Pieejams: https://prastpalidzet.lv/macibas/tests-pirma-palidziba/.</p> <p>Balode, L. (2018), Kā darbojas civilā aizsardzība. Pieejams: https://lvportals.lv/skaidrojumi/298973-ka-darbojas-civila-aizsardziba-2018.</p> <p>UK Crisis Communications Presentation after 7/7 terrorist attack.</p>
Other Information Sources	<p>LR likumi: https://likumi.lv/</p> <p>MK noteikumi Nr.716 (05.12.2017) "Minimālās prasības obligātā civilās aizsardzības kursa saturam un nodarbināto civilās aizsardzības apmācības saturam". Pieejams: https://likumi.lv/ta/id/295896-minimalas-prasibas-obligata-civilas-aizsardzibas-kursa-saturam-un-nodarbinato-civilas-aizsardzibas-apmacibas-saturam.</p> <p>Valsts darba inspekcijas platforma "Strādā vesels": http://stradavesels.lv</p> <p>Valsts ugunsdzēsības un glābšanas dienests: http://www.vugd.gov.lv</p>

Practical Entrepreneurship & Its Tendencies

Course code	CETS_005			
Course title	PRACTICAL ENTREPRENEURSHIP & ITS TENDENCIES			
LQF level	Level 6			
Credit points	Latvian	4	ECTS	6

Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience	Individual studies
	160	76	84
Total hours	160 academic hours		
Language	Latvian		
Course type	Obligatory (A), Field specific theoretical basic study courses and IT study courses		
Study semester	1st semester		
Person responsible for the course	Dr. Romāns Putāns		
Course objective/scope	<p>The aim of the course is to provide students with a general understanding of the nature of entrepreneurship, entrepreneurial environment, planning and the key concepts associated with entrepreneurship and their interpretation, as well as to provide skills for establishment or development own business.</p> <p><u>Course content:</u></p> <p>Nature of the entrepreneurship, types of entrepreneurship forms. Entrepreneurship theories. Changes in global entrepreneurship environment. Basic skills and qualities of entrepreneur. Leadership. Participation of employees (information, communication, cooperation) to promote the will and ability to innovate. Entrepreneurial environment. Risk factors. Generating business idea. Business models (Canvas). Business plan and its most essential parts. Business plan parts – marketing plan and market analysis. Basic budgeting and financial planning. Financial tools and sources, available support programmes. Developing presentation skills. Difference between business presentations and academic presentations. Pitching business idea (basics). Attracting investors. Work in team: most important aspects. Growth strategies.</p>		
Learning outcomes	<p>After completion of the study course, students should:</p> <ul style="list-style-type: none"> ○ be able to describe ideas in business using relevant concepts, adapted to different receivers; ○ should have a basic knowledge of business theories, the peculiarities of modern business that are related to environmental changes; 		

	<ul style="list-style-type: none"> ○ should have understanding on the role of emotional intelligence in entrepreneurship and teamwork; ○ be able to develop business models, budgets and business plans; ○ be able to apply practical skills to develop their business idea; ○ to be able to find opportunities to attract financing for starting a business.
Requirements for obtaining passing the course	<p>The final grade (10-point grading scale) will be calculated by summing up all grades based on the:</p> <ol style="list-style-type: none"> 1. Activity during the lecture and seminars – 20% 2. Home projects and its presentation – 40% <ol style="list-style-type: none"> a. Learning from mistakes (case studies of the failed business ideas and mistakes in business management) b. Attracting investors (company's profile and presentation to attract investors, video project) 3. Exam – 40%
Final examination	Test-type exam
Bibliography	
Required Reading	<p>Barringer, B.R., Ireland, R.D. (2018) Entrepreneurship: Successfully Launching New Ventures, Global Edition 6th ed, including Kindle Edition. Pearson.</p> <p>Barrow, C., Barrow, P., Brown, R. (2005), The business plan workbook, 5th edition, Kogan Page.</p> <p>Goleman, D. (2006), Emotional Intelligence: Why it Can Matter More than IQ, Bantam Books.</p> <p>Heath, D., Heath C. (2007), Made to Stick: Why Some Ideas Survive and Others Die, New York: Random House.</p> <p>Neck, H.M., Neck, C.P., Murray, E.L. (2018). Entrepreneurship: The Practice and Mindset, 1st ed, Kindle Edition. SAGE Publications.</p> <p>Osterwalder A., Pigneur Y., (2010), Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers, John Wiley and Sons.</p>
Additional suggested reading	<p>Hilton, R.W. (2010), Managerial Accounting: Creating Value in a Dynamic Business Environment, 9th edition.</p> <p>Kohll, A. (2017), 7 Ways to Avoid HR Burnout. Available at: https://www.forbes.com/sites/alankohll/2017/07/19/7-ways-to-avoid-hr-burnout/</p> <p>Pugh M.-R. (2020), Managing Workplace Stress During COVID-19. Available at: bamboohr.com/blog/managing-workplace-stress/</p> <p>Šeba, M.G. (2018), Financial Instruments for Boosting Entrepreneurship in Selected Post-Communist EU Countries, in Ateljević, J., Budak, J., Entrepreneurship in Post-Communist Countries, Cham: Springer Berlin Heidelberg.</p>

	<p>Stutely, R. (2012), The Definitive Business Plan: The Fast Track to Intelligent Planning for Executives and Entrepreneurs, 3rd edition.</p> <p>Country specific (Latvia):</p> <p>Braiena, L. un Hola, R. (2019), Uzņēmējdarbība iesācējiem, Rīga: Zvaigzne ABC.</p> <p>LR Ekonomikas ministrija (2018), Tātad, tev ir jaunuzņēmums. Kur ņemt naudu tā attīstībai?.</p>
Other Information Sources	<p>Forbes: www.forbes.com</p> <p>Harvard Business Review: www.harvardbusinessreview.com</p> <p>Journal of Research in Marketing and Entrepreneurships</p> <p>Erasmus for Young Entrepreneurs</p> <p>Country specific (Latvia):</p> <p>Labs of Latvia (platform on technology, innovation and business support instruments): https://labsoflatvia.com/</p> <p>Latvian Investment and Development Agency (LIAA): www.liaa.gov.lv/lv/programmas</p> <p>Ministry of Economics: www.em.gov.lv/lv</p> <p>Business incubators in Latvia: http://inkubatori.magneticlatvia.lv/</p>

Labour Law & Social Security Systems

Course code	CETS_006			
Course title	LABOUR LAW AND SOCIAL SECURITY SYSTEMS			
LQF level	Level 6			
Credit points	Latvian	2	ECTS	3
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	80	38		42
Total hours	80 academic hours			
Language	Latvian			
Course type	Obligatory (A), Field specific theoretical basic study courses and IT study courses			
Course availability	1 semester			
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova			
Course objective/scope	The aim of the course is to provide knowledge and understanding on the most essential legal aspects related to the employment relations in Latvia and general aspects in the EU, social security system and			

	<p>social insurance system that could be used in public administration and/or the private sector.</p> <p><u>Course content:</u> The concept, sources, principles of labour law. Legal labour (employment) relations – national regulation. Job contracts and termination of labour relations. Remuneration. Organisation of working hours and rest periods; shift system. Collective labour agreement. Occupational safety and protection; Risk assessment. Labour disputes. European labour law. Organisations and their tasks (including associations, chambers, etc.). International institutions related to employment relations. Elements of the Latvian (national) social security system: normative regulation, structure and financial sources. State social insurance system (remuneration, health system, social benefits, pension system) .</p>
Learning outcomes	<p>After completion of the study course students should:</p> <ul style="list-style-type: none"> ○ be able to explain system and principles of labour law at national and the EU-level; ○ have orientation in the European labour law and its application in the national legislation; ○ be able to apply knowledge on how to manage employees' legal relations; ○ be able to establish and keep document records of company's personnel; ○ be able to plan and organise work process of employee according to the legislative requirements; ○ obtain knowledge about constituent elements of social security system of Latvia and social insurance system; ○ be able to select procedures and/or approaches to resolve disputes; ○ be able to find legal information on the labour issues in the internet sources and publication, interpreter the law, as well as to apply knowledge in the practical situations.
Requirements for obtaining passing the course	<p>The final grade (10-point grading scale) will be calculated by summing up all grades based on the:</p> <ol style="list-style-type: none"> 1. Attendance and activity during lectures and seminars: 10% 2. Written test results: 30% 3. Homework results (solving of legal cases, interpretation of the law): 20%

	4. Results of final exam: 40%
Final examination	Written test-type exam
Bibliography	
Required Reading	<p>Latvijas Brīvo arodbiedrību savienība (2020), Darba likums ar komentāriem, Rīga: LBAS. Pieejams: https://arodbiedribas.lv/wp-content/uploads/2020/02/new_dl_ar_kom.pdf.</p> <p>Likums par sociālo drošību (07.09.1995). Pieejams: https://likumi.lv/ta/id/36850-par-socialo-drosibu.</p> <p>LR Civillikums 15.nod. I apakšnodaļa. Ziņotājs, Nr.45, 1993.</p> <p>LR Darba likums (20.06.2001). Pieejams: https://likumi.lv/ta/id/26019-darba-likums.</p> <p>Par valsts sociālo apdrošināšanu (01.10.1997). Pieejams: https://likumi.lv/ta/id/45466-par-valsts-socialo-apdrosinasanu.</p> <p>Slaidiņa, V., Skultāne, I. (2017), "Darba tiesības. Papildināts un pārstrādāts izdevums", Rīga: Zvaigzne ABC.</p>
Additional suggested reading	<p>Blanpain, R. (2014), European Labour Law, 14th revised edition, Alphen aan den Rijn: Wolters Kluwer, Law & Business.</p> <p>Indrūna, Z. (2012), "Tiesu prakses apkopojums darba tiesībās", Rīga: LABS. Pieejams: https://arodbiedribas.lv/wp-content/uploads/2020/02/tiesu_prakse.pdf.</p> <p>LR Labklājības ministrija (2010), Publiskā diskusija „Sociālās apdrošināšanas sistēmas īstermiņa un ilgtermiņa problēmas un risinājumi”. Rīgā, 10.05.2010. Pieejams: http://adm.lm.gov.lv/upload/aktualitates/aktu_1105_2.pdf.</p> <p>Par Eiropas Sociālo hartu (European Social Charter) (06.12.2001). Pieejams: https://likumi.lv/ta/id/56569-par-eiropas-socialo-hartu.</p> <p>Platā, K., Dindune, R., ZAB Kļaviņš, E., Ceple, I., Skaldis, I., Darba likuma komentāri: https://www.dbhub.lv/darba-likuma-komentari/lasit.</p> <p>Pumpiņš A. Tiesību normu iztulkošanas kvintesence. Jurista vārds, 2014.gada 1.jūlijā, Nr.25 (827).</p> <p>Torgāns K. Tiesību principu, likumu un zinātnes atziņu loma civiltiesisku strīdu risināšanā. Jurista Vārds. Nr. 49 (105) 04.12.2018.</p>
Other Information Sources	<p>Links to the national, international and supranational related organisations (ministries, legislative databases, journals, etc.)</p> <p>Any kind of the glossary of legal terms.</p> <p>EU's Mutual Information System on Social Protection (MISSOC): https://ec.europa.eu/social/main.jsp?catId=815&langId=en</p> <p>LR Labklājības ministrija: http://lm.gov.lv/lv/</p> <p>LR Tiesību aktu sistēma: https://likumi.lv/</p>

	<p>Valsts sociālās apdrošināšanas aģentūra: https://www.vsaa.gov.lv/</p> <p>Žurnāls „Jurista vārds”: www.juristavards.lv</p> <p>EUR-Lex (EU law database): https://eur-lex.europa.eu/homepage.html</p> <p>Curia (Court of Justice of the European Union): https://curia.europa.eu/jcms/jcms/j_6/en/</p> <p>HUDOC (European Court of Human Rights): https://www.echr.coe.int/Pages/home.aspx?p=home&c=</p>
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Business Communication and Ethics

Course code	CETS_007			
Course title	BUSINESS COMMUNICATION & ETHICS			
LQF level	Level 6			
Credit points	Latvian	4	ECTS	6
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	160	76		84
Total hours	160 academic hours			
Language	Latvian			
Course type	Obligatory (A), Field specific theoretical basic study courses and IT study courses			
Course availability	2 nd semester			
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova			
Course objective/ scope	<p>The Course consist of two parts: business communication and business ethics. It aims to provide knowledge & competence in communication nature, typology, barriers and channels and communication development and management in business, as well as the basic ethical principles that determine communication between individuals, organisations, and society as a whole.</p> <p><u>Course content:</u></p> <p>Communication models and process.</p> <p>Communication barriers in business. Tools/techniques to minimise communication barriers.</p> <p>Examples of communications barriers in business practice in local businesses.</p> <p>Communication and business stakeholders.</p> <p>Classification of communication.</p>			

	<p>Written communication and its style. Business communication in digital era. Internal communication. Corporate communication. Public speeches and interaction with audience. Corporate Social Responsibility and case studies in SMEs. Communication channels and tools (written, electronic, etc.). Business ethics and etiquette. The use of applied ethics, its links to business. Ethical choices in business. Ethics within a business. Ethical business practices in local businesses (examples).</p>
Learning outcomes	<p>On completion of the course the students, should be able:</p> <ul style="list-style-type: none"> ○ to have the required knowledge and practical skills for developing and managing ethical business communication within the business; ○ to gain an understanding of the process of modern business communication; ○ to understand the role of ethics in the business environment; ○ to demonstrate the knowledge and understanding of the nature of ethics and etiquette in the national and international contexts; ○ to understand how to build relations with business stakeholders; ○ To improve presentation and negotiation skills;
Requirements for obtaining passing the course	<p>The final mark (using a 10-point scale) is formed on the basis of the following assessments:</p> <ol style="list-style-type: none"> 1. Summaries and tasks for seminars (group work) – 20%: <ol style="list-style-type: none"> a. CSR- Analysis of the local companies’; b. Analysis of different company CEO communication; c. Writing of business letters; 2. Participation in seminars (active participation, quality of answers) – 10% 3. Individual/group projects and its presentation – 30% 4. Exam – 40%
Final examination	Written and oral exam
Bibliography	
Required Reading	<p>Guffey, M.E. and Loewy, D. (2019), Essentials of Business Communication, Boston: Cengage Learning.</p> <p>Hannawa, A.F., and Spitzberg, B.H. (2015), Communication Competence, Boston: De Gruyter, Inc.</p> <p>Mautner, G., Rainer, F. (2017). Handbook of Business Communication: Linguistic Approaches. De Gruyter, Inc.</p>

Additional suggested reading	<p>Argenti, P.A. (2016), Corporate communication, 7th ed., New York, NY: McGraw-Hill Education.</p> <p>Beebe, S. A., Beebe, S.J. (2015), A Concise Public Speaking Handbook, Pearson publishing.</p> <p>Conaway, R. N., & Laasch, O. (2012), Communication in Responsible Business: Strategies, Concepts, and Cases, Business Expert Press.</p> <p>Guffey, M.E., Loewy, D. (2014), Business Communication: Process and Product, Cengage Learning.</p> <p>Hargie, O. (2019), The Handbook of Communication Skills, Abingdon; New York: Routledge.</p> <p>Jones, B., Tench, R., & Sun, W. (2014), Communicating Corporate Social Responsibility: Perspectives and Practice, Emerald Publishing Limited.</p> <p>Karia, A. (2015), TED Talks Storytelling: 23 Storytelling Techniques from the Best TED Talks, 3rd.</p> <p>Vevere, V., Svirina, A. (2020), Business Ethics and Corporate Social Responsibility, Riga: EKA University of Applied Science.</p>
Other Information Sources	<p>European Union and CSR: https://ec.europa.eu/growth/industry/sustainability/corporate-social-responsibility_en</p> <p>Small Business, Business Communications & Etiquette, Chron: https://smallbusiness.chron.com/barriers-communication-detract-organizational-effectiveness-693.html</p> <p>TedTalks</p>

Applied Statistics in Business & HR

Course code	CETS_008			
Course title	APPLIED STATISTICS IN BUSINESS & HR			
LQF level	Level 6			
Credit points	Latvian	4	ECTS	6
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	160	76		84
Total hours	160 academic hours			
Language	Latvian			
Course type	Compulsory (A), Industry (professional field) theoretical basic courses & information technology courses			

Course availability	2nd semester
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova
Course objective/ scope	<p>The aim of the course is to provide students with the basic knowledge and practical skills in statistical processing and analysis of information in the business and human resource context. Practical skills will be obtained by applying theoretical information in such software as Excel and SPSS. Participation in the course requires preliminary knowledge in mathematics.</p> <p><u>Course content:</u></p> <p>Concept, aims, and tasks of statistics. Organisation of statistical work in Latvia and EU. Statistical data collection methods. Managing data and their sources. Data preparation for computerised processing Population, sample and sampling techniques. Variation series and their graphical illustration. Descriptive statistics and their usage in business sector. Indexes. Theory of probability. Samples, estimation and confidence intervals. Time series analysis. Correlation and simple regression analysis. Probability of discrete random variables. Probability of continuous random variables. Hypothesis testing. Specialised business applications. Application of statistics and analysis in HR.</p>
Learning outcomes	<p>Students should be able:</p> <ul style="list-style-type: none"> to understand and explain statistical data collection, preparation and data analysis methods; to select and practically apply the statistical analysis methods appropriate to the research aim and argument the choice as well as to formulate the research questions; to interpret the results of analysed data; <p>After the successful completion of the study course, students should have knowledge for learning the usage of the MS Excel (including Pivot) and SPSS.</p>
Requirements for obtaining passing the course	<p>The final mark (using a 10-point scale) is formed on the basis of the following assessments:</p> <ol style="list-style-type: none"> attendance of lectures and seminars: 5%

	<p>2. 3 x Midterm tests (descriptive statistics, correlation and regression, hypothesis testing): 45%</p> <p>3. independent work: 20%</p> <p>4. exam work: 30%</p>
Final examination	Final exam (theory and practical exercises in XLS and SPSS)
Bibliography	
Required Reading	<p>Francis, A., Mousley, B. (2014), Business mathematics and statistics, 7.ed., Andover: Cengage Learning.</p> <p>Hanke, J. E., Reitsch, A. G. (1991), Understanding Business Statistics, Irwin.</p> <p>Schiller, J., Srinivasan, R. A. (2005), Probability and statistics. London.</p> <p>Country-specific (in Latvian)</p> <p>Goša, Z. (2003). Statistika. Mācību grāmata. Rīga: SIA Jumis.</p> <p>Kristapsone, S. (2020), Statistiskās analīzes metodes pētījumā, Rīga: Biznesa augstskola "Turība".</p> <p>Orlovskā, A., Jurgelāne, I. (2016), Ekonomiskā statistika: mācību līdzeklis, Rīga: RTU.</p>
Additional suggested reading	<p>Bhattacharyya, D. K. (2018), Statistical Tools and Analysis in Human Resources Management, IGI Global. DOI: 10.4018/978-1-5225-4947-5.ch002</p> <p>Bill, J., Alexander, M. (2016), Excel 2016 pivot table data crunching, Indianapolis, Indiana: Que.</p> <p>Curwin, J., Slater, R., Eadson, D. (2013), Quantitative methods for business decisions, 7th ed., Andover: Cengage Learning EMEA.</p> <p>Erik van Vulpen, van E., HR Analytics & Statistics: An Introduction. Available: https://www.analyticsinhr.com/blog/hr-analytics-statistics-introduction/.</p> <p>Navarro, D., Foxcroft, D., Faulkenberry, T. (2019), Learning Statistics with JASP: A Tutorial for Psychology Students and Other Beginners.</p> <p>Parker, S. C. (2008), Statistical Issues in Applied Entrepreneurship Research: Data, Methods and Challenges, in: Congregado, E. (eds.) Measuring Entrepreneurship, Boston, MA: Springer.</p>
Other Information Sources	https://www.spss-tutorials.com/

Course code	CETS_009			
Course title	BUSINESS MANAGEMENT			
LQF level	Level 6			
Credit points	Latvian	2	ECTS	3
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	80	38		42
Total hours	80 academic hours			
Language	Latvian			
Course type	Compulsory (A), Industry (professional field) theoretical basic courses & information technology courses			
Course availability	2nd semester			
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova			
Course objective/ scope	<p>To provide students with coverage of the main (basic) principles and practice of business management, with the basic issues, topicalities, methods for strategy setting and evaluation of business effectiveness</p> <p><u>Course content:</u></p> <p>The main principles and importance of business management. Business world.</p> <p>Organisational structure (functions/tasks of management)</p> <p>Key tasks of the business – planning, organising, leading & controlling.</p> <p>The functional areas of a business – operation management, financial management, HR, marketing, purchasing and supply management.</p> <p>Organisation of the orders (procurement, logistics, distribution).</p> <p>Customer-supplier relationship.</p> <p>Project management (SMART method in business management/project management).</p> <p>SWOT and risks in the market.</p> <p>Use of technology and ICT solutions/tools.</p> <p>Quality Management.</p> <p>Risk management.</p> <p>Innovation management.</p> <p>Workplace design and ergonomics.</p>			
Learning outcomes	<p>Students should be able:</p> <ul style="list-style-type: none">to discuss the main principles and concepts of business management.to describe and design/build structure of the company.to organise the key processes of the company in the different sectors.			

	<ul style="list-style-type: none"> to explain and establish customer-supplier relations and organise the delivery process. to analyse strength and weaknesses of the company. to assess the needs of company to select appropriate management methods, incl. necessary IT solutions or tools. to understand basic principles and the role in the business administration of innovation, quality and risk management. to demonstrate understanding of organization ergonomics and workplace.
Requirements for obtaining passing the course	<p>The final mark (using a 10-point scale) is formed on the basis of the following assessments:</p> <ol style="list-style-type: none"> Group work – 25% Individual task (home assignment) – 35% Exam – 40%.
Final examination	Written exam
Bibliography	
Required Reading	<p>Body, D. (2017), Management an introduction, 7th Edition, Pearson UK.</p> <p>Erasmus, B., Rudansky-Kloppers, S., Strydom, J. (2019), Introduction to Business Management, 11th edition, Oxford: Oxford University Press.</p> <p>Pride, W.M., Hughes, R.J., Kapoor, J.R. (2014), Business, Europe Middle East and Africa Edition, Hampshire: Cengage Learning (<i>also available 12th edition</i>).</p>
Additional suggested reading	<p>Cronje, J., Toit du, G.S., Marais, K., Motlatla, M. (2004), Introduction to Business Management, 6th edition, Oxford: Oxford University Press.</p> <p>Griffin, R.W. (2017), Management, 12th edition, Boston: Cengage Learning.</p> <p>Hodgetts, R.H., Kuratko, D. F. (2007), Small Business Management, Willey.</p> <p>Lucey, T. (1994), Business Administration, London: DP Publications.</p>
Other Information Sources	Journal of Small Business Management

HR Management in SME

Course code	CETS_010/ (SBUEK_118 in RSU)
Course title	HR MANAGEMENT IN SME

LQF level	Level 6			
Credit points	Latvian	4	ECTS	6
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	160	76		84
Total hours	160 academic hours			
Language	Latvian			
Course type	Compulsory elective study course (B)			
Study semester	2 nd semester			
Person responsible for the course	Dr. Romāns Putāns, Dr. Olga Leontjeva			
Course objective/ scope	<p>The objective of the course is to form students’ understanding of human resource management (HRM) functions by introducing theoretical knowledge of HRM, as well as to develop practical skills in HRM functions and methods, so they can realize high quality HR management in the public and private organization, understand its importance and predict potential problems.</p> <p><u>Course content:</u></p> <p>Nature of human resource management (HRM) (personnel management, HRM, human capital management, knowledge management, talent management and team management). Strategic HRM and planning. HRM in SMEs/international business. HR and legislation (health, safety and security). HR department. Into to the HR planning (planning, selection and recruitment). Team building. Building start-up/SMEs team. Team development and management (talent management). Aspects of the remote work. Conflicts and motivation. HR learning and development. Future competences. Learning abilities. Personnel engagement. Rewarding and recognition (compensation strategies and practices, benefits). Employee performance management and appraisal. Employee relations – employee rights and discipline. Global trends in HRM.</p>			

Learning outcomes	<p>Students should:</p> <ul style="list-style-type: none"> ○ have knowledge of HRM concepts, processes, functions (HR planning, recruitment and selection, performance assessment, motivation, engagement, learning and development, rewarding and recognition, health, safety and well-being, employee retention, etc.) ○ be able to give an overview of the basic HRM processes in SMEs/ international organisations, understand organisational processes as well as develop HR recruitment and selection. ○ be able to conduct appreciative dialogues between supervisors and employees. ○ have competencies on HR recruitment and selection; teamwork and development, critical information analysis; adaptation to the teaching/learning process; public speaking, presentation skills. Understanding of the HRM role in organisations nowadays. Critical thinking; understanding of organisational processes. <p>At the end of the course students should be able to apply practical skills in decision making and solving problems of personnel management.</p>
Requirements for obtaining passing the course	<p>The final mark (10-point grading scale) will be calculated by summing up all marks based on the:</p> <ol style="list-style-type: none"> 1. Lecture and seminar attendance – 5% 2. Participation in seminars (participation in activities and discussions, completion of group tasks, presentations) – 15%. 3. Assessment of summaries and home assignments – 20%. 4. Reports and their presentation (x2) – 20%. 5. Examination mark –40%.
Final examination	Written exam on theoretical knowledge and practical case
Bibliography	
Required Reading	<p>Dessler, G. (2017), Human resource management, Boston: Pearson Higher Education.</p> <p>Mathis, R.L.; Jackson, J.H.; Zinni, D.M. (2008), Human resource management, Toronto: Thomson Nelson.</p> <p>Pheffer, J. (2005). Producing Sustainable Competitive Advantage through Effective Management of People. <i>Journal of Management Executive</i>, 19 (4), 95-106. [Please search in EBSCO Business Source Complete]</p>
Additional suggested reading	<p>Lapiņa, I., Maurāne, G., & Stariņeca, O. (2014), Human Resource Management Models: Aspects of Knowledge Management and Corporate Social Responsibility. <i>Procedia - Social and Behavioral Sciences</i>, 110, 2nd International Scientific conference.</p> <p>Mayo, A. (2012), Human resources or human capital?: managing people as assets, 1st ed., London: Routledge.</p>

	<p>Wilkinson, A., Bacon, N., Snell, S., Lepak, D. (2019), The Sage Handbook of Human Resource Management, 2nd ed., Los Angeles; London: SAGE.</p> <p>World supporter (2012-2013), Fundamentals of Human Resource Management. Available at: https://www.worldsupporter.org/en/chapter/39982-fundamentals-human-resource-management.</p> <p>Country specific literature (example of Latvia):</p> <p>Boitmane, I. (2006), Personāla atlase un novērtēšana, Rīga: LID.</p> <p>Peiseniece, L. (2011), Disertācijas darba "Cilvēkresursu vadīšanas novērtēšanas metodes un to pilnveidošanas virzieni Latvijas lielajos uzņēmumos", Rīga: Latvijas Universitāte.</p> <p>Vintiša, K., Latvijas Darba devēju konfederācija (2010c), Cilvēkresursu plānošanas un novērtēšanas metodes mazam un vidējam uzņēmumam, Rīga: LDDK.</p> <p>Vorončuka, I. (2009), Personāla vadība: teorija un prakse, Rīga: Latvijas Universitāte.</p>
Other Information Sourcecs	<p>Human Resource Management Journal</p> <p>List of the top publications on the HR issues: https://www.digitalhrtech.com/hrm-books/, https://www.digitalhrtech.com/human-resources-models/</p> <p>Links to the specific organisations (example of Latvia): Employers' Confederation of Latvia (LDDK)</p>

Course code	CETS_011			
Course title	INNOVATION MANAGEMENT IN BUSINESS			
LQF level	Level 6			
Credit points	Latvian	2	ECTS	3
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	80	38		42
Total hours	80 academic hours			
Language	Latvian			
Course type	Compulsory elective study course (B)			
Course availability	2 nd semester			

Person responsible for the course	PhD Vladimirs Rojenko, PhD-c. Denize Ponomarjova
Course objective/scope	<p>To provide students with knowledge of the specifics of innovation process management and its significance in business processes, to understand and be able to apply innovative management theories in practice. During the course a focus will be given also to the relationship between employee and organisational creativity as well as to innovation and marketing activities.</p> <p><u>Course content:</u></p> <p>The essence of innovation and its role in economic growth. Innovative entrepreneurship, specifics and risks thereof. Innovative economic development trends in the country and in the world. The essence & specifics of innovation management in the 21st century. Innovation marketing. The role of human being in the innovation process. Innovation in human resource management (employee and organisational creativity). People management for fostering innovation. Innovation infrastructure. Intellectual property. Protection of innovation. Social aspects of innovative activity. Presentations of independent work and scientific discussion.</p>
Learning outcomes	<p>Students should be able:</p> <ul style="list-style-type: none"> ○ to develop an understanding of the essence of innovation, its importance in business, HR management and economic development; ○ to have understanding about the innovation process, specifics of its management in business and ways to activate innovative thinking and creativity; ○ to have skills to activate innovative thinking, identify viable innovative ideas, apply the findings of innovation management theories to solve practical problems; ○ to independently analyse innovation development trends, identify current innovation development trends; ○ to objectively evaluate innovative ideas, opportunities for practical implementation and commercialisation thereof.
Requirements for obtaining passing the course	<p>The final mark (using a 10-point scale) is formed on the basis of the following assessments:</p> <ol style="list-style-type: none"> 1. Attendance of seminars and lectures, participation in class activities (discussions, debates) – compulsory, 20%; 2. Independent work (report) & presentation – compulsory, 30%;

	3. Preparation of summaries – compulsory, 20%; 4. Exam – compulsory, 30%.
Final examination	Written exam
Bibliography	
Required Reading	<p>Daft, R. L. (2014), New Era of Management, 9th edition. South-Western Cengage Learning.</p> <p>Drucker, P. (2014), Innovation and Entrepreneurship, New York: Routledge Classics.</p> <p>Mumford, M.D. (2011), Handbook of Organizational Creativity, Elsevier Science & Technology</p> <p>Peacock, M. J. (2017), The human resource professional's guide to change management: Practical tools and techniques to enact meaningful and lasting organizational change, ProQuest Ebook Central, p.1-81.</p> <p>Rojenko, V. (2014), Employee and management disagreement in development in developing creative competitive advantages. <i>Economics and Culture</i>, 2014, Vol.10. p.145-154.</p> <p>Sawyer, R.K. (2012), Explaining Creativity: The Science of Human Innovation, Oxford University Press, p.231-265, p.405-439</p> <p>Shorthose, J., Maycroft, N. (2012), Understanding Creative Business: Values, Networks and Innovation, Routledge, p.247-275.</p> <p>Tidd, J. (2015), Innovation and Entrepreneurship, Wiley Textbooks, ProQuest Ebook Central, p.163-196.</p> <p>Tidd, J., Bessant, J. (2013), Managing Innovation: Integrating Technological, Market and Organizational Change, 5th edition, WILEY.</p> <p>Country specific literature (example of Latvia):</p> <p>Ābeltiņa, A. (2008), Inovācija – XXI gadsimta fenomēns. Rīga: SIA „Biznesa augstskola Turība”.</p> <p>Adners, R. (2013), Skaties plašāk. Jaunā inovāciju stratēģija. Rīga: Jumava.</p> <p>Boļšakovs, S. (2008), Inovatīvā darbība. R.: Jumava.</p> <p>Vedļa, A. (2007), Inovatīvās darbības organizācija. R.: Petrovskis & Co.</p> <p>Harvard Business Review (2007), Inovatīvā domāšana, R.: Lietišķās informācijas dienests.</p>

<p>Additional suggested reading</p>	<p>Alison, J., Brookfield, S.D. (2014), Engaging Imagination: Helping Students Become Creative and Reflective Thinkers, John Wiley&Sons, Incorporated, p.25-47, p.207-233.</p> <p>Cagan, J., Vogel, C. M. (2007), Creating Breakthrough Products: Innovation from Product Planning to ProgrammeApproval, FT Press.</p> <p>Drucker, P. (2007, 2012), Management Challenges for the 21st Century, Elsevier Ltd.</p> <p>Florida, R. L., The rise of the creative class: revisited (series of books).</p> <p>Howkins, J. (2013), The Creative Economy: How People Make Money from Ideas, Penguin Books.</p> <p>Owens, D. A. (2011), Creative people must be stopped: 6 ways we kill innovation (without even trying), John Wiley & Sons, Incorporated, p.25-95.</p> <p>Roger, E. M. (2003), Diffusion of Innovations, 5th Edition, Simon & Schuster.</p> <p>Country specific literature (example of Latvia):</p> <p>Ābeltiņa A. Inovatīvā uzņēmējdarbība grāmatā: Uzņēmējdarbības vide un tās attīstības aspekti. R., BAT, 2013.</p> <p>Roger Everett, M. Diffusion of Innovations, 5th Edition, Simon & Schuster, 2003.</p> <p>Čans Kims. V., Maborna R. Zilā okeāna stratēģija. Lietišķās informācijas dienests, Rīga, 2007.</p> <p>Poļakovs G. Rūpnieciskā īpašuma īpašnieka tiesības. R., Turība, 2001, 12-24 lpp.</p> <p>Rozenfelds J. Intelektuālais īpašums. R., Zvaigzne ABS, 2004</p> <p>Inovācijas /grāmatu sērija "Sarunas ar pasaules biznesa līderiem"/, SIA Lietišķās informācijas dienests, Rīga, 2009</p>
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Financial Accounting

Course code	CETS_013			
Course title	FINANCIAL ACCOUNTING			
LQF level	Level 6			
Credit points	Latvian	2	ECTS	3
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	80	38		42

Total hours	80 academic hours
Language	Latvian
Course type	Obligatory (A), Field specific theoretical basic study courses and IT study courses
Course availability	3rd semester
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova
Course objective/scope	<p>The objective of the course is to provide students with the knowledge in the field of financial accounting according to the national standards and giving an insight into international standards. Students will learn how to develop the core financial statements and make interpretation of its results.</p> <p><i>*Course is designed for Latvian business market. For European HEI, course content and bibliography should be adjusted according to the local legislation and country specifics.</i></p> <p><u>Covered content:</u></p> <p>The nature and importance of accounting (concepts, tasks, principles). Role and place of accounting in SMEs. Legal basis of accounting (national/EU regulation and requirements). Organisation of accounting records and system in SMEs (single-entry accounting, double-entry accounting). Working with company accounts. Balance sheets. Income statement (profit and loss account). Preparation of the main financial statements: balance sheet and income statement. Cash flow statement. Annual reports, tax returns and other documents. Analysis of statements. Assessment of the financial position of a company. Accounting software, their use in business decision making. Electronic Declaration System (EDS) and key issues (specific for Latvia). Possible inspections on accounting issues (country-specific topic). International Accounting Standard Board (IASB) conceptual framework, accounting policies, accounting estimates and errors.</p>
Learning outcomes	<p>Students should be able</p> <ul style="list-style-type: none"> to understands the nature and tasks of accounting in economic activity; to know regulatory requirements of accounting in business (national, international standards); to develop and assess the core financial statement;

	<ul style="list-style-type: none"> to calculate simple accounting tasks and check accuracy of accounting information; to use double entry for registering economic transactions; to identify/select accounting methods and its elements in the collection of information.
Requirements for obtaining passing the course	<p>The final mark (using a 10-point scale) is formed on the basis of the following assessments:</p> <ol style="list-style-type: none"> Home assignments (identification of errors in statements) – 15% Midterm tests (x1) – 20% Practical course project – 30% Exam – 35%
Final examination	Written exam
Bibliography	
Required Reading	<p>Dyson, J.R., Franklin, E. (2017), Accounting for non-accounting students. 9th edition, Harlow: Pearson. Available at: http://dl.booktolearn.com/ebooks2/finances/9781292128979_Accounting_for_Non_Accounting_Students_d5ad.pdf.</p>
Additional suggested reading	<p>EC (2020), Accounting for SMEs and micro: https://europa.eu/youreurope/business/finance-funding/accounting/small-micro-businesses/index_en.htm</p> <p>Country-specific (example of Latvia)</p> <p>Ciemleja, G. (2019), Finanšu pārskati, mācību līdzeklis, Rīga: RTU.</p> <p>Informative and methodological materials of accounting in Latvia: https://www.vid.gov.lv/lv/informativie-un-metodiskie-materiali-2.</p> <p>Law on Accounting: https://likumi.lv/ta/id/66460-par-gramatvedibu.</p> <p>Law on the Annual Financial Statements and Consolidated Financial Statements: https://likumi.lv/ta/id/277779-gada-parskatu-un-konsolideto-gada-parskatu-likums.</p> <p>Raņķevica, V., Korsaka, T. (2008), Ievads grāmatvedībā. Rīga: Latvijas Komerčbanku asociācijas Konsultāciju un mācību centrs.</p> <p>Regulation Regarding the Conduct and Organisation of Accounting (Regulation No. 585, 21 October 2003): https://likumi.lv/ta/id/80418-noteikumi-par-gramatvedibas-kartosanu-un-organiaciju.</p> <p>VID (2019), Pirmie soļi topošajiem uzņēmējiem. Pieejams: vid.gov.lv/lv/pirmie-soli-toposajiem-uznemejiem.</p>
Other Information Sources	Country-specific (example of Latvia)

	Valsts ieņēmumu dienests (State Revenue Service): www.vid.gov.lv iFinances: https://ifinances.lv/
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IT in Business and HR Management

Course code	CETS_014			
Course title	IT IN BUSINESS & HR MANAGEMENT			
LQF level	Level 6			
Credit points	Latvian	2	ECTS	3
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	80	38		42
Total hours	80 academic hours			
Language	Latvian			
Course type	Obligatory (A), Field specific theoretical basic study courses and IT study courses			
Course availability	3 rd semester			
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova			
Course objective/ scope	<p>The course is designed to provide the basic knowledge and competencies in the use of IT solutions for the SMEs and HE management. It covers all areas necessary for mid-level management - financial planning, e-commerce, communication tools, databases, logistics, HR management, remote work, new technologies, etc.</p> <p><u>Course content:</u></p> <p>Planning of digitalisation activities – assessing needs of SME</p> <p>Communication and channels tools for daily work organisation.</p> <p>Organisation of virtual work (office).</p> <p>Selection and use of IT for SMEs managers (resource planning, customer relationship management systems, FinTech, BI, etc.).</p> <p>Human resources’ information systems.</p> <p>Big data and its storage. Data visualisation. Cloud computing.</p> <p>Data protection and security solutions.</p> <p>Online solution services (e-commerce).</p> <p>Digital marketing and social services.</p> <p>Top solutions for small business.</p> <p>Drones. Robots. Artificial Intelligence.</p> <p>Public eServices for entrepreneurs.</p>			

	IT legal regulation.
Learning outcomes	<p>Students should be able:</p> <ul style="list-style-type: none"> to know the possibilities of using IT in businesses/organizations and understand technology needs of different industries; to identify the most suitable IT tools for SMEs management and development; to apply knowledge for organisation of internal work and virtual office of enterprise; to apply technological solutions/tools ensuring the SME's HR management process; to apply the acquired knowledge about the diversity of information technology at work, implementing management functions in enterprise; to evaluate and substantiate the usefulness of IT implementation in the organization
Requirements for obtaining passing the course	<p>The final mark (using a 10-point scale) is formed on the basis of the following assessments:</p> <ol style="list-style-type: none"> Home assignments/ seminar tasks (evaluation of functionality (dis)advantages of certain software/tools; industry specific technology needs) – 30%; Individual/group project and its presentation – 30%; Exam – 40%.
Final examination	Written exam (open questions and test)
Bibliography	
Required Reading	<p>Kavanagh, M.J., Johnson, R.D. (2017), Human Resource Information Systems: Basics, Applications, and Future Directions, 4th edition, SAGE Publications.</p> <p>Reynolds, G. (2015), Information Technology for Managers, 2nd edition, Cengage Learning.</p> <p>Siebel, T.M. (2019), Digital transformation: survive and thrive in an era of mass extinction, New York: RosettaBooks.</p> <p>Valacich, J.S. (2018), Information systems today: managing in the digital world, Harlow: Pearson.</p> <p>Country-specific (example of Latvia)</p> <p>Ešenvalde, I. (2008), Personāla vadības mūsdienu metodes. – Rīga: Merkūrijs LAT.</p>
Additional suggested reading	<p>Chaffey, D. (2011), E-business & E-commerce Management: Strategy, Implementation and Management, 5th ed., Essex: Pearson.</p> <p>Johnson, R.D. and Hal G. Gueutal, H.G. (2011), Transforming HR Through Technology, The Use of E-HR and HRIS in Organizations, SHRM Foundation. Available at: https://www.shrm.org/hr-</p>

	<p>today/trends-and-forecasting/special-reports-and-expert-views/Documents/HR-Technology.pdf.</p> <p>Lloyd, J. (2008), Information Technology Law, 6th edition, Oxford University Press.</p> <p>Schneider, G. P. (2017), Electronic Commerce, 12th ed. Boston: Cengage Learning.</p>
Other Information Sources	<p>https://www.entrepreneur.com/topic/technology</p> <p>National IT technology associations</p> <p>Country specific literature (example of Latvia):</p> <p>Info resource on the Innovations and Technologies in Latvia: https://labsoflatvia.com/</p> <p>Latvian Information and communications technology association: (LIKTA): https://likta.lv/</p>

Business English II – Human Resource Management

Course code	CETS_015		
Course title	BUSINESS ENGLISH II – Human Resource Management		
LQF level	Level 6		
Credit points	Latvian	2	ECTS 3
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience	Individual studies
	80	42	38
Total hours	80 academic hours		
Language	English		
Course type	Obligatory (A), General study course		
Course availability	3rd semester		
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova		
Course objective/scope	<p>The course is designed to further expand the terminology of professional English by focusing on the field of human resources, and to develop students writing and oral skills in this field.</p> <p><u>Course content:</u></p> <p>HR management and strategy.</p> <p>Recruitment and placement (including - HR documents. Writing CV, job profiles. Interviews.)</p>		

	<p>Personnel development and training, coaching. System of motivation. Employee relations (labour dispute and conflict management). Management psychology. Leadership and HR manager.</p>
Learning outcomes	<p>After the successful completion of the course, students should be able to:</p> <ul style="list-style-type: none"> to know the terminology used in the field of human resources for use in various professional situations; to apply interviewing, negotiation, meeting management and conflict resolution skills in English; read and understand literature in English related to professional topics; apply the acquired vocabulary for professional needs, communicate with employees and business partners; distinguish between business language styles, find the written and oral information they need; to express themselves confidently, clearly and politely in a formal and informal way.
Requirements for obtaining passing the course	<p>The final grade (10-point grading scale) will be calculated by summing up all grades based on the:</p> <ol style="list-style-type: none"> Home assignments and presentations: 20% Midterm tests x 3: 30% Work group (discussions, gamification): 20% Exam: 30%
Final examination	Written and oral exam
Bibliography	
Required Reading	<p>Chan, M. (2020), English for Business Communication, 1st ed., London: Routledge.</p> <p>Dessler, G. (2017), Human resource management, Boston: Pearson Higher Education.</p> <p>Utteridge, R., Helm, S. (2010), Market Leader - Human Resources, Harlow: Pearson Longman (together with Teacher's notes).</p>
Additional suggested reading	<p>Cotton, D. (2016), Market Leader: intermediate business English course book 3rd ed, Harlow: Pearson Education; Financial Times (<i>available levels – Intermediate, Upper-intermediate, Advanced</i>).</p> <p>Emmerson, P. (2011), Business English Handbook, Advanced, Oxford: Macmillan.</p>

	<p>Guffey, M.E. and Loewy, D. (2019), Essentials of business communication, Boston: Cengage Learning.</p> <p>Thomsett, M.C. (2018), Style guide for business writing, 2nd edition, Boston; Berlin: Walter de Gruyter Inc.</p>
Other Information Sources	<p>Any business vocabulary.</p> <p>BusinessEnglishPod, Business English for HR Lessons: https://www.businessenglishpod.com/category/human-resources/.</p> <p>www.forbes.com.</p> <p>www.harvardbusinessreview.com.</p>

HRM Strategies & Policies

Course code	CETS_016			
Course title	HRM STRATEGIES & POLICIES			
LQF level	Level 6			
Credit points	Latvian	4	ECTS	6
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	160	76		84
Total hours	160 academic hours			
Language	Latvian			
Course type	Compulsory elective study course (B)			
Study semester	3 rd semester			
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova			
Course objective/ scope	<p>This course aims to develop strategical thinking for human resource management (HRM) strategy planning (visualising) and elaboration that would be suitable to deliver in SMEs considering internal and external contexts. It includes also practical assessment of the own or other SMEs strategy.</p> <p><u>Course content</u></p> <p>HR policies for SME’s businesses.</p> <p>HRM strategy through business strategy.</p> <p>HRM strategy’s advantages and challenges.</p> <p>HRM strategy contexts: external/ internal environmental, organizational, and functional elements.</p> <p>Main steps of strategic planning and delivering strategy.</p>			

	<p>Drafting HRM strategy for SMEs (personnel needs, recruitment, selection, benefits, trainings, performance). Areas of application in HRM:</p> <ul style="list-style-type: none"> - Age structure analysis and development simulation; - Status of qualifications - qualification needs - qualification requirements; - further personnel management key data; - employee survey. <p>Specifics of different labour markets. A risk-optimization framework. Communication and engagement in HR strategy. Outcomes of successful business and HR strategies. Assessment of the strategy results. HRM strategy models: analysing existing practices in SMEs. Future forces and trends driving HR strategy.</p>
Learning outcomes	<p>After completion of the study course, students should:</p> <ul style="list-style-type: none"> o be able to understand the meaning and nature of strategic HRM and policies; o appreciate how HR strategies are related to business strategies and analyse the strategic role of HRM in a competitive environment; o be able to describe the most essential components of the HRM strategies; o be able to plan and design HR strategy considering multiple factors (specifics of local labour market, internal/external environment and other contexts, etc.); o be able to measure the results of the HR strategy; o be able to describe the dynamic nature of global competition and of social and technological trends and their significance for HRM practice.
Requirements for obtaining passing the course	<p>The final mark (10-point grading scale) will be calculated by summing up all marks based on the:</p> <ol style="list-style-type: none"> 1. Home assignments (paper reviews, evaluation of existing strategies, tips and tricks for HR strategy): 20% 2. Midterm test: 10% 3. Students project (drafting HR strategy for chosen company and its presentation): 30% 4. Exam: 40%
Final examination	Open question exam
Bibliography	

Required Reading	<p>Cascio, W., & Boudreau, J. (2012), A short introduction to strategic human resource management, New York: Cambridge University Press.</p> <p>Farnham, D. (2010), Human Resource Management in Context, London: CIPD.</p> <p>Fazey, M. (2020), Human Resource Policy: Connecting Strategy with Real-World Practice, EBSCO eBook Collection.</p> <p>Rose, M. (2018), Reward Management: a practical introduction, 2nd ed., New York, NY: Kogan Page Ltd.</p>
Additional suggested reading	<p>Allen, M.R. and Wright, P.M. (2008), Strategic Management and HRM, in Boxall, P., Purcell, J. and Wright, P.M. (eds.), The Oxford handbook of human resource management.</p> <p>Andersen, T. J. and Minbaeva, D. (2013), 'The role of human resource management in strategy making', Human Resource Management, vol. 52, no. 5, pp. 809–27.</p> <p>Collings, D. G., Szamosi, L. T., Wood, G. (2019), Human resource management: a critical approach, Abingdon, Oxon; New York, NY: Routledge</p> <p>Perry, T. (2018), Transformational HR: how human resources can create value and impact business strategy, New York: Kogan Page Ltd.</p> <p>Storey, J., Wright, P. and Ulrich, D. (2009), Routledge Companion to Strategic Human Resource Management, London and New York: Routledge.</p> <p>Country specific literature (Latvia):</p> <p>Gratone, L. (2004), Cilvēkresursu stratēģija, Rīga: Jumava.</p>
Other Information Sources	<p>Human Resource Management Journal</p> <p>Employers' Confederations</p>

Theory & Management of Organisations

Course code	CETS_017			
Course title	THEORY AND MANAGEMENT OF ORGANISATIONS			
LQF level	Level 6			
Credit points	Latvian	2	ECTS	3
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	80	38		42
Total hours	80 academic hours			

Language	Latvian
Course type	Compulsory elective study course (B)
Course availability	3rd semester
Person responsible for the course	Dr. Romāns Putāns, Dr. Sergejs Stacenko, Prof. Tatjana Muravska
Course objective/scope	<p>The course aims to develop an understanding and improve knowledge of the basic concepts of management theory, evolution and development of the concept of organisation. Course includes also those topics that are important in the HR policy and management process planning.</p> <p><u>Course content:</u></p> <p>Organisation and management theory. The evolution of management theory. Internal and external environment of an organisation. Starting a business in a changing environment. The nature and organisation of planning. Decision-making process and methods. Basics of organisation, structure formation. Types of structure and creation thereof. Coordination and motivation of employees. Using motivation models. Basics of control and effectiveness of control. Implementation of management functions in specific companies.</p>
Learning outcomes	<p>After successful completion of the study course, students will be able:</p> <ul style="list-style-type: none"> ○ to describe the implementation of management functions in the organisation; ○ to describe the process of communication and decision-making; ○ to explain the role of the manager in ensuring the organisation management; ○ supplemented knowledge for creation of efficient HR policy; ○ to evaluate the situation in the organisation, analysing the implementation of management functions; ○ to substantiate their opinion on the directions of improvement of the management process; ○ to analyse the motivation and coordination system and the manager's activities in managing the organisation.
Requirements for obtaining passing the course	<p>The final mark (10-point grading scale) will be calculated by summing up all marks based on the:</p> <ol style="list-style-type: none"> 1. attendance of lectures and seminars (40%); 2. activity and quality of answers in seminars (20%); 3. analysis of summaries (20%); 4. exam-presentation (20%).

Final examination	Written exam on theoretical knowledge
Bibliography	
Required Reading	<p>Jeston, J. (2018), Business process management: practical guidelines to successful implementations. 4th edition. New York: Routledge.</p> <p>Marion Dumas, M. (2013), Fundamentals of business process management: Springer.</p> <p>Country specific literature (example of Latvia):</p> <p>Valērijs Praude, V. (2012), Menedžments 1. un 2. grāmata – Rīga: SIA Burtene.</p>
Additional suggested reading	<p>Heizer, J. Render, B. (2014), Operations Management: Sustainability and Supply Chain Management. Boston: Pearson Education.</p> <p>Daft, R.L. (2014), New era of Management. South-Western: Cengage Learning.</p> <p>Scarborough, N.M., Cornwall, J.R. (2015), Entrepreneurship and effective small business management. Harlow: Pearson.</p>
Other Information Sources	<p>https://www.referenceforbusiness.com/management/Ob-Or/Organization-Theory.html</p> <p>http://www.analytictech.com/mb021/orgtheory.htm</p>

Course code	CETS_018			
Course title	MARKETING IN SMES			
LQF level	Level 6			
Credit points	Latvian	4	ECTS	6
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	160	76		84
Total hours	160 academic hours			
Language	Latvian			
Course type	Compulsory elective study course (B)			
Course availability	3 rd semester			
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova			
Course objective/ scope	<p>The aim of the course is to provide knowledge about marketing as the orientation of business process management of companies to meet consumer needs, linking theory with practical business experiences. To equip students with practical SMEs’ marketing cases and stories.</p> <p><u>Course content:</u></p> <p>Understanding of the marketing world – concept, value, process. Customers’ behaviour and society. Strategic marketing planning in SMEs (action plan, Business Portfolio). Market research (research question, designing, collecting data and analysing). Marketing analytics - era of Big Data (CRM, analysing techniques and technologies, decision-making). Target market, market segmentation and positioning. Product, services and branding. New product development. The life cycle of the product. Pricing methods and strategies. Distribution channels (direct and intermediaries). Promotion of the product – advertising, Public Relations, social media marketing, etc. Online, mobile, social media & other digital marketing technologies. Promotion II - Personal selling and sales promotion. Marketing jobs (descriptions and key positions). Marketing environment (micro- and macro-, demographic and economic, natural and technological, etc.). Marketing trends in changing digital and social age</p>			

Learning outcomes	<p>Upon completion of the course students:</p> <ul style="list-style-type: none"> ○ will have the necessary knowledge and understanding of the nature of marketing needed to increase the competitiveness of companies in market conditions; ○ will understand basic marketing concepts, market research, product life cycle, consumer behaviour, environment; ○ will be able to perform analytics - orientation in Big Data – and market research in order to identify costumers needs and behaviour; ○ will be able to apply marketing tools to achieve marketing goals – to plan marketing projects by using appropriate marketing and advertising techniques/tools;
Requirements for obtaining passing the course	<p>The final mark (using a 10-point scale) is formed on the basis of the following assessments:</p> <ol style="list-style-type: none"> 1. Seminar tasks and summaries – 25% 2. Individual project (Case studies) – 20% 3. Group work and project presentation – 20% 4. Exam – 35%.
Final examination	Written exam (theoretical questions (30%), test (30%) and practical exercise (40%).
Bibliography	
Required Reading	<p>Armstrong, G., Kotler, P., Opresnik, M.O. (2020), Marketing: an Introduction, 4th edition, Global edition: Pearson.</p> <p>Chaffey, D., Ellis-Chadwick, F. (2019), Digital Marketing: Strategy, Implementation and Practice, 7th edition, Harlow: Pearson.</p> <p>Solomon, M.R., Askegaard, S., et al. (2019), Consumers Behaviour: a European Perspective, 7th edition, Harlow: Pearson.</p> <p>Solomon, M.R., Marshall, G.W., Stuart, E.W. (2018), Marketing: Real People, Real Choices, 9th edition, Global Edition: Pearson.</p> <p>Country specific (example of Latvia):</p> <p>Praude, V. (2014), Mārketīng (teorija un prakse) 1. un 2. grāmatas., Rīga: Burtene.</p>
Additional suggested reading	<p>Altstiel, T., Grow, J. (2017), Advertising Creative, 4th edition, Los Angeles: SAGE.</p> <p>Davidson, R. (2019), Business events, 2nd ed., Abingdon; New York: Routledge.</p> <p>Dwyer, F. R. (2009), Business marketing: connecting strategy, relationships, and learning / F. Robert Dwyer, John F. Tanner, Jr. 4th ed., Boston: McGraw-Hill/Irwin.</p>

	<p>Gulas, Ch. S., Weinberger, M.G. (2006,) A Humor in Advertising: a Comprehensive Analysis, New York: M.E. Sharpe.</p> <p>Litterio, A.M., Nantes, E.A., Larrosa, J.M., Gómez, L.J. (2017), Marketing and Social Networks: a Criterion for Detecting Opinion Leaders, The National University of South.</p> <p>Michael J., Baker, M.J. (2013), Marketing Strategy & Management, 9th ed., Palgrave.</p>
Other Information Sources	Journal of Integrated Marketing Communications

Business (SMEs) Economics

Course code	CETS_020			
Course title	BUSINESS (SMES) ECONOMICS			
LQF level	Level 6			
Credit points	Latvian	2	ECTS	3
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	80	38		41
Total hours	80 academic hours			
Language	Latvian			
Course type	Obligatory (A), Field specific theoretical basic study courses and IT study courses			
Course availability	4 th semester			
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova			
Course objective/ scope	To provide a basic understanding of the economics in the SME management process. To understand principles of the company's activities and business performance indicators (main determinants). <u>Course content:</u> Concept, subject, theory of business economics. Functions of enterprise. Costs of enterprise and their growth. Markets. Labour. Money. Financial accounting, bookkeeping.			

	<p>Operational accounting, calculation, partial and full cost accounting, productivity, efficiency, effectiveness, ROI (evaluation of financial performance).</p> <p>Controlling. Quality management monitoring.</p> <p>Investment and financial planning, equity and debt capital.</p> <p>Fixed and variable costs, transaction costs; cost-benefit calculation.</p> <p>Purchasing, selling, distribution. Procurement.</p> <p>International environment.</p>
Learning outcomes	<p>Students should:</p> <ul style="list-style-type: none"> ○ understand the management of enterprises within the subject of enterprise economy; ○ be able to assess the quantitative and qualitative characteristics of SMEs; ○ be able to analyse the basic functions of the business where the apprenticeship takes place; ○ use accounting as an important source of information for business decisions; ○ classify basic concepts and compare investment and financial planning instruments
Requirements for obtaining passing the course	<p>The final mark (using a 10-point scale) is formed on the basis of the following assessments:</p> <ol style="list-style-type: none"> 1. Participation in the seminars, lectures (discussions, debates) – compulsory, 20%. 2. Analysis and presentation of a practical situation (case study) – 30%. 3. Development of summaries – 20%. 4. Exam – 30%.
Final examination	Written exam
Bibliography	
Required Reading	<p>Atkinson, B., Miller, R. (1998), Business Economics, Harlow: Addison-Wesley.</p> <p>Hodgetts, R. M., Kuratko, D. F. (2007), Effective Small Business Management, 7th Edition.</p> <p>Parker, S. C. (2013), The economics of entrepreneurship, Cambridge, UK: Cambridge University Press.</p>
Additional suggested reading	<p>Country-specific (in Latvian):</p> <p>Hofs, K.G. (2011), Biznesa ekonomika. 2. Izdevums, Rīga: J. Rozes Apgāds.</p>
Other Information Sources	<p>Small Business Economics: An Entrepreneurship Journal</p> <p>Business related journals and newspapers – The Economist, Forbes, Reuters, The Guardian, The Washington Post, The New York Times,</p> <p>https://www.worldbank.org/en/topic/smefinance</p>

	https://ec.europa.eu/eurostat/statistics-explained/index.php/Statistics_on_small_and_medium-sized_enterprises Country-specific (in Latvian): Dienas Bizness, Forbes
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Personnel Development

Course code	CETS_021		
Course title	PERSONNEL DEVELOPMENT (TALENT MANAGEMENT)		
LQF level	Level 6		
Credit points	Latvian	3	ECTS6
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience	Individual studies
	160	76	84
Total hours	160 academic hours		
Language	Latvian		
Course type	Compulsory elective study course (B)		
Study semester	4 th semester		
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova		
Course objective/ scope	<p>To provide students with the knowledge and understanding on how to create an efficient environment in enterprise for personnel development and to explore concepts, development programmes, techniques and practices.</p> <p><u>Course content:</u></p> <p>Aim, tasks, functions of HR development (people – value of SMEs). Programmes towards personnel development. Factors influencing HR development. Responsibilities, role of leaders. Personnel planning (age/qualification structure). Key data analysis personnel management (costs, deployment, etc.). Assessing HR development needs. Designing and implementing programmes. Further training. Life-Course – different phases with changing motives and needs in personnel development strategies (age- & ageing-critical activities/conditions, opportunities for relief, transition to retirement).</p>		

	<p>Personnel marketing – recruitment, orientation, retention and development.</p> <p>Coaching and mentoring approach.</p> <p>Development/career planning.</p> <p>Performance and reward.</p> <p>Diversity management.</p> <p>Information, communication, participation.</p> <p>Ageing appropriate job/work design.</p>
Learning outcomes	<p>Students should be able:</p> <ul style="list-style-type: none"> to apply the theoretical knowledge and to create the system on how to attract, employ, and retain talent in organization. to develop alignment of the talent management process with business strategy, with culture, and with employees. to develop talent development programs/strategy in SMEs. be able to plan well-being of employees, rewarding system and other benefits. be able to analyse and assess the performance and behaviour of employees. to analyse the big data in talent management. be able to conduct appreciative dialogues between supervisors and employees.
Requirements for obtaining passing the course	<p>The final mark (using a 10-point scale) is formed on the basis of the following assessments:</p> <ol style="list-style-type: none"> Group work – 25% Individual task – 35% Exam – 40%.
Final examination	Written exam
Bibliography	
Required Reading	<p>Berger L.A., Berger D., (2018), The Talent Management Handbook: Making Culture: a Competitive Advantage by Acquiring, Identifying, Developing, and Promoting the Best People, 3rd ed.</p> <p>Francis, H., Holbeche, L., Reddington, M. (2012), People and Organisational Development: A new Agenda for Organisational effectiveness, London: Chartered Institute of Personnel and Development.</p> <p>Werner, J.M., DeSimone, R.L. (2009), Human Resource Development, 5th edition, Mason: South-Western Cengage Learning.</p>
Additional suggested reading	<p>Armstrong, M., Taylor, S. (2014), Armstrong's Handbook of Human Resource Management Practice, 13th edition, London & Philadelphia & New Delhi: Kogan Page.</p> <p>Bickham, T. (2015), ATD Talent Management Handbook, Association for Talent Development.</p>

	<p>Cooper, D., Robertson, I.T.& Tinline, G. (2003), Recruitment and Selection: a Framework for Success, Thomson.</p> <p>Picardi, C.A. (2019), Recruitment and Selection: Strategies for Workforce Planning & Assessment, Thousand Oaks, California: SAGE.</p> <p>Reis, C. (2015), Careers and Talent Management: a Critical Perspective, Routledge.</p>
Other Information Sources	<p>Human Resource Management Journal</p> <p>List of the top publications on the HR issues: https://www.digitalhrtech.com/hrm-books/, https://www.digitalhrtech.com/human-resources-models/</p>

Work Safety & Occupational Health

Course code	CETS_022			
Course title	WORK SAFETY AND OCCUPATIONAL HEALTH			
LQF level	Level 6			
Credit points	Latvian	4	ECTS	6
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	160	76		84
Total hours	160 academic hours			
Language	Latvian			
Course type	Compulsory elective study course (B)			
Course availability	4 th semester			
Person responsible for the course	Romāns Putāns, Denīze Ponomarjova			
Course objective/ scope	<p>Course is aiming to provide knowledge and information about the labour protection system (preventive measures for work and occupational health protection) organisation and operation at the company and institution level as well as application of requirements defined in the normative acts at the national and EU.</p> <p><u>Course content:</u> State policy of the labour protection and responsible institutions. Core normative acts of the Republic of Latvia and EU.</p>			

	<p>Organizational system of labour protection in SMEs and its documentation, allocation of responsibilities (role of HR management). Arrangement of the workplace and working environment.</p> <p>Typology of the risks.</p> <p>Selection, application and maintenance of individual and collective preventive measures.</p> <p>Selection principles of work equipment considering the type of provided services and produced products.</p> <p>Assessment of the risks and development of the methodological action plan.</p> <p>Use of the safety signs at the SME's territory.</p> <p>Training and instruction of employees.</p> <p>Obligatory health examination, medicine and hygiene at work.</p> <p>p\Physical, psychological, cognitive, emotional and social risks, taking into account age and gender sensitive aspects.</p> <p>Protection against serious and imminent danger.</p> <p>First aid and other emergency measures.</p> <p>Investigation and registration of accidents at work and occupational diseases.</p>
Learning outcomes	<p>Students should be able to:</p> <ul style="list-style-type: none"> ○ demonstrate overall understanding of the labour protection system at the company level; ○ apply normative acts to ensure basic labour protection requirements in SMEs; ○ establish and manage work and occupational health protection system and its documentation in the company according to its profile; ○ identify potential risks and select appropriate measures to ensure reduction of accidents at work and professional diseases; ○ develop the labour protection instruction for a specific type of industry or profession; ○ develop and apply plan for the accident and emergency situations in the company.
Requirements for obtaining passing the course	<p>The final grade (10-point grading scale) to be calculated by summing up all grades based on the:</p> <ol style="list-style-type: none"> 1. Individual work (assessment of the working environment risks and providing plan with preventive measures in the selected SME):25% 2. Midterm test: 10% 3. Work group (labour protection instruction for specific field or profession): 25% 4. Exam: 40%
Final examination	Written exam

Bibliography

<p>Required Reading</p>	<p>Tērauda, I. (2010), "Darba drošība", Rīga: Lietišķās apmācības centrs.</p> <p>Darba aizsardzības likums (20.06.2001). Pieejams: https://likumi.lv/ta/id/26020-darba-aizsardzibas-likums.</p> <p>MK noteikumi Nr.660 „Darba vides iekšējās uzraudzības veikšanas kārtība”. Pieejams: https://likumi.lv/ta/id/164271-darba-vides-ieksejas-uzraudzibas-veikšanas-kartiba.</p> <p>MK noteikumi Nr.526 (09.12.2002) "Darba aizsardzības prasības, lietojot darba aprīkojumu". Pieejams: https://likumi.lv/ta/id/69282-darba-aizsardzibas-prasibas-lietojot-darba-aprikojumu.</p> <p>MK noteikumi Nr.359 (28.04.2009) "Darba aizsardzības prasības darba vietās". Pieejams: https://likumi.lv/ta/id/191430-darba-aizsardzibas-prasibas-darba-vietas.</p> <p>MK noteikumi Nr.749 (10.08.2010) "Apmācības kārtība darba aizsardzības jautājumos". Pieejams: https://likumi.lv/ta/id/214922-apmacibas-kartiba-darba-aizsardzibas-jautajumos.</p> <p>Par bīstamo iekārtu tehnisko uzraudzību (24.09.1998). Pieejams: https://likumi.lv/ta/id/50117-par-bistamo-iekartu-tehnisko-uzraudzibu.</p> <p>MK noteikumi Nr.219 (10.03.2009) "Kārtība kādā veicama obligātā veselības pārbaude". Pieejams: https://likumi.lv/ta/id/189070-kartiba-kada-veicama-obligata-veselibas-parbaude.</p> <p>MK noteikumi Nr.950 (25.08.2009) "Nelaiemes gadījumu izmeklēšanas un uzskaites kārtība". Pieejams: https://likumi.lv/ta/id/196653-nelaiemes-gadijumu-darba-izmeklesanas-un-uzskaites-kartiba.</p> <p>MK noteikumi Nr.372 (20.08.2002) "Darba aizsardzības prasības lietojot individuālos aizsardzības līdzekļus". Pieejams: https://likumi.lv/ta/id/65619-darba-aizsardzibas-prasibas-lietojot-individualos-aizsardzibas-lidzeklus.</p> <p>MK noteikumi Nr.400 (03.09.2002) "Darba aizsardzības prasības drošības zīmju lietošanā". Pieejams: https://likumi.lv/ta/id/66071-darba-aizsardzibas-prasibas-drosibas-zimju-lietosana.</p> <p>MK noteikumi Nr.343 (06.08.2002) "Darba aizsardzības prasības strādājot ar displeju". Pieejams: https://likumi.lv/ta/id/65157-darba-aizsardzibas-prasibas-stradajot-ar-displeju.</p>
<p>Additional suggested reading</p>	<p>Ekonomikas ministrija (2020), vadlīnijas "Darba vides vadlīnijas dažādām nozarēm COVID-19 pandēmijas laikā". Pieejams: shorturl.at/dgsO6.</p> <p>Latvijas Brīvo arodbiedrību savienība (2010), "Darba drošība", Rīga: LABS.</p> <p>LDDK (2013), "Darba aizsardzība uzņēmumā", Rīga: LDDK. Pieejams: http://www.lddk.lv/da/DA_Dokumenti/Izdevums/DAU_PJK_izd.pdf.</p> <p>White, J. (2018), Health and Safety Management: An Alternative Approach to Reducing Accidents, Injury and Illness at Work, London: Taylor & Francis Ltd (Amazon.com).</p>

Other Information Sources	<p>Valsts darba inspekcijas informatīva platforma: http://www.stradavesels.lv/.</p> <p>Eiropas Darba drošības un veselības aizsardzības aģentūra – Latvijas kontaktpunkts: http://osha.lv/lv/.</p> <p>Valsts darba inspekcija: http://www.vdi.gov.lv/lv/.</p> <p>International Labour Organisation: https://www.ilo.org/global/lang-en/index.htm.</p> <p>World Health Organisation: https://www.who.int/health-topics/occupational-health.</p>
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Business Law

Course code	CETS_023			
Course title	BUSINESS LAW			
LQF level	Level 6			
Credit points	Latvian	2	ECTS	3
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	80	34		42
Total hours	80 academic hours			
Language	Latvian			
Course type	Compulsory elective study course (B)			
Course availability	4 th semester			
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova			
Course objective/ scope	<p>To provide fundamental knowledge on the set of state rules (legislation) related to the business establishment, management/ reorganisation and liquidation as well as basic understanding for implementing the regulatory enactments. Focus of the course is also to promote the understanding of business-related law, standards and guidelines in the context of EU.</p> <p><u>Course content:</u></p> <p>National legal system. State regulation and legislation of business. The framework for commercial law (establishment, doing business/reorganisation and liquidation).</p> <p>Types of commercial activities.</p> <p>The commercial register.</p>			

	<p>Commercial transactions and related contracts. Competition rules. Contract law. Consumer protection law. Intro to Employment (Labour) law. Intellectual property law. Property law. Environmental standards. Sector-specific legislation (e.g., social entrepreneurship). Dispute of commercial legal conflicts (court proceedings). Sources of legislation. EU product requirements. General terms and conditions of trade.</p>
Learning outcomes	<p>Students should:</p> <ul style="list-style-type: none"> ○ have theoretical knowledge on the fundamental/ basic issues of legal regulation within commercial activities; ○ have knowledge on the practical application of regulatory enactments; ○ able to select the appropriate laws to address problems; ○ to prepare documents related to the foundation, reorganisation, liquidation of companies and carrying out commercial transactions; ○ be able to describe and discuss the elements and legal effects of general terms and conditions of trade.
Requirements for obtaining passing the course	<p>The final mark (using a 10-point scale) is formed on the basis of the following assessments:</p> <ol style="list-style-type: none"> 1. Group workshops (debates, case studies, summaries) – 30% 2. Intermediate tests – 30% 3. Written test – 40%
Final examination	Written test and analysis of case studies
Bibliography	
Required Reading	<p>Dorresteijn, A. F.M., Teichmann, Ch., et al. (2017), European corporate law. 3rd edition, Alphen aan den Rijn: Wolters Kluwer.</p> <p>Fiebig, A. (2015), EU Business Law, Chicago, Illinois: American Bar Association, Section of Business Law.</p> <p>Jacobsen, C.B. (2005), An introduction to modern EU company law, RGSL Working Papers No. 28, Riga: RGSL. Available at: https://www.rgsl.edu.lv/uploads/working-papers-list/2/jacobsen-final.pdf</p> <p>Moens, G., Trone, J. (2010), Commercial Law of the European Union, Springer, p.149-228, 259-293, 367-396.</p> <p>Country specific (example of Latvia)</p>

	<p>The commercial Law of Latvia: https://likumi.lv/ta/id/5490-komerclikums</p> <p>Strupiņš, A. (2003), Komerclikuma komentāri, A daļa un B daļa, A.Strupiņa juridiskais birojs (comments on the LV commercial law).</p>
Additional suggested reading	<p>Sharat, P., EU Commercial Law, in II. Basic Commercial Knowledge for Europe, Informations for Europe. Part A. Available at: http://www.eu-eqt.de/eu_dlm/html/module_eng/08eng.pdf</p> <p>Davies, K. (2015), Understanding European Union Law, 6th ed., Routledge.</p> <p>Wrobel, A. (2013), EU Commercial Policy in a Globalised World – Factors and Instruments, Milczarek, D., Adamczyk, A., Zajackowski, K., Introduction to European Studies: A New Approach to Uniting Europe, Warsaw: Centre for Europe, University of Warsaw.</p>
Other Information Sources	<p>European Business Organization Law Review: https://www.springer.com/journal/40804.aczkowski</p> <p>European Commission. Doing business in the EU: https://ec.europa.eu/info/business-economy-euro/doing-business-eu_en</p> <p>European Parliament. Company Law: https://www.europarl.europa.eu/factsheets/en/sheet/35/company-law</p> <p>EUR-Lex: https://eur-lex.europa.eu/homepage.html</p> <p>Financial Times. EU business regulation: https://www.ft.com/stream/07c22cdf-ecc9-4692-8511-185eb2fb3e0a.</p> <p>https://www.eubusiness.com/topics/eulaw/summaries</p> <p>Country specific (example of Latvia)</p> <p>iTiesības. Komercdarbība: https://itiesibas.lv/raksti/komercdarbiba. Žurnāls "Jurista vārds" (Journal on legislative issues).</p>

Course code	CETS_024			
Course title	PROJECT MANAGEMENT			
LQF level	Level 6			
Credit points	Latvian	4	ECTS	6
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	160	76		84
Total hours	160 academic hours			
Language	Latvian			
Course type	Compulsory elective study course (B)			
Course availability	4 th semester			
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova			
Course objective/ scope	<p>The aim of this course is to ensure the necessary knowledge, competences and application of practical skills for the project development and implementation.</p> <p><u>Course content:</u></p> <p>Introduction. Type of projects.</p> <p>Approaches for project management (Agile).</p> <p>IT tools for project management.</p> <p>Brainstorming on project idea (product, service, etc.).</p> <p>Planning and organisation of project stages.</p> <p>Project team and responsibilities.</p> <p>Project implementation.</p> <p>Monitoring, controlling project and results.</p> <p>Risk management.</p> <p>Evaluation of the project.</p>			
Learning outcomes	<p>Students should be able:</p> <ul style="list-style-type: none">○ to differentiate and apply project planning, managing and controlling methods;○ to understand Agile methodology and different IT tools;○ to structure and plan business tasks as a project;○ to design and lead a project team;○ to demonstrate the possibilities of software support and apply them in a project;○ to present the developed plan;○ to apply practical skills in the business environment.			
Requirements for obtaining	The final mark (using a 10-point scale) is formed on the basis of the following assessments:			

passing the course	<ol style="list-style-type: none"> 1. Attending and active participation in the class: 10% 2. Literature discussion: 20% 3. Project course (development of project activity plan): 40% 4. Final test: 30%
Final examination	Written test
Bibliography	
Required Reading	<p>Burke, R. (2013), Project Management: Planning and Control Techniques. Chichester, West Sussex: John Wiley & Sons.</p> <p>Layton, M. C., & Ostermiller, S. J. (2017), Agile project management for dummies, John Wiley & Sons.</p> <p>Project Management Institute (2017), A Guide to the Project Management Body of Knowledge (PMBOK guide), 6th edition.</p> <p>Wysocki, R. K., Bentley, C. (2016), Global Complex Project Management: An Integrated Adaptive Agile and PRINCE2 LEAN Framework for Achieving Success. Plantation, FL: J. Ross Publishing.</p> <p>Larson, E.W., Clifford, F.G. (2017), Project Management: the Managerial Process, 7th ed. NY: McGraw-Hill Education.</p>
Additional suggested reading	<p>Malachowsky S. Project Team Leadership and Communication. Rochester, NY: Lintwood Press, 2018. – p.233</p> <p>Badiru, A.B. (2019), Project management: systems, principles, and applications, 2nd edition, Boca Raton: CRC Press, Taylor & Francis Group.</p>
Other Information Sources	<p>Project Management Journal: https://www.pmi.org/learning/publications/project-management-journal</p> <p>Project Management Institute (PMI), https://www.pmi.org/</p> <p>International Project Management Association (IPMA), https://www.ipma.world/</p>

Stress Management

Course code	CETS_026			
Course title	STRESS MANAGEMENT			
LQF level	Level 6			
Credit points	Latvian	2	ECTS	3
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	80	38		42

Total hours	80 academic hours
Language	Latvian
Course type	Compulsory elective study course (B)
Study semester	5th semester
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova
Course objective/scope	<p>This course aims to introduce students with the main aspects of the stress nature – concept, mechanism, factors, consequences and strategies for the stress management that can be applied in the business and human resources management process, as well as within the daily life. Course is designed to interchange theoretical information with practical exercises by organising work groups and discussions during the classes.</p> <p><u>Course content:</u></p> <p>The concepts and model of stress. Stress, emotions and health. Revision of the lifestyle, mobilisation of available resources. Stress management strategies. Stress sources and reactions. Stress resolution strategies. Strategies and techniques to reduce stress level. Stress-Strain-Coping-Support Model. Concept "Sense of Coherence" (Antonovsky). Strengthening of company resources to avoid/reduce stressors. Psychological assessment of stress and resources. Stress at the personal and team level, work with customers. The role of HR in stress management. Stress in the personal life as an obstacle for the professional growth. Stress during the remote working conditions.</p>
Learning outcomes	<p>Students should be able</p> <ul style="list-style-type: none"> to understand and explain the concept of stress, the relation of stress to human health, social support and professional work, the possible consequences of stress; to identify and assess possible stress of the company's employees; to design and apply stress management strategies (techniques) in the professional (company and human resources management) and private life.
Requirements for obtaining	The final mark (10-point grading scale) will be calculated by summing up all marks based on the:

passing the course	<ol style="list-style-type: none"> 1. Attendance and quality of participation: 10% 2. Test ("Stress level indication"): 10% 3. Student's projects ("Revision of your life"): 20% 4. Group work (strategy "HR and stress management in your company"): 20% 5. Final test (theoretical knowledge and ability to find the solution): 40%
Final examination	Open and closed-questions' test
Bibliography	
Required Reading	<p>Critchley, K. (2010), Stress Management Skills Training Course [...], Lancashire: Universe of Learning.</p> <p>Greenberg, M. (2017), The Stress-Proof Brain: Master Your Emotional Response to Stress Using Mindfulness and Neuroplasticity, Oakland, CA: New Harbinger Publications.</p> <p>International Labour Office (2012), Stress prevention at work checkpoints, Geneva: ILO. Available at: shorturl.at/ceH26.</p> <p>Ruth, C. (2018), The Stress Management Workbook: De-stress in 10 Minutes or Less, Emeryville, CA: Althea Press.</p> <p>Antonovsky, A. (1987), Unraveling the Mystery of Health. How People Manage Stress and Stay Well, San Francisco, London: Jossey-Bass.</p> <p>Country specific literature (Latvia):</p> <p>Roja, Ž., Roja, I., Kalķis, H. (2016) Stress un vardarbība darbā. Ko darīt? Rīga: Latvijas Ergonomikas biedrība.</p>
Additional suggested reading	<p>Hargrove, M.B., Hargrove, D.F., Becker, W.S. (2016), Managing Stress: Human Resource Management Interventions for Distress and Eustress, Journal of Human Resources Education, Vol. 10, No. 2.</p> <p>Lindstrom, S. (2014), How to Stop Worrying and Start Living - What Other People Think of Me is None of My Business [...], CreateSpace Independent Publishing Platform.</p> <p>Riopel, L. (2020), What Does it Mean to Have a Sense of Coherence? (+Scale). Available at: https://positivepsychology.com/sense-of-coherence-scale/</p> <p>Country specific literature (Latvia):</p> <p>Latvijas Brīvo arodbiedrību savienība (2010), Psihosociālā darba vide, Rīga: LBAS, LM. Pieejams: http://stradavesels.lv/Uploads/2014/02/12/psihosocialadarbavide.pdf</p>

Other Information Sources	Journal of Human Resources Education International Journal of Stress Management
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Taxation in Business

Course code	CETS_027			
Course title	TAXATION IN BUSINESS			
LQF level	Level 6			
Credit points	Latvian	2	ECTS	3
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	80	38		42
Total hours	80 academic hours			
Language	Latvian			
Course type	Compulsory elective study course (B)			
Course availability	5 th semester			
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova			
Course objective/ scope	<p>Aim of the course is to provide knowledge about the types of taxes and duties of a company as a taxpayer as well as the rights and responsibilities of taxpayers. Students will learn how to calculate tax and apply them within the business management.</p> <p><i>* Course is designed for Latvian market. For European HEI, course content and bibliography should be adjusted according the local legislation and country specifics.</i></p> <p><u>Course content:</u></p> <p>National tax policy (administration, legislation and its application, taxpayers). Taxation systems in EU.</p> <p>Company as a taxpayer.</p> <p>Personal income tax.</p> <p>Corporate income tax.</p> <p>Micro-enterprise tax accounting.</p> <p>State social insurance contributions.</p> <p>Real estate tax.</p> <p>Value added tax (VAT) accounting.</p> <p>Excise tax. Car and motorcycle tax.</p> <p>Natural resource tax.</p>			

	Other taxes. Taxation in the Annual Report (balance sheet, income statement, cash flow and notes to the annual report).
Learning outcomes	Should be able: <ul style="list-style-type: none"> to understand the tax system in the country and EU; to organise tax accounting in the company; to distinguish and apply appropriate types of taxes; to perform calculation and accounting of business-related taxes as well as justify calculations made; to prepare income declaration and financial report; to identify and assess the impact of taxes on business decisions (including legal form, investments, financial matters).
Requirements for obtaining passing the course	The final mark (using a 10-point scale) is formed on the basis of the following assessments: <ol style="list-style-type: none"> Test (x3 calculation, accounting of taxes) – 30% Student's project (Tax planning for a new company) – 30% Exam – 40%
Final examination	Written exam
Bibliography	
Required Reading	IBDF (2020), European Tax Handbook 2020, Global Tax Series, Amsterdam: IBFD. Country specific (example of Latvia): Jurušs, M. (2019), Nodokļi, Rīga: RTU Izdevniecība. Leibus, I. (2019), Uzņēmuma darbības uzsākšana, grāmatvedība un nodokļi, Rīga: Lietišķās informācijas dienests. Leibus, I. (2020), Pašnodarbināto grāmatvedība un nodokļi, Rīga: Lietišķās informācijas dienests. Ketners, K., Pētersone, M. (2014), Eiropas Savienības nodokļu politika, Rīga: Rīgas Tehniskā universitāte.
Additional suggested reading	Tax systems and tax reforms in new EU members. (2012) London; New York: Routledge. Country specific (example of Latvia): Ketners, K. (2018), Nodokļi un nodokļu plānošanas principi. Rīga: Tehnoinform Latvia. Lukašina, O. (2019), Ceļvedis Latvijas nodokļu likumdošanā; praktiskais palīglīdzeklis, Rīga: Tehnoinform Latvia Lukašina, O., Juhimeca, J. (2019), Komercdarījumu grāmatvedības uzskaitē un nodokļu piemērošana, Rīga: Lietišķās informācijas dienests.

Other Information Sources	European Commission - Taxation Trends in the European Union EU tax law and regulations National tax law and regulations
	Specific (example of Latvia): Finanšu ministrija (Ministry of Finance of the Republic of Latvia): https://www.fm.gov.lv/ Ziņas par ekonomiku Latvijā (News on economy in Latvia): https://www.lsm.lv/zinas/ekonomika/ Valsts ieņēmumu dienests, nodokļi (State Revenue Service, taxes): https://www.vid.gov.lv/lv/nodokli http://www.iFinances.lv

Public Support Models in Business

Course code	CETS_028			
Course title	PUBLIC SUPPORT MODELS IN BUSINESS			
LQF level	Level 6			
Credit points	Latvian	3	ECTS	4,5
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	120	58		62
Total hours	120 academic hours			
Language	Latvian			
Course type	Compulsory elective study course (B)			
Course availability	5 th semester			
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova			
Course objective/ scope	<p>The course aims to provide students with knowledge and expertise on a variety of public (national, supranational, transnational) support and protection models, instruments and mechanisms for promotion of entrepreneurship.</p> <p><u>Covered content:</u> Interaction aspects of business environment and public administration. Business environment protection mechanisms. Business environment support mechanisms. The analyses of current public support models and projects in [international] entrepreneurship.</p>			

Learning outcomes	<p>After passing the study course, students should be able:</p> <ul style="list-style-type: none"> to understand the different models of public support in entrepreneurship and differences in their implementation; ability to independently analyse, compare, describe and evaluate public support models and projects that can be applicable at the international and national level entrepreneurship. <p>Whereas presentations of reports strengthen student ability to reasonably explain and discuss current issues of public support in international entrepreneurship. Group work and discussions should improve students' reasoning and critical thinking skills.</p>
Requirements for obtaining passing the course	<p>The final mark (using a 10-point scale) is formed on the basis of the following assessments:</p> <ol style="list-style-type: none"> Attendance of seminars, tests, group works – compulsory; Preparation and presentation of, giving a report on a practical situation (case study) – 30%; Preparation of a summary – 20%; Exam – 50%.
Final examination	Written exam
Bibliography	
Required Reading	<p>Van Tulder, R., Verbeke, A. and Voinea, L. (2012), New Policy Challenges for European Multinationals. Emerald Group Publishing, Chapter 3: Firm`s Capabilities, Public Support and Foreign Direct Investment, pp.59-88 (475).</p> <p>Jansson, H. (2008), International Business Strategy in Emerging Country Markets: The Institutional Network Approach. Edward Elgar Publishing, pp. 286.</p> <p>Taras, V. and Gonzalez-Perez, M.A. (2015), Handbook of Experiential Learning in International Business. Palgrave Macmillan UK, pp. 345. Chapter 3.</p>
Additional suggested reading	<p>Acedo, F. J., and Jones, M. V. (2007), Speed of internationalization and entrepreneurial cognition: Insights and a comparison between international new ventures, exporters and domestic firms. <i>Journal of World Business</i>, 42(3), 236-252. doi: 10.1016/j.jwb.2007.04.0</p> <p>Durmuşoğlu, S. S., Apfelthaler, G., Nayir, D. Z., Alvarez, R., and Mughan, T. (2012). The effect of government-designed export promotion service use on small and medium-sized enterprise goal achievement: A multidimensional view of export performance. <i>Industrial Marketing Management</i>, 41(4), 680-691.</p> <p>Freixanet, J. (2011). Export promotion programs: Their impact on companies' internationalization performance and competitiveness. <i>International Business Review</i>.</p>

	<p>Hauser, C., and Werner, A. (2010). Fostering International Entrepreneurship: Are SMEs targeted adequately by official foreign trade promotion schemes? The Social Science Research Network (SSRN). Available at: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1120824</p> <p>IETM (2016), To sell or not to sell? An introduction to business models (innovation) for arts and cultural organisations. European Commission. Available at: https://www.ietm.org/en/publications/to-sell-or-not-to-sell-an-introduction-to-business-models-innovation-for-arts-and</p>
Other Information Sources	<p>The 2014 European Competitiveness Report "Helping Firms Grow"</p> <p>The EU Public Administration Scoreboard</p> <p>The European Commission, 2013, Adapting Legislation to Minimise Regulatory Burdens for SMEs: Best Practice Examples. Available from: https://ec.europa.eu/info/law/law-making-process/planning-and-proposing-law/impact-assessments_en</p>

Leadership

Course code	CETS_029		
Course title	LEADERSHIP		
LQF level	Level 6		
Credit points	Latvian	2	ECTS3
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience	Individual studies
	160	76	84
Total hours	160 academic hours		
Language	Latvian		
Course type	Compulsory elective study course (B)		
Study semester	5 th semester		
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova		
Course objective/scope	<p>Course is focused on the development of leadership skills and knowledge on the solutions for various leadership matters in SMEs, including management ethical, communication and psychological aspects. It aims to provide knowledge on the diverse leadership functions, methods styles and techniques.</p> <p>Course content:</p>		

	<p>The concepts, theory of leadership. Leadership styles. Characteristics and capabilities of leaders (typologies of personalities) Organizational structure and culture. OCEAN-Model - Big Five personality traits. Leadership techniques and approaches ("360 feedback", etc.). Leading yourself, others and organization. Corporate culture. Error culture. Teamwork, cooperation, project work. Employee Motives, needs, motivation and orientation. Communication, communication techniques. Appraisal interview to appreciative dialogue (appreciation, recognition, respect, mindfulness, attentiveness). Ethical aspects. Actual trends: work-ageing-health; psychological work contract; work ability & (work) well-being; compatibility of work and private life; empathy and respect for otherness (diversity).</p>
Learning outcomes	<p>After the course completion, students should be able:</p> <ul style="list-style-type: none"> ○ to demonstrate knowledge on the theoretical aspects of leadership and different approaches, techniques; ○ to plan the process of leadership development bringing in leadership theory and self-development; ○ to plan the leadership process of organisation considering different aspects of organisation – structure, culture; ○ to understand the principles of communication for leading employee, teamwork, projects and develop communication between the employees (principles of cooperation, empathy for diversity); ○ to have skills to identify and assess the needs/motives of workers; ○ to plan the well-being of workers considering different physical and psychological aspects, natural changes (ageing), to develop workers empathy to company;
Requirements for obtaining passing the course	<p>The final mark (using a 10-point scale) is formed on the basis of the following assessments:</p> <ol style="list-style-type: none"> 1. Test – 20%; 2. Course project (research analysis on the management problems of certain SME/ organisation)- 30%; 3. Seminar task – 15%; 4. Seminar assessment (participation in discussions) - 10%; 5. Exam – 25%
Final examination	Written exam
Bibliography	

Required Reading	<p>Martin, A.M., Roberts, K.R. (2019), Leadership: strategic thinking, decision making, communication, and relationship building, Chicago: ALA Editions.</p> <p>Meyer, R., Meijers, R. (2017), Leadership Agility: Developing Your Repertoire of Leadership Styles, Routledge.</p> <p>Williams, Ron, Weber, Karl (2019) Learning to Lead: The Journey to Leading Yourself, Leading Others, and Leading an Organization, Greenleaf Book Group Press.</p>
Additional suggested reading	<p>Covey, S.R. (2020), The 7 Habits of Highly Effective People, Simon & Shuster (also available earlier editions).</p> <p>Gold, J., Thorpe, R. (2010), Leadership and Management Development in Small and Medium-Sized Enterprises: SME Worlds, in R. Thorpe, Gower Handbook of Leadership and Management Development, 5th edition.</p> <p>Hickman, G.R. and Knouse, L. E. (2020), When leaders face personal crisis: the human side of leadership, London; New York: Routledge, Taylor & Francis Group.</p> <p>Hickman, G.R., Knouse, L.E. (2020), When Leaders Face Personal Crisis - The Human Side of Leadership, NY: Routledge.</p> <p>Kouzes, J.M., Posner, B.Z. (2017), The Leadership Challenge, 6th edition, Jossey-Bass.</p> <p>Madanchian, M.A., and Taherdoost, H. (2017), Role of Leadership in Small and Medium Enterprises (SMEs), International Journal of Economics and Management Systems. Available at: https://www.ias.org/ias/filedownloads/ijems/2017/007-0033(2017).pdf.</p> <p>The Arbinger Institute (2010), Leadership and Self-Deception: Getting Out of the Box, Berrett-Koehler Publishers.</p> <p>Northouse, P.G. (2015), Leadership: Theory and Practice, SAGE Publications.</p> <p>Burke, R. (2014), Project management leadership: building creative teams, 2nd edition, Hoboken, New Jersey: Wiley.</p>
Other Information Sources	<p>Organisational Cultural theory: https://www.youtube.com/watch?v=aSbBxwxZiY</p> <p>Edgar Schein - Culture, Leadership & Humble Inquiry: https://www.youtube.com/watch?v=7MwebWXtKBs</p> <p>Harvard Business Review: https://hbr.org/2004/01/understanding-leadership</p>

Political & Legal Environment of Global Business

Course code	CETS_030		
Course title	POLITICAL & LEGAL ENVIRONMENT OF GLOBAL BUSINESS		
LQF level	Level 6		
Credit points	Latvian	2	ECTS 3
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience	Individual studies
	80	38	42
Total hours	80 academic hours		
Language	Latvian		
Course type	Compulsory elective study course (B)		
Course availability	5th semester		
Person responsible for the course	Prof. Dr. Tatjana Muravska, Dr. Sergejs Stacenko, Dr. Romāns Putāns		
Course objective/scope	<p>The objective of the course is to give a compact, clear, and accurate picture of the development of global business through the evaluation of a unique experiment in the European history that led to the economic, political, legal, and monetary integration of countries.</p> <p><u>Course content:</u> History of community formation. Development of the modern EU. Main treaties. Integration ideas. Identity of Europeans. Union institutions and their competences. The institutional structure of the EU and the competences of the key institutions; Legislation and decision-making process; Key legislative acts and decision-making procedures; Socio-economic policy as an instrument of harmonisation and integration. Division of competences; Discussions on aspects of exclusive and shared competences discussed previously (in the lecture on legislation and decision-making process); Key policies of the European Union: shared and supportive competences; Shared competences and the set of supportive activities; Impact of the Lisbon Treaty on the integration of Europeans, EU budgets, European Semester, EU role in the world, EU expansion prospects;</p>		
Learning outcomes	After successful completion of the study course, students will gain:		

	<ul style="list-style-type: none"> ○ insight into the specifics and regularities of the global business environment in the context of entrepreneurship; ○ Ability to analyse and study the political and legal environment of global business, to draw conclusions; ○ To understand the specifics of national policy and their impact on entrepreneurship, both locally and globally; ○ ability to analyse the principles and specifics of national policy making; ○ ability to describe specifics of the legal environment.
Requirements for obtaining passing the course	<p>The final mark (10-point grading scale) will be calculated by summing up all marks based on the:</p> <ol style="list-style-type: none"> 1. attendance of classes; 2. participation in seminars; 3. practical work and exam.
Final examination	Written exam
Bibliography	
Required Reading	<p>Wheelen, T. L., Hunger, J., D. (2011), Strategic Management and Business Policy: Toward Global Sustainability, 13th Ed., Prentice Hall, 912 p.</p> <p>Head, J. W. (2012), Global Business Law: Principles and Practice of International Commerce and Investment, 3rd Ed., Carolina Academic Press, 900 p.</p> <p>Hill, C. W. (2014), International Business: Competing in the Global Marketplace, 10th Ed., McGraw-Hill/Irwin, 702 p.</p>
Additional suggested reading	Peng, M. W. (2013), Global Business, Cengage Learning.
Other Information Sources	<p>https://www.doingbusiness.org/</p> <p>https://www.worldbank.org/</p> <p>Lisbon Treaty</p>

Finances and Investments

Course code	CETS_034			
Course title	FINANCES AND INVESTMENTS			
LQF level	Level 6			
Credit points	Latvian	2	ECTS	3

Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience	Individual studies
	80	38	42
Total hours	80 academic hours		
Language	Latvian		
Course type	Obligatory (A), Field specific theoretical basic study courses and IT study courses		
Study semester	6th semester		
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova		
Course objective/ scope	<p>In order to equip students with professional skills in financial enterprise management, the course is aiming to provide basic knowledge and skills of the most significant financing forms and investments (including cooperation with banks), their main features (pros and cons), the main principles of forming the structure of capital and the factors and the main methods of financial & investments planning.</p> <p>Prerequisites for learning is the course on Financial accounting. Course can be divided into two separate modules – finances/ investments, if necessary.</p> <p><u>Course content:</u></p> <p>Main forms, concepts and principles of financing (capital structure, types of financing, financing with owner's equity, external financing, internal financing, etc.).</p> <p>Financial planning.</p> <p>Investment calculation procedures.</p> <p>Main forms, concepts and principles related to investments.</p> <p>Investment planning.</p> <p>Financial instruments.</p> <p>Financial risk management.</p>		
Learning outcomes	<p>Students should be able:</p> <ul style="list-style-type: none"> to demonstrate and discuss the main forms, concepts and principles related to financial matters of enterprise; to evaluate, explain differences and select instruments to finance enterprises according to their actual situation; to calculate the types of financing in different situations; to identify and critically discuss basic financing options for SMEs; to demonstrate and discuss the main forms, concepts and principles related to investments; to determine the need for investment; to use an investment account as a tool to solve decision problems; 		

	<ul style="list-style-type: none"> to apply and critically evaluate static and dynamic procedures related to the investment account; to develop financial plans and predict potential financial risks.
Requirements for obtaining passing the course	<p>The final mark (using a 10-point scale) is formed on the basis of the following assessments:</p> <ol style="list-style-type: none"> 1. Attending lectures – not compulsory; 2. attending seminars – compulsory; 3. Intermediate assessment (3 written tests) – (75%) <p>Final assessment – (25%)</p>
Final examination	Written examination
Bibliography	
Required Reading	<p>Hawawini, G., Viallet, C. (2011), Finance for executives: managing for value creation - Ohio: SouthWestern Cengage Learning.</p> <p>Head, A., Watson, D. (2016), Corporate Finance: Principles and Practice, 7th edition, Pearson.</p> <p>Scott B. Smart, S.B, Zutter, Ch. J. (2019), Principles of Managerial Finance, Brief, Global Edition, 8th edition, Pearson.</p> <p>Country specific (example of Latvia):</p> <p>Rurāne, M. (2019), "Finanšu pārvaldība un analīze" Rīga: Avots.</p> <p>Praude, V. (2010), Finanšu instrumenti – Rīga: Burtene.</p>
Additional suggested reading	<p>Mayer, C. Micossi, S., Onado, M., Pagano, M. and Polo, A. (2018), Finance and Investment: The European Case.</p> <p>Thompson, J. (2019), What Is Financial Risk Management? Available at: https://smallbusiness.chron.com/financial-risk-management-43326.html</p> <p>Kennon, J. (2020), Equity and debt are the choices on the small business investment menu. Available at: https://www.thebalance.com/types-of-investments-in-small-business-357246</p>
Other Information Sources	<p>Ministry of Finance</p> <p>National Bank</p> <p>Harvard Review</p> <p>Normative act regulating financial markets</p>

Strategic and Change Management

Course code	CETS_035
Course title	STRATEGIC AND CHANGE MANAGEMENT

LQF level	Level 6			
Credit points	Latvian	4	ECTS	6
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	160	76		84
Total hours	160 academic hours			
Language	Latvian			
Course type	Compulsory elective study course (B)			
Course availability	6 th semester			
Person responsible for the course	Dr. Romāns Putāns, Dr. Ieva Kalve			
Course objective/ scope	<p>The course aims to provide students with knowledge on the nature of change management, key theories and development trends. To familiarise themselves and analyse the experience accumulated in Europe and Latvia, raise awareness of business processes in terms of change management.</p> <p>The course aims to provide students with knowledge and expertise on a variety of strategic management models, instruments and mechanisms for sustainable business.</p> <p><i>The course consists of two parts – change management and strategic management. Each part can be implemented separately.</i></p> <p><u>Course content:</u></p> <p>Nature and trends of change at the global, European and national level. An individual and organisation in change. Problems and approaches to solving changes. Basics of system thinking. Terminology: stakeholders, learning organisation, organisational well-being, etc. Impact of the internal and external environment. Their identification, proactivity, prevention. Change management: conceptual recommendations and models. The roles of management and HR during major change initiatives. The role of a manager/ leader in change. ---</p> <p>The importance and role of strategy. Functions and basic elements in strategic management: people, mission, vision and planning. Strategic planning process and tools. Analysis of external and internal environment, competitive analysis.</p>			

	<p>Specific aspects of strategy: ethics, sustainability, globalization, mergers and acquisitions, types of collaboration.</p> <p>Change: reasons and opportunities.</p> <p>The importance of successful strategic and change management in the sustainability of the organization.</p>
Learning outcomes	<p>Students should be able to:</p> <ul style="list-style-type: none"> to understand the ongoing processes, and the nature and current issues of change management; to use the acquired knowledge creatively and react in accordance with the situation (changes); to have knowledge on the SWOT and PEST; to Understand, plan and guide changes in organisations.
Requirements for obtaining passing the course	<p>The final mark (using a 10-point scale) is formed on the basis of the following assessments:</p> <ol style="list-style-type: none"> attendance – 5%; activity in seminars, teamwork and readings – 30%; presentations – 35%; exam – 30%.
Final examination	Online multiple-choice test or a written report
Bibliography	
Required Reading	<p>Miller, D., & Proctor, A. (2016), Enterprise Change Management: How to Prepare Your Organization for Continuous Change. London, United Kingdom: Kogan Page.</p> <p>Stanford, J. (2016), Breaking the Cycle of Failed Change Management. Alexandria, VA: Association for Talent Development.</p>
Additional suggested reading	<p>Hughes, M. (2019), Managing and leading organizational change, London; NY: Routledge.</p> <p>Hodges, J. (2019), Employee engagement for organizational change: the theory and practice of stakeholder engagement, London; New York, NY: Routledge.</p> <p>Watkins, A., Dalton, N. (2020), The HR (R)Evolution: change the workplace and change the world, Abingdon; NY: Routledge, Taylor & Francis Groups.</p> <p>Parry, W. (2015), Big Change, Best Path: Successfully Managing Organizational Change with Wisdom, Analytics and Insight, London: Kogan Page.</p>
Other Information Sources	<p>National and international level newspapers/journals/ media on business news</p> <p>Harvard Business Review</p>

E-commerce

Course code	CETS_036			
Course title	E-COMMERCE			
LQF level	Level 6			
Credit points	Latvian	2	ECTS	3
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	80	38		42
Total hours	80 academic hours			
Language	Latvian			
Course type	Compulsory elective study course (B)			
Study semester	6 th semester			
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova			
Course objective/ scope	<p>To equip students with knowledge and skills on the main principles, the theoretical and practical aspects of e-business and e-commerce.</p> <p><u>Course content:</u></p> <p>Basic principles and concept of e-commerce and e-business. Business models in e-commerce. Infrastructure of e-commerce. Marketing and target audience. Supply chain management. E-invoicing. Electronic payment systems. Technologies/solutions, security, legislation related to e-commerce. National regulation related to e-commerce.</p>			
Learning outcomes	<p>Students should be able:</p> <ul style="list-style-type: none">○ to have understanding on how to plan, organise and implement electronic business;○ to present and discuss the basic principles and concepts of e-commerce and e-business, and their application in practice;○ to distinguish types of e-commerce business models;○ to explain and discuss the supply chain management;○ to plan and organise infrastructure for e-commerce;○ to present and make selection on the available digital solutions and tools for electronic business implementation;○ to demonstrate understanding on the payment systems and business protection on the Internet;○ to have orientation in legislation relevant to e-commerce.			
Requirements for obtaining passing the course	<p>The final mark (using a 10-point scale) is formed on the basis of the following assessments:</p> <ol style="list-style-type: none">1. Home assignments (case analysis), online quizzes – 40%;2. Course project and its presentation – 20%;3. Intermediary test – 20%;			

	4. Course examination – 20%.
Final examination	Written exam
Bibliography	
Required Reading	<p>Chaffey, D., Smith, P.R. (2017), Emarketing Excellence. Planning and optimizing your digital marketing, 5th Edition, Oxon: Routledge.</p> <p>Chaffey, D. (2011), E-business & E-commerce Management: Strategy, Implementation and Practice, 5th edition, Harlow, England; NY: Pearson/Financial Times Prentice Hall.</p> <p>Laudon, K. C., Traver, C. G. (2018), E-commerce: Business, Technology, Society, Boston: Pearson.</p> <p>Mohapatra, S. (2013), E-commerce Strategy: Text and Cases, New York: Springer.</p> <p>Schneider, G. (2017), Electronic Commerce, 12th Edition, Stamford: Cengage Learning.</p>
Additional suggested reading	<p>Turban, E., Outland, J., King, D. et al (2018), Electronic Commerce 2018: a Managerial and Social Networks Perspective, Cham, Switzerland: Springer International Publishing.</p> <p>Singh, N. (2012), Localization strategies for Global E-Business, New York: Cambridge University Press.</p> <p>European Commission, Legal regulations for e-commerce – https://ec.europa.eu/growth/sectors/tourism/business-portal/understanding-legislation/legal-regulations-e-commerce_en</p>
Other Information Sources	<p>E-Commerce Directive – https://ec.europa.eu/digital-single-market/en/e-commerce-directive</p> <p>EURACTIVE, News on E-commerce – https://www.euractiv.com/sections/e-commerce/</p> <p>New EU Rules on E-commerce – https://ec.europa.eu/digital-single-market/en/new-eu-rules-e-commerce</p> <p>State Revenue Service of Latvia, informative materials – https://www.vid.gov.lv/lv/informativie-materiali-2 (for Latvian market)</p>

Supply Chain and Logistics

Course code	CETS_037		
Course title	SUPPLY CHAIN AND LOGISTICS		
LQF level	Level 6		
Credit points	Latvian	4	ECTS
			6
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience	Individual studies
	180	76	84

Total hours	180 academic hours
Language	Latvian
Course type	Compulsory elective study course (B)
Study semester	6th semester
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova
Course objective/scope	<p>To provide basic knowledge on the main aspects of the logistics and supply change management (strategy, source of raw materials or services, manufacturing, delivery and return system (for defective or unwanted products)), including their risks, as well as to present the international experience in the use of logistics and supply chains for efficient business process management.</p> <p>Course can be divided into two separate modules – supply change / logistics, if necessary.</p> <p><u>Course content:</u></p> <p>Basic principles and concepts of supply chain management. Strategies of supply chain management. Models for creating supply chain management. Plan, control, and optimization of supply, production, and distribution management. Supply chain risks. Basic principles and concepts of logistics. Logistics strategy and logistics controlling. IT and digital tools in logistics. External transportation. Modelling and coordination of logistics networks.</p>
Learning outcomes	<p>Students should be able:</p> <ul style="list-style-type: none"> ○ to explain the basic principle and concepts of supply chain; ○ to discuss and perform tactical/ strategic planning and modelling of supply chain; ○ to differentiate and evaluate models for creating supply chain management; ○ to present and analyse planning, control, and optimization of supply, production, and distribution management; ○ to understand and assess the risk management in supply chain; ○ to explain the basic principle and concepts of logistics; ○ to draft and apply strategies for logistics and their controlling; ○ to understand the design problems of transportation's logistics systems in supply chain; ○ to compare, evaluate and select IT solutions in logistics; ○ to plan external transport; ○ to identify and critically discuss the possibilities and

	limitations of modelling and coordination of logistics.
Requirements for obtaining passing the course	<p>The final mark (using a 10-point scale) is formed on the basis of the following assessments:</p> <ol style="list-style-type: none"> 1. Active participation in the class; 2. Individual and group assignments (including game performance and reports) – 40%; 3. Written exam – 60%.
Final examination	Written exam
Bibliography	
Required Reading	<p>Chopra, S., Meindl, P. (2013), Supply Chain Management: Strategy, Planning and Operation, 5th edition, Pearson. Available at: https://base-logistique-services.com/storage/app/media/Chopra_Meindl_SCM.pdf (also 7th edition is available).</p> <p>Christopher, M. (2016), Logistics and Supply Chain Management, 5th edition, Pearson Education Limited; 4th edition (2011), available at: shorturl.at/apxJZ</p> <p>Coyle, J.J., Novack, R.A, Gibson, B.J., and Bardi, E.J., (2011), Management of transportation, Cengage.</p> <p>Heizer, J. Render, B. (2014), Operations Management: Sustainability and Supply Chain Management, Boston: Pearson Education.</p> <p>Hugos, M.H., (2018), Essentials of Supply Chain Management, 4th Edition, Wiley.</p> <p>Simchi-Levi, D., Kaminsky, P., Simchi-Levi, E. (2008), Designing and Managing the Supply Chain, 3rd Edition, McGraw Hill.</p>
Additional suggested reading	<p>Myerson, P.A. (2015), Supply Chain and Logistics Management Made Easy: Methods and Applications for Planning, Operations, Integration, Control and Improvement, and Network Design, Pearson.</p> <p>Olson, D. L. (2012), Supply chain information technology, New York: Business expert press; 2nd edition (2014).</p> <p>Waters, D. (2011), Supply chain risk management: vulnerability and resilience in logistics, 2nd edition, London; Philadelphia: Kogan Page.</p>
Other Information Sources	

HR Recruitment Techniques

Course code	CETS_038		
Course title	HR RECRUITMENT TECHNIQUES		
LQF level	Level 6		
Credit points	Latvian	2	ECTS 3
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience	Individual studies
	80	38	42
Total hours	80 academic hours		
Language	Latvian		
Course type	Compulsory elective study course (B)		
Study semester	6th semester		
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova		
Course objective/scope	<p>Course is aiming to provide knowledge on the various strategies and tools that can be used for the employee's selection and their practical application, depending on the specific nature of the company and the requirements for the vacant position. Practical simulations are part of the course.</p> <p><u>Course content:</u> Basic principles of the recruitment process implementation. Recruitment and selection methods and tools, their differences and implementation (internal, external, social media, etc.). Job specification. Recruitment plan (costs, selection of methods). Selection and decision-making process (including practical simulation).</p>		
Learning outcomes	<p>After completing course, students should be able:</p> <ul style="list-style-type: none"> ○ To categories recruitment methods and tool and to distinguish their pros and cons; ○ to select and practically apply techniques for employee recruitment; ○ to plan strategy for the recruitment and selection process based on the nature and needs of the company, and calculate the required costs; 		
Requirements for obtaining passing the course	<p>The final mark (using a 10-point scale) is formed on the basis of the following assessments:</p> <ol style="list-style-type: none"> 1. Active participation in the class; 2. Individual and group assignments (strategy (plan) and recruitment or selection simulation) – 60%; 3. Test type exam – 40%. 		
Final examination	Test type exam		

Bibliography	
Required Reading	<p>Cooper, D., Robertson, I.T. & Tinline, G. (2003), Recruitment and Selection: a Framework for Success, Thomson.</p> <p>Picardi, C.A. (2019), Recruitment and Selection: Strategies for Workforce Planning & Assessment, Thousand Oaks, California: SAGE.</p> <p>Faremouth, M.A., (2017), Revolutionary Recruiting: How The Faremouth Method Helps Job Seekers, Recruiters and Businesses Learn To Match People With Their Passions</p>
Additional suggested reading	<p>Black, T., (2010), How to Use Social Media as a Recruiting Tool, Inc. Available at: http://www.inc.com/guides/2010/04/social-media-recruiting.html</p> <p>Lindow, A., (2011), How to Use Social Media for Recruiting, Mashable, Available at: http://mashable.com/2011/06/11/social-media-recruiting</p>
Other Information Sources	<p>Practical example – Recruitment at the IBM – https://www.ibm.com/employment/</p>

Coaching, Qualifications of Trainers

Course code	CETS_041			
Course title	COACHING, QUALIFICATIONS OF TRAINERS			
LQF level	Level 6			
Credit points	Latvian	2	ECTS	3
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	160	96		64
Total hours	160 academic hours			
Language	Latvian			
Course type	Compulsory elective study course (B)			
Study semester	7 th semester			
Person responsible for the course	Romāns Putāns, PhD-c. Denize Ponomarjova			
Course objective/ scope	<p>The aim of the course is to provide students with knowledge necessary for the organisation of the training for trainers and coaching teams.</p> <p><u>Course content:</u></p> <p>Basic principles and concepts of coaching.</p> <p>Cases of practical applications.</p> <p>Personal coaching: examples, principles, approaches.</p> <p>Team coaching: examples, principles, approaches.</p> <p>Checking training requirements.</p>			

	<p>Planning and preparation of training.</p> <p>Employment of trainees.</p> <p>Implementation of training.</p> <p>Selection and application of training methods and media, using educational assistance and promoting the development of outstanding trainees.</p> <p>Developing learning and teamwork.</p> <p>Evaluation of performance.</p> <p>Completing education.</p>
Learning outcomes	<p>Students should be able:</p> <ul style="list-style-type: none"> to discuss and define requirements (legal, social and economic) for training in company; to identify the need of training and evaluate its possibilities; to plan, prepare and implement training according to the needs of the company; to analyse suitable training methods and tools; to promote learning among trainees, taking into account individual learning conditions and team processes; to assess the results of the training and performance of the company (to monitor progress)
Requirements for obtaining passing the course	<p>The final mark (using a 10-point scale) is formed on the basis of the following assessments:</p> <ol style="list-style-type: none"> Active participation in the class; Individual and group assignments (including game performance and reports) – 40%; Students organises training and mentoring sessions to each other – 60%.
Final examination	<p>Practical work: students organise the training and mentoring sessions to each other. At the end, the evaluation and group discussion is performed (if possible, with involvement of professional trainer/coach).</p>
Bibliography	
Required Reading	<p>Garvey, B., Stokes, P., Megginson, D. (2018), Coaching and Mentoring: theory and practice, 3rd ed., London: SAGE.</p> <p>Megginson, D., Whitaker, V. (2007), Continuing Professional Development, Kogan Page Publishers.</p> <p>Thorpe, S., Clifford, J. (2003), The Coaching Handbook: An Action Kit for Trainers & Managers, Kogan Page Publishers</p> <p>Wilson, C. (2007), Best Practice in Performance Coaching: a Handbook for Leaders, Coaches, HR Professionals and Organizations, Kogan Page Publishers.</p>
Additional suggested reading	<p>Berger L.A., Berger D., (2018), The Talent Management Handbook: Making Culture: a Competitive Advantage by Acquiring, Identifying, Developing, and Promoting the Best People, 3rd ed.</p>

	Francis, H., Holbeche, L., Reddington, M. (2012), People and Organisational Development: A new Agenda for Organisational effectiveness, London: Chartered Institute of Personnel and Development.
Other Information Sources	Farvaque, N., Eckhard Voss, E., et al (2009), Guide for Training in SME's, European Commission. Available at: https://ec.europa.eu/social/BlobServlet?docId=3074&langId=en Human Resource Management Journal. Journal of Occupational and Organizational Psychology.

Risk and Quality Management

Course code	CETS_042			
Course title	RISK AND QUALITY MANAGEMENT			
LQF level	Level 6			
Credit points	Latvian	2	ECTS	3
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	160	76		84
Total hours	160 academic hours			
Language	Latvian			
Course type	Obligatory (A), Field specific theoretical basic study courses and IT study courses			
Study semester	7 th semester			
Person responsible for the course	Romāns Putāns, PhD-c. Denize Ponomarjova			
Course objective/scope	<p>The study course provides students with the basic theoretical knowledge and practical actions on the quality management principles, risk management processes and their importance in the management of a business.</p> <p><u>Course content:</u></p> <p>Basic principles and concepts of risk management.</p> <p>Management of opportunities.</p> <p>Economic nature and types of risks. Risks management in different sectors.</p> <p>Risk analysis, control and evaluation.</p> <p>Methods and tools for assessment, planning and implementing risk management in SMEs.</p> <p>Risk management: standards of good practice. Business crisis management.</p> <p>Risk insurance.</p>			

	<p>Basic principles and concepts of quality management. Quality system and process approach.</p> <p>Quality management standards.</p> <p>Self-assessment system and business excellence.</p> <p>Methods and tools for quality management analysis.</p> <p>Quality costs.</p>
Learning outcomes	<p>Students should be able:</p> <ul style="list-style-type: none"> to discuss basic principles of the risks, risk assessment and management methods. to evaluate entrepreneurial activities in relation to their inherent risks. to explain the different risks and their consequences in SMEs. to evaluate the most appropriate risk management solutions and tools, and understand their practical applications. to identify opportunities to manage. to plan and manage project risks. to discuss the basic principles and characteristics of quality management. to explain the quality of self-assessment system and its benefits. to understand the possibilities to integrate quality management as a system into the processes of entrepreneurship. to understand the quality improvement methods/tools and their application. to plan quality management processes and identify quality costs in order to improve quality of services and products.
Requirements for obtaining passing the course	<p>The final mark (using a 10-point scale) is formed on the basis of the following assessments:</p> <ol style="list-style-type: none"> Attendance of seminars and lectures, participation in class activities (discussions, debates) – 5%; Test (x3) – 30%; Independent work & presentation (report, practical situation analysis) – 35%; Test type exam and case analysis – 30%.
Final examination	Test type exam and case analysis
Bibliography	
Required Reading	<p>Grouhy, M., Dan, G., Mark, R. (2006), The Essentials of Risk Management. The McGraw- Hill Companies, Inc.</p> <p>Hopkin, P. (2017), Fundamentals of Risk Management: understanding, evaluating and implementing effective risk management, 4th ed., London: Kogan Page. Available at: https://www.pdfdrive.com/fundamentals-of-risk-management-understanding-evaluating-and-implementing-effective-risk-management-e188600007.html</p> <p>Pritchard, C. L. (2015), Risk Management Concepts and Guidance, 5th ed., Boca Raton: Taylor & Francis Group. Available at:</p>

	https://zu.edu.jo/UploadFile/Library/E_Books/Files/LibraryFile_151624_32.pdf Sartor, M., Orzes, G. (2019), Quality Management: tools, methods and standards, Bingley: Emerald Publishing.
Additional suggested reading	Benjamin, A.S. (2017), Enterprise risk and opportunity management: concepts and step-by-step examples for pioneering scientific and technical organizations, Hoboken: Wiley. Bérard, C., Teyssier, Ch. (2018), Risk Management: Lever for SME Development and Stakeholder Value Creation, Wiley. Godfrey, P.C., Lauria, E. and Bugalla, J. (2020), Strategic Risk Management: New Tools for Competitive Advantage in an Uncertain Age, Berrett-Koehler Publishers, Inc. (eBook). Goetsch, D. L., Davis, S. B. (2014), Quality management for organizational excellence: introduction to total quality, 7th ed.
Other Information Sources	International Organisation of Standardization: https://www.iso.org/home.html

Methodology Seminar – Bachelor Thesis Development

Course code	CETS_044			
Course title	BACHELOR THESIS DEVELOPMENT METHODOLOGY SEMINAR			
LQF level	Level 6			
Credit points	Latvian	3	ECTS	3
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	80	34		46
Total hours	80 academic hours			
Language	Latvian			
Course type	Obligatory (A), Field specific theoretical basic study courses and IT study courses			
Course availability	8 th semester			
Person responsible for the course	Dr. Romāns Putāns			
Course objective/ scope	To master the writing principles of a Bachelor thesis, to improve the understanding of scientific research methodology, facilitate knowledge about the development of the bachelor’s thesis research methodology, selection and application of the research methodology, structure and development process.			

	<p><u>Course content:</u></p> <p>Research and typology of research work. Methodology and structure of the research process. Research methods and their selection. Stages of research organization. Bachelor's thesis structure.</p>
Learning outcomes	Students will be able to perform the development of the scientific work such as Bachelor Thesis according to the general standards, as well as to perform qualitative and quantitative research.
Requirements for obtaining passing the course	<p>In order to pass the course (pass/fail), students should:</p> <ol style="list-style-type: none"> 1) Develop the Bachelor's thesis application; 2) Present the Bachelor's thesis application.
Final examination	Development and presentation of the application of the thesis. Course passing is marked as "passed"/ "failed".
Bibliography	
Required Reading	<p>Creswell, J.W. (2013), Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th ed, SAGE.</p> <p>Sekaran, U. and Bougie, R. (2013), Research Methods for Business: A Skill-Building Approach, 6th ed.</p> <p>Country-specific (example of Latvia):</p> <p>Mārtinsone, K., Pipere, A., Kamerāde, D. (2016), Pētniecība: teorija un prakse, RaKa.</p>
Additional suggested reading	University specific material – Methodological guidelines on the thesis development.

Bachelor's Thesis Development and Defence

Course code	CETS_045			
Course title	BACHELOR'S THESIS DEVELOPMENT & DEFENCE			
LQF level	Level 6			
Credit points	Latvian	12	ECTS	18
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience	Individual studies	
	481	0	481	
Total hours	481 academic hours			
Language	Latvian			
Course type	Obligatory (A)			
Study semester	8 th semester			

Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova
Project objective/scope	<p>The aim of final project (Bachelor Thesis) is to develop professional skills of students by applying theoretical knowledge and practical skills acquired during the entire study process and practicum (work-based placement). Bachelor thesis is independent work under the guidance of a scientific supervisor.</p> <p>The final project should focus on the topics related to actualities or challenges of the enterprises and/or HR management process.</p> <p><u>Project covers:</u> Organization and development of research work. Consultations with the scientific supervisor. Presentation and defence of the Bachelor Thesis.</p>
Learning outcomes	After completing the final project of the programme students should demonstrate the ability to define or identify the problem related to business processes or HR management, investigate it and find the potential solutions (methods, instruments) as well as to plan, design strategies for practical use at the enterprise.
Requirements for obtaining passing the project	<p>The successful evaluation (10-point scale mark) is formed on the basis of the following assessments:</p> <ol style="list-style-type: none"> 1) Evaluation of the written bachelor thesis submitted by the reviewer. 2) Presentation of the Bachelor Thesis. 3) Discussion (Q&A session).
Final examination	Successful presentation and defence of the Thesis
Bibliography	
Required Reading	University (study programmes') guidelines on the requirements for the development and defence of Bachelor Thesis.
Additional suggested reading	
Other Information Sources	

Educational Practice 1 - Project "Knowledge Integration"

Course code	CETS_012
Course title	EDUCATIONAL PRACTICE 1 – PROJECT "KNOWLEDGE INTEGRATION"
LQF level	Level 6

Credit points	Latvian	4	ECTS	6
Number of academic hours	Total Contact	Lectures, Seminars, Guided practical experience	Individual studies	Practical elements
	160	8	0	152
Total hours	160 academic hours			
Language	Latvian or English			
Type	Obligatory (A)			
Course availability	2 nd semester			
Person responsible for the course	Dr. Romāns Putāns			
Objective/ scope	<p>Project aims to convert theoretical knowledge into practical skills. Within this project students should conduct an independent research work on entrepreneurship topics, based on the knowledge and skills acquired during the 1st year of studies, choosing the research topic, substantiating the research need, topicality, setting the research aim, tasks and its findings in the conclusion.</p> <p>Among the proposed topics for students – analysis of business processes in certain SMEs, business administration, entrepreneurship tendencies, analysis of strategies/tactics for HR management and other.</p>			
Learning outcomes	<p>Students should:</p> <ul style="list-style-type: none">○ be able independently to conduct research work and to know how to develop logical and structured research in topics related to general economics, entrepreneurship, business administration, human resources – justifying the topicality, setting out the research aim, tasks, hypothesis, applying research methods.○ have knowledge on the principles of searching and structuring information sources.○ demonstrate their ability to present (defend) their research project and to express analytical position on the questions asked.○ be able to compile, structure and present forecasts of industry developments and trends.			
Requirements for obtaining passing the course	The final mark (using a 10-point scale) is formed on the basis of the content quality of elaborated project (50%) and its presentation (50%).			
Final examination	Project presentation			
Bibliography				

Required Reading	HEI's guidelines to conduct the research work Scientific databases available at the HEI
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Educational Practice 2 - Business Plan Development

Project code	CETS_019			
Project title	EDUCATIONAL PRACTICE 2 - BUSINESS PLAN DEVELOPMENT			
LQF level	Level 6			
Credit points	Latvian	4	ECTS	6
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience	Individual studies	Practical elements
	160	8	0	152
Total hours				
Language	Latvian or English			
Course type	Obligatory (A)			
Study semester	3rd semester			
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova			
Course objective/ scope	<p>The course project is a teamwork focusing on the development of business (idea) planning skills, where students should conduct a practical-independent work – elaboration of the Business Plan as well as ability to argue their business idea. It considers an application of previously acquired theoretical knowledge (basic "Business Plan Formula": product/service – analysis of competitors & target market – HR planning – marketing strategy – 2 years financial plan and break-even analysis).</p> <p>The project is continuation of the study courses: Practical Entrepreneurship & Its Tendencies, HR Management in SMEs, Financial Accounting, Marketing in SMEs.</p>			
Learning outcomes	<p>Students should:</p> <ul style="list-style-type: none"> ○ be able to develop a business plan, argue their idea and present it publicly. ○ be able to plan structure of the company and HR, plan marketing strategy and calculate budget for business development (price and costs, profit threshold). ○ be able to describe and analyse aspects of strategic actions of competitors. ○ be able to evaluate and discuss the advantages and disadvantages of using business plans. 			

	<ul style="list-style-type: none"> ○ have further developed overall presentation and communication skills (communication with audience, collaboration with team members).
Requirements for obtaining passing the course	To pass the course project, students should elaborate Business Plan project in small teams (70%, quality of the content) and present/defend their business idea (30%).
Final examination	Presentation of the Business Plan
Bibliography	
Required Reading	<p>Barrow, C., Barrow, P., Brown, R. (2005), The business plan workbook, 5th edition, Kogan Page.</p> <p>Stutely, R. (2012), The Definitive Business Plan: The Fast Track to Intelligent Planning for Executives and Entrepreneurs, 3rd edition.</p>
Additional suggested reading	List of the literature from the relevant courses
Other Information Sources	List of the literature from the relevant courses

Educational Practice 3 - Pitching Business Idea

Project code	CETS_032			
Project title	EDUCATIONAL PRACTICE 3 - PITCHING BUSINESS IDEA			
LQF level	Level 6			
Credit points	Latvian	3	ECTS	4,5
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience	Individual studies	Practical elements
	120	18	0	102
Total hours	120 academic hours			
Language	Latvian/ English			
Course type	Obligatory (A)			
Study semester	5 th semester			
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova			
Course objective/ scope	<p>The course project is designed to develop and train practical skills on business idea presentation and business idea generation. Project is divided into two parts: 1) organisation of workshops on the assessment of the best practices, methods on brainstorming ideas, preparation phase (design of speech for potential investors and customers – a Pitch Deck); 2) pitching of business idea by the interdisciplinary students’ teams or individual projects next to the jury (representatives of the business incubator, SMEs, etc.).</p> <p>The project is continuation of the study courses: Practical Entrepreneurship & Its Tendencies, and Business Communication and Ethics.</p>			
Learning outcomes	<p>Students should:</p> <ul style="list-style-type: none">○ Have improved overall communication skills (communication with audience, leadership, team management).○ Be able to apply the previously acquired communication theory in practice.○ Have further developed presentation skills in a real and simulated business environment.			
Requirements for obtaining passing the course	To pass the course project, students should participate in all the workshops (10%, including quality of activity), prepare a written Pitch Deck (20%) and pitch their business idea (convincing about the viability of business idea), where evaluation of the jury to be considered (70%).			
Final examination	Pitching of business idea next to the jury (representatives of the business incubator, SMEs, etc.).			
Bibliography				

Required Reading	<p>Guidelines on the Pitch Deck and Pitch (including technical requirements)</p> <p>How to Pitch your Startup in 3 Minutes – https://www.youtube.com/watch?v=XWRtG_PDRik</p> <p>How to Pitch Your Business In 60 Seconds – https://www.youtube.com/watch?v=w28idSfNBnc</p> <p>Video tutorials with examples of pitching, storytelling's, e.g., Creative Industry Cup; ABC Accelerator in Slovenia https://www.youtube.com/channel/UCRk447cxYd0LXlyhG7ZwhFw, etc.</p>
Additional suggested reading	<p>CEO of Slidebean: https://www.youtube.com/watch?v=SB16xgtFmco</p> <p>5 Pitch mistakes Entrepreneurs Make, and How to Fix Them: https://www.youtube.com/watch?v=xr1PKaoflLo</p> <p>Cremades A., Corcoran B., The Art of Startup Fundraising: Pitching Investors, Negotiating the Deal, and Everything Else Entrepreneurs Need to Know, 2016., Wiley</p>
Other Information Sources	<p>https://www.biznesainkubators.lv/</p> <p>https://www.rsu.lv/biznesa-inkubators-b-space</p> <p>https://globalpitch.com/#</p> <p>https://startupstips.com/startup-pitch-competitions/</p> <p>https://www.eu-startups.com/tag/pitch-competition/</p>

Practical Placement / Work-Based Learning (1, 2, 3)

Course code	CETS_025, _040, _043			
Course title	PRACTICAL PLACEMENT/ WORK-BASED LEARNING (1, 2, 3)			
LQF level	Level 6			
Credit points	Latvian	26	ECTS	39
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience	Individual studies	Practical elements
	2090	0	0	2090
Total hours	Astronomical hours: 1560 h (~ 39 weeks), Academic hours: 2090 h			
Language	Latvian			
Course type	Obligatory			
Study semester	4th semester – 6 ECTS 6th semester – 6 ECTS 7th & 8th semester – 27 ECTS			
Person responsible for the course	Romāns Putāns, PhD-c. Denize Ponomarjova			

<p>Course objective/ scope</p>	<p>The aim of the work-based learning is to provide students with an in-depth understanding of the practical application of the knowledge acquired in the study programme and to develop students' practical skills and competences in the business operation processes and HR management, thus acquiring professional experience.</p> <p>In order to ensure regular practical application of the theoretical knowledge, practicum (work-based learning) is organised in three modules at the end of the 2nd and 3rd study year as well as during the last two semesters:</p> <p>Practical Placement / Work-based learning – 1 (4th sem.): to apply knowledge acquired from the courses during the two first years and to perform a R&D task for SMEs;</p> <p>Practical Placement / Work-based learning – 2 (6th sem.): to further develop practical skills and ability to solve medium complexity problems in business operations and HR processes;</p> <p>Practical Placement / Work-based learning – 3 (7th and 8th sem.): during the last practicum students should be able to work on more complex business problems.</p> <p>Another model that higher education institutions can apply within the Practical Placement / Work-based learning:</p> <p>Students 4 days works at the enterprise, and Friday, Sunday is devoted to studies at the University (contact hours).</p> <p>National level aspect</p> <p>The work-based learning should be organised based on the Regulation No.484 of Latvian Cabinet of Ministers "Procedures by which Work-based Learning is Organised and Implemented"²</p>
<p>Learning outcomes</p>	<p>Students should be able:</p> <ul style="list-style-type: none"> ○ to plan and organize their own work, promote teamwork skills. ○ to professionally communicate with staff of the company. ○ to understand the practical business and organisation functioning. ○ to analyse the area of activity of the company. ○ to know how to use the management theory of the economy and business processes recognizing and identifying problems, able to choose the right methods to address different problems. ○ to select, analyse and to interpret information, to make data-based decisions, to improve processes by standardising and

² <https://likumi.lv/ta/id/283680-kartiba-kada-organize-un-isteno-darba-vide-balstistas-macibas>

	<p>making them more efficient, by proposing new projects that need to be implemented in the change management processes.</p> <ul style="list-style-type: none"> to apply critical thinking by managing the work process, applying advanced strategic management working methods in a team, using skilled leadership in the decision-making process.
Requirements for obtaining passing the course	At the end of each practicum, students should elaborate the reflection report on the performed projects and achieved results, and to present it after the final practical placement.
Final examination	<p>Placement Report 1</p> <p>Placement Report 2</p> <p>Placement Report 3</p> <p>And practicum specific documentation, if needed</p>
Bibliography	
Required Reading	Guidelines of the Practicum of the study programme "Human resources and Business administration"

Template – description of study course

Course code	CETS_0		
Course title			
LQF level	Level 6		
Credit points	Latvian	2	ECTS 3
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience	Individual studies
Total hours			
Language			
Course type			
Study semester semester		
Person responsible for the course			
Course objective/ scope	<u>Course content:</u>		
Learning outcomes			
Requirements for obtaining passing the course	The final mark (using a 10-point scale) is formed on the basis of the following assessments:		
Final examination			
Bibliography			
Required Reading			
Additional suggested reading			
Other Information Sources			

3 National Legal framework in the KAforHR region

3.1 Latvia

HIGHER EDUCATION AND WORK-BASED LEARNING APPROACH IN LATVIA

Currently there are 27 higher educational institutions in Latvia (universities, higher education schools, academies) which are running academic and professional bachelor's or master's study programmes. In professional higher education studies, not only a degree but also a professional qualification is obtained. Doctoral studies in Latvia are only academic, and they are considered to be both the highest level of education and the beginning of scientific work.

Whereas the college-level studies are classified as first-level professional higher education programmes and are usually acquired in colleges, but higher education institutions can also implement college-level programmes. Graduates of the first-level programmes can continue their studies in related second-level professional programmes or professional bachelor programmes.³

Despite the fact that the approach of work-based learning is considered of a high importance in Latvian education system, there are no yet implemented dual study programmes at the level of higher education, nor specific (separate) regulation for this kind of programmes is available. Also, the term "work-based learning" is more common than the "dual study programme" or "dual education" in Latvia.

So far, most of the attention for work-based learning has been given within the vocational education (VET) – some pilot projects were used to introduce the work-based learning approach, financed from the EU funds (Erasmus+ projects, European Social Fund) or national programmes⁴. And, only few activities of work-based learning have been observed within the higher education – development of the concept for dual study programme "HR and Business Administration" and courses' testing as well as the implementation of training project in the wood sector by using the work-based learning approach (Latvian Agriculture University).⁵

Two important corner stones in the introduction of work-based learning approach in the vocational education:

In 2013, a Declaration of Intent on Latvian and German Cooperation in Vocational Training signed between the Minister of Education and Science of Latvia and the German Ambassador in Latvia were signed, after which a number of education projects and measures have been implemented with the support of the German-Baltic Chamber of Commerce to test the new approach and develop it further.

In 2016, Cabinet of Ministers adopted a Regulation No. 484 "Procedures by which Work-based Learning is Organised and Implemented"⁶ as a part of professional education,

³ <https://www.latvijaskvalifikacijas.lv/en/educational-system/>

⁴ For example, in 2017, the employers' confederation of Latvia launched a seven-year national ESF project to improve working-based learning provision (to finance the scholarship of students working in the enterprise).

⁵ <https://www.izm.gov.lv/lv/darba-vide-balstitas-macibas>

⁶ <https://likumi.lv/ta/id/283680-kartiba-kada-organize-un-isteno-darba-vide-balstitas-macibas>

where procedures and tasks of the involved parties (educational institution, enterprise, sectoral expert council) are defined.

Considering a lack of the separate regulation for dual education in Latvia, the proposed concept and curriculum of the "Human Resources and Business Administration" is developed within the existing legal framework – i.e. under the regulation of professional bachelor study programmes in order to achieve the combination of equal proportion of work-based and university-based learning, maximum approximate to German practice.

LEGAL FRAMEWORK OF THE HIGHER EDUCATION PROGRAMMES

Academic and professional study programmes at the higher educational level are prepared and implemented in accordance with the standard of Latvian educational system which is regulated by the several legal acts:

1. Law on Higher Education Institutions, issued by the Cabinet of Ministers of the Republic of Latvia in 1995 (2 November 1995).
2. Regulations No. 512 "Regulations on the second level professional higher education state standard" issued by the Cabinet of Ministers of the Republic of Latvia (26 August 2014, protocol No. 45 § 31, (in accordance with Section 14, Paragraph 19 of the Education Law).
3. Cabinet of Ministers Regulations No 240 "Regulations on the state academic education standard" (13 May, 2014).

CREDIT POINTS:

Latvia is using a national credit point system in higher education. One Latvian national credit point is accounting unit of studies which corresponds to a student's workload of **40 academic hours (one week of studies)**. The average full-time workload of an academic year in most higher education programmes corresponds to 40 credit points. The Latvian credit point system is compatible with ECTS (according to the Law on HEI):

1 credit point = 1,5 ECTS = 1-week full-time study workload

1 academic year = 60 ECTS = 40 Latvian credit points

academic hour - a unit of work time for studies lasting 45 minutes;

full-time studies - a type of study which corresponds to 40 credit points (60 ECTS) per academic year and not less than 40 academic hours per week;

DURATION OF STUDIES:

Section 57 (1), (2) of the HEI Law is also determining the length of studies. The duration of a full-time bachelor's degree study programme shall be three to four years, whereas a higher vocational (professional) education bachelor's degree shall be awarded if the duration of a programme of full-time studies is at least four years. More detailed information is given below.

GENERAL REQUIREMENTS – goals, tasks and content:

The main requirements for the aim and content of the bachelor programme, that are determined by the Regulations No. 512 of the Cabinet of Ministers of the Republic of Latvia (26 Augusts 2014), are given below ⁷ (*the MAIN POINTS*):

I. General issues

2. The second level professional higher education and the fifth level professional qualification shall be acquired by acquiring the following second level professional study programs (hereinafter - the program):

2.1. **professional bachelor study programs** (hereinafter - bachelor program);

II. Strategic goal and main tasks of the programs

4. The strategic goal of the programs is to provide **professional studies** corresponding to economic, cultural, national defence and security, as well as social needs, based on the theoretical foundations of industry, professional standards (if approved by the Vocational Education and Employment Tripartite Cooperation Sub-Council) and **applicable in practice**.

5. The **main tasks** of the programs are:

5.1. to educate students, ensuring the acquisition of the **5th level professional qualification**, as well as to promote their competitiveness in the changing socio-economic conditions and in the international labour market;

5.2. to ensure the achievement of study results (knowledge, skills and competence) in accordance with the knowledge, skills and competence of the **6th or 7th level of the European Qualifications Framework** (hereinafter - the Framework) specified in the Latvian education classification.

6. The specific goals and tasks of the programme shall be determined in accordance with the strategic goal and main tasks **in cooperation with specialists and employers of the relevant field**.

III. Compulsory content of the bachelor's program

7. The content of the Bachelor's programme provides a set of knowledge, skills and competence in accordance with the knowledge, skills and competence of **the 6th level of the framework** specified in the Latvian education classification.

8. The volume of the Bachelor's programme is at least 160 credit points (**240 ECTS**).

At least such ECTS distribution:

- 30 ECTS – general courses (point 11.1.)

⁷ <https://likumi.lv/ta/id/268761-noteikumi-par-otra-limena-profesionalas-augstakas-izglitiba-valsts-standartu>

- 54 ECTS – industry theory courses (point 11.2.)
- 90 ECTS – specialization courses (point 11.3.)
- 9 ECTS – optional courses (point 11.4)
- 30 ECTS – practice (point 11.5)
- 18 ECTS – bachelor thesis and defence (point 11.6)

Total: 231 ECTS. The rest (9 ECTS) to be added by program`s consideration.

9. Not less than **40 % of the volume of the bachelor's programme** (except for the volume intended for practice and development of a bachelor's thesis or diploma thesis (diploma project)) in full-time studies.

10. The compulsory structure of the Bachelor's programme consists of:

- 10.1. study courses;
- 10.2. practice;
- 10.3. a state examination, a part of which is the elaboration and defence of a bachelor's thesis or diploma thesis (diploma project).

11. The **compulsory content** of the Bachelor's programme consists of:

11.1. **general education study courses in the amount of at least 20 credit points (30 ECTS)** - study courses in humanities and social sciences, including study courses that develop basic social, communication and organizational skills. The study courses include a module for the development of business professional competence (innovation, organization and establishment of companies, management methods, basics of business economics, project development and management, record keeping and financial accounting system, knowledge of labour law regulation, including social dialogue in society, also knowledge of other innovations in business or institution management. The module is implemented using mainly competence training, business games and similar practical methods). ***The module in the amount of at least six credit points is included in all bachelor's programs, if it is not included in the theoretical basic courses of the bachelor's programme field (field of professional activity). The student acquires the module, if it has not been acquired in the previous professional study program;***

11.2. industry (professional field) **theoretical basic courses and information technology courses in the amount of at least 36 credit points (54 ECTS).**

11.3. industry (areas of professional activity) **professional specialization courses in the amount of at least 60 credit points (90 ECTS).**

11.4. **optional part courses in the amount of at least six credit points (9 ECTS).**

11.5. **practice in the amount of at least 20 credit points (30 ECTS).**

11.6. **a state examination**, a part of which is the development and defence of a bachelor's thesis or diploma thesis (**diploma project**), in the amount of **at least 12 credit points (18 ECTS).**

12. In addition to the conditions referred to in Paragraph 11 of these Regulations, the bachelor's programme **shall also include** the content requirements for **study courses specified in the Environmental Protection Law and the Civil Protection Law.**

13. The choice of study courses of the Bachelor's program, the amount and content of study courses, as well as the content of practice in accordance with the acquired professional degree and professional qualification shall be determined **in accordance with the professional standard** (if approved by the Vocational Education and Employment Tripartite Cooperation Sub-Council).

14. During the acquisition of the Bachelor's program, **the student develops and defends at least three study papers.**

15. **The practice shall be implemented in accordance with the practice agreement regarding** the provision of the practice place or in accordance with the decision of the higher education institution regarding the provision of the practice place in the higher education institution itself. The university concludes the practice agreement with the employer. The practice agreement or the decision of the higher education institution on the provision of practice places shall include the practice goals, tasks, practice course planning, practice achievement evaluation procedure, as well as the duties and responsibilities of the parties. The student achieves the goal of the practice based on the acquired knowledge, skills, competence and previous work experience. When determining the goals and tasks of the practice, the content of the practice also includes the student's acquaintance with the management structure and operating principles of the relevant practice organization. Representatives of the organizations with which an agreement on the implementation of the practice has been concluded participate in the determination of the goals and tasks of the practice, as well as in the evaluation of the practice. The higher education institution can also implement a certain part of the practice at the initial stage of studies to form and strengthen the students' idea of the profession to be acquired.

16. If students with previously obtained first level professional higher education are imatriculated in the bachelor's program, then the content and scope of the bachelor's program, as well as the content and scope of the study courses shall be mutually coordinated. The corresponding credit points obtained in the first level professional higher education programs are included in the amount of the bachelor's program.

17. After the acquisition of a bachelor's program, **a professional bachelor's degree** in the field (in the field of professional activity) and a **fifth level professional qualification shall be granted.**

18. A professional bachelor's degree gives the right, continuing the admission requirements in the relevant master's program, to continue education in the academic master's study programme or master's program.

3.2 Germany

Dual study programmes are very popular in Germany due to their practical orientation. Most providers of the dual study courses are universities of applied sciences: 64% of the education providers fall into this category, 23% are academies, 7% universities and dual universities of applied sciences make up a comparatively small proportion of dual study providers (6%).

Since 2004, the number of dual study programs has more than tripled from about 500 to 1,662 entries (2019) and the number of students undergoing initial training have increased from 40 982 in 2004 to 108 202 in 2019, according to the AusbildungPlus database. In 2019, the universities indicated that they would cooperate with ~51 000 practice partners (enterprises).

Analysing the distribution of the dual study programmes by the various faculties and courses of study it appears that the greatest choice is in the economics and engineering – 48% of the dual study programs offered by universities and academies and 59% of those offered by companies are in the Business Administration, Finance & Management Faculty. The figure for the Engineering & Technology Faculty is lower, it is offered by 39% of the education providers and 38% of the companies. The other faculties account for only a comparatively small portion of the study programs on offer.

The main identified trends of the overall development of dual courses of study in the initial training are the following:

- In the period from 2011 to 2019, the overall growth is observed. Thus, the dual study program is establishing itself as a study profile.
- The dual study programmes are consolidating as an independent educational path; especially in the context of the new State Treaty on Accreditation of Studies, where clarifying definitional statements on dual study programs were made.
- The focus of the dual study programmes is further shifting towards the practice-integrating study programmes. The share of this format is 50,5% compared to 34,9% of the training-integrating format.
- The offered dual study programmes continue to differentiate their format, i.e. the combination of practical work experience and higher education, as well as the time and organizational study models. The number of mixed forms of study, i.e. study programs that cannot be clearly assigned to the categories of training or practice-oriented, is now 14,6% (2016: 13,9%).
- Starting from the vocational education and training, new offers are being developed to coordinate vocational and university education, such as the approach of study-integrated training, which is being implemented at the Hamburg University of Cooperative Education and in North Rhine-Westphalia. Dual formats are also being used in study and career orientation, as the example of "Interlocking orientation offerings for vocational and academic training" (VerOnika) shows.

In the German Qualification Framework (DQR), the qualifications are divided into: Specialist skills; Knowledge; Abilities; Personal skills; Social skills and Autonomy. The DQR Level 6 that applies for the bachelor's degree and the master's certificate describes the skills required for planning, implementation and evaluation of comprehensive specialist tasks and for the independent control of process in subsection of an academic field or in a vocational field. The complex structure of the requirements is subject to frequent changes.

EXPECTED ENTRANCE QUALIFICATIONS

The legal requirements for admission to a bachelor's degree course in Lower Saxony is defined as follows in the state higher education act (Article 18 NHG) [12]

- The general higher education entrance qualification,
- The higher education entrance qualification for a special field, and
- The entrance qualification for a university of applied science.
- A Master's certificate or Technician's certificate, or
- The completion of at least a three-year vocational training course in a relevant field with at least three years occupational experience (see the Admission and Matriculation Regulations (ZIO)).

Further requirement is – the conclusion of a contract with a practical partner recognised by the university by the start of the first practical phase.

DUAL STUDY PROGRAMS ARE OFFERED IN GERMANY BY

- a) Berufsakademien Typ II: They offer practice-oriented courses of study, but only Bachelor's courses of study, Master's courses of study are not possible.
- b) Universities of applied sciences. They offer Bachelor and Master programs.
- c) Universities of applied sciences: they offer Bachelor's and Master's programs as well as doctoral programs.

Dual study programs combine learning at the university with learning in the company. About half of the time is spent at the university and half at the company.

A minimum of 180 credit points is required for the Bachelor's examination, of which 30 CP can be earned while learning in a company. The bachelor's degree is equivalent to the "normal" bachelor's degree without any restrictions; it also entitles the holder to study for a master's degree.

There are **VARIOUS FORMS OF DUAL STUDY PROGRAMS**, including combinations with vocational training and / or further education, for example:

- Learning in the university and in the company, but no combination with vocational training and / or further education, only Bachelor degree.
- Learning in the university and in the company, simultaneous completion of a vocational training in the first two years, qualification as journeyman / skilled worker and Bachelor degree.
- Learning in the university and in the company, simultaneous completion of a vocational master craftsman or technician training, Bachelor's degree and vocational master craftsman / technician.

In case of a combination with vocational training and/or further education, the study is usually 1/2 to 1 year longer. Dual courses of studies can be carried out like "normal" courses

of studies in semester form. So that the 50% time of learning in the enterprise does not lead to an extension of the entire study, the study enterprise runs the entire year (in particular also with private universities) and there are only 4 weeks' vacation in the year.

The change between studying at the university and in the company can be done alternatively:

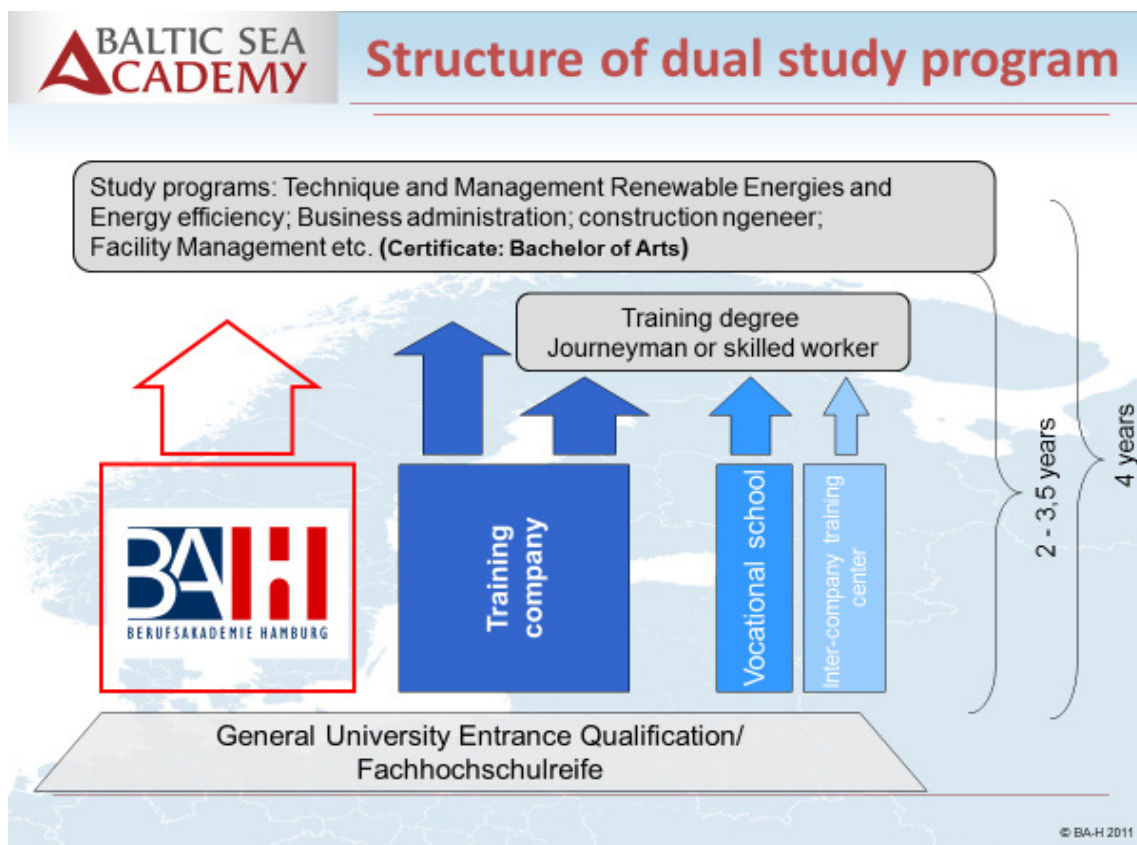
- a) in a block system (e.g. alternating 3 - 4-month long blocks in the university and in the company).
- b) weekly change, e.g. every week from Monday to Wednesday or Thursday in the company and Thursday to Saturday in the university.

In the case of dual courses of study, student concludes a work or training contract with the company and a training contract with the university. The student has the status of a permanent employee or trainee in the company, receives remuneration from the company and is fully insured like any other employee.

In addition, dual courses of study are fully subject to the legal national rules and regulations of the Bologna process, as are all other courses of study.

KEY POINTS ON DUAL BACHELOR'S DEGREE PROGRAM

- a) Prerequisites: A-levels or permission to study at a college/university
- b) Total duration: 3 – maximal 4 years
- c) Structure:
 - 1st- and 2nd-year vocational training in the company and in the vocational school as well as studies at the university or college;
 - After the 2nd year of final examination vocational training (journeyman or skilled worker);
 - 3rd- and 4th-year university or college studies and learning or work in a company;
 - After thr3ee or maximal 4 years Bachelor exam.
- d) Learning venues of the Competence Center: College or University, vocational school and companies
- e) Distribution of training time: 50% in the company and 50% college or university



f) Alternative implementation:

- After completing general education with a degree "University Qualification" 3 - 4 years of vocational training and Bachelor's degree in the Competence Center
- If a course of study only started after completion of the vocational training (first stage of the competence center), the Bachelor's degree can be combined with a professional master's or technician's training in higher education and companies, so that recognized Bachelor's and professional master's or technician's degrees can be acquired in an integrated manner.

3.3 Finland

In Finland it is common to take a baccalaureate and vocational examination at the same time. Some students, who already have vocational qualification continue their studies at higher education institutions, but they have to complete the whole studies required for example for Bachelor's degree.⁸ Some bachelor's degrees require training in practice in their curricula. For example, some construction engineering programmes and nursing programmes contain practicing periods up to 50%.

⁸ <https://minedu.fi/documents/1410845/15514014/Education+system+in+Finland/7c5a920b-47a5-c3ce-cbca-818ff3a5f848/Education+system+in+Finland.pdf>

FINNISH HIGHER EDUCATION POLICY

The Finnish higher education system consists of universities and universities of applied sciences. Higher education institutions are autonomous actors that are responsible for the content of their education and research as well as the development of their own activities (Ministry of Education and Culture, 2020a).

The Ministry of Education and Culture as part of the Government steers and finances the activities of higher education institutions. Targets for development are based on the Government Programme and the Government Action Plan as well as other strategic objectives set by the Parliament and Government for higher education institutions (Ministry of Education and Culture, 2020a).

The objective of Finland's higher education policy is to develop higher education institutions as an internationally competitive entity where each institution also flexibly responds to regional needs (Ministry of Education and Culture, 2020a).

- The activities of universities and universities of applied sciences promote Finnish competitiveness, well-being, education and learning as well as sustainable development.
- The objective is to establish a higher education system that is of a higher standard and more international as well as more influential and effective than at present.
- The higher education system consists of universities and universities of applied sciences of high standards, each profiled in their core areas. Profiled higher education institutions create clearer and deeper cooperation and division of responsibilities among themselves and with research institutes in the areas of education, research, support services, structures and infrastructures.
- The higher education institutions exercise foresight and help regenerate society, culture and working life and make sure the required highly educated workforce is available.
- Being international and attractive learning and research environments, the higher education institutions work to develop their activities.

The higher education institutions aim to improve the quality of education by revamping education content, teaching methods, learning environments and the competence of teachers, as well as to increase cooperation. The institutions make full use of the possibilities offered by digitalisation. They develop their student admissions, procedures for the recognition of prior learning and degree programmes in order to step up national and international mobility. Another aim for the higher education institutions is to wind down the use of bridge programmes so that mobility between degrees can be made easier (Ministry of Education and Culture, 2020a).

Other objectives include ensuring that higher education institutions make wider use of secondary education qualifications in their student admissions and no longer organise entrance examinations that require sustained preparation. To accelerate transition to higher education studies, cooperation with secondary education providers will be improved. To enhance admission procedures, cooperation between different scientific fields will be carried

out. The percentage of students studying towards their first higher education degree among new student admissions will be raised by reserving more places for first-time applicants and updating the admissions procedures for transfer students. (Ministry of Education and Culture, 2020a)

The higher education institutions must support equal opportunities and encourage students to graduate within the normative period at all degree levels. The institutions will provide more flexibility in studies and improve the recognition of prior learning. Student guidance will become more versatile and cooperation with working life will be closer. Effective career and recruitment services make it easier to graduate quickly and find a job. The institutions will also introduce national career monitoring (Ministry of Education and Culture, 2020a).

To meet the new challenges facing society, the institutions assume responsibility for identifying the competence and educational needs of immigrants and improving their potential for accessing the labour market. (Ministry of Education and Culture, 2020a).

FINNISH HIGHER EDUCATION SYSTEM

The Finnish higher education system consists of universities and universities of applied sciences. A total of 13 universities and 22 universities of applied sciences operate in the Ministry of Education and Culture's administrative branch (Ministry of Education and Culture, 2020b).

The mission of universities is to conduct scientific research and provide education based on it. Universities of applied sciences (UAS) provide more practical education that aims to respond to the needs of the labour market (Ministry of Education and Culture, 2020c).

Universities, offering higher scientific and artistic education, award Bachelor's and Master's degrees as well as postgraduate degrees, i.e. licentiate and doctoral degrees. Universities of applied sciences award UAS Bachelor's degrees and UAS Master's degrees (Ministry of Education and Culture, 2020c).

The target completion time for a Bachelor's degree at a university is three years and for a Master's degree two years on top of that. The completion of a UAS degree takes usually between 3.5 and 4.5 years. The requirement for Master's studies at a university of applied sciences is a UAS Bachelors' degree or another suitable degree and at least two years of work experience after the completion of the previous degree (Ministry of Education and Culture, 2020c).

LEGISLATIVE FRAMEWORK

In Finland the higher education is regulated by numerous acts and decrees. Some examples and the links to the database is given here:

- Universities Act 558/2009 (Ministry of Education and Culture, 2009)
- Universities of Applied Sciences Act 932/2014 (Ministry of Education and Culture, 2014)
- Valtioneuvoston asetus ammattikorkeakouluista 1129/2014 (in Finnish, unofficial translation Government Decree on Universities of Applied Sciences) (Valtioneuvosto, 2014).

The Government Decree on Universities of Applied Sciences (UAS) defines the following boundary conditions for Bachelor's education:

- 2§ Structure of the studies: Studies leading to a polytechnic degree include: 1) basic and vocational studies; 2) optional studies; 3) training that promotes professional skills; 4) thesis.
- 3§ Dimensioning and scope of studies: The basis for dimensioning studies is the credit point. Courses are scored according to their workload. The average required workload of 1,600 hours to complete one academic year of studies corresponds to 60 credits. The scope of studies leading to a degree in Bachelor of Business Administration is 210 credits. The share of internships that promote professional skills included in studies leading to an UAS degree is at least 30 credits.
- 4§ Objectives of studies leading to an UAS degree: The aim of studies leading to an UAS degree is that the graduate has: 1) broad-based practical basic knowledge and skills as well as theoretical foundations to work in working life in expert positions in one's own field;
- 2) ability to monitor and promote the development of one's own profession; 3) conditions for the development of one's own professional skills and lifelong learning; 4) adequate communication and language skills for tasks in their field and for international activities and cooperation.
- § 7 Language skills: The student must prove that he or she has achieved in the studies included in the UAS degree or in another way: 1) proficiency in Finnish and Swedish which, according to the Act on the Language Skills Required for Public Administration Personnel (424/2003), is required for a position requiring a university degree in a bilingual official area and which is necessary for the pursuit of the profession and professional development;
- 2) written and oral proficiency in one or two foreign languages which is necessary for the pursuit of the profession and professional development. What is provided in subsection 1 does not apply to a student who has received his or her school education in a language other than Finnish or Swedish, nor to a student who has received his or her school education abroad. The language skills required of such a student are decided by the university of applied sciences. The University of Applied Sciences may, for a special reason, exempt a student from the language proficiency requirements provided for in subsection 1 in part or in full. The language proficiency demonstrated by the student is stated in the diploma. When marking language skills, the provisions of Article 19 of the Government Decree on the Demonstration of Finnish and Swedish Language Skills in State Administration (481/2003) must be taken into account.

ECTS SYSTEM, POSSIBLE STRUCTURE OF THE DEGREE, AND EQF

In Finnish higher education system one full-time academic year is equivalent to 60 higher education credits and 1 ECTS credit point equals to 26,7 hours of the student's work.

The scope of the UAS degree (Bachelor of Business Administration) is 210 credits. It will take about 3.5 years to complete. The structure of the studies in Business Administration, a degree with 210 credits, can consists of basic studies (60 cr), professional studies (90 cr),

optional studies (15 cr), thesis work (15 cr) and internships (training) (30 cr). At SAMK practical training is defined as follows (see <https://www.samk.fi/en/study/to-working-life/practical-training/>):

- Practical training has a learning goal: The aim of the practical training is to familiarize the student, under supervision, with the most essential practical work assignments and with application of knowledge and skills in the working life.
- Degree programmes have different practical training extents: The goals, contents, implementation and evaluation of practical training are defined by the degree programmes. The extent of the practical training varies between 30 – 85 credits.
- Compensation also possible: The student can compensate a practical training included in the degree with a pre-study practical training or work experience with similar contents, or with work experience during the studies.

Projects are a part of all studying at SAMK. As much as possible students will do their projects in cooperation with local companies, which gives the students an opportunity to start networking and getting familiar with working life (see <https://www.samk.fi/en/study/studying-at-a-university-of-applied-sciences/>).

One of SAMK's strategic goal is: Working life-based degree education and learning environments that support digital visions ensure the availability of education. Studification of work is one part in the smooth progress of studies. SAMK graduates are employed the best of all universities of applied sciences outside the metropolitan area (see <https://www.samk.fi/en/about-samk-2/strategy/>).

According to the Finnish education system Bachelor's degrees ranks to the level 6 in the EFQ (European Framework for Qualifications) classification system.

FINANCIAL FRAMEWORK

Education in Finland is free in the universities of applied science and in the universities.

In the funding of universities of applied sciences the Government allocates resources in the form of core funding, which is based on unit costs per student, project funding and performance-based funding. For example, completed degrees are part of performance-based funding. Universities of applied sciences have also external sources of funding. In the funding of universities of applied sciences the education providers are encouraged to improve their results through performance-based funding. (Finnish National Agency for Education, 2017)

Finnish universities are independent corporations under public law or foundations under private law. Each university and the Ministry of Education and Culture set operational and qualitative targets for the university and determine the resources required every three years. The agreement also defines how these targets are monitored and evaluated. Universities receive funding from the state but they are also expected to raise external funding. (Finnish National Agency for Education, 2017)

3.4 Poland

REGULATIONS

Dual studies are still a model of education that is still too rarely used in Poland. In order to change this, the changes were introduced in the act. 1 October 2018 entry into force of the act "Law on higher education and science (Constitution 2.0)". This document introduces the concept of dual studies for the first time and provides a legal basis for their development. In Article 62 of the new act we find:

"The university may conduct dual studies that are practical profile studies conducted with the employer's participation. The organization of studies is specified in a written agreement."

DUAL STUDIES IN PRACTICE

The model of dual studies in Poland differs depending on the university. A frequently practiced system is 3 days of apprenticeship with the employer and 2 days of didactic classes and lectures at the university. The internship is paid, students can also count on a scholarship awarded by the university. After graduation, the graduate receives a diploma and a specific entry in the CV. Often, while still studying, he finds employment in the company where he did his internship

ACTIVITIES FOR THE DEVELOPMENT OF DISTANCE STUDIES IN POLAND

In 2019, The National Center for Research and Development - an executive agency of the Minister of Science and Higher Education offered over 123 million of PLN to Polish universities as part of the 1st edition of the "Dual Studies" competition. As part of the resolved NCBR "Dual Studies" competition, 84 applications were submitted and 69 projects received funding. Grants under the project could be applied for by public or private universities educating at least 200 full-time students. The project implementation period should be between 24 and 48 months. The effect of the entire competition should increase the competencies of at least 1,750 students.

WINNING PROJECTS

The project of Kozminski University, which will educate students in the field of health economic and big data analytics, was rated the best by experts. The ideas of a pioneer in the field of practical education in Poland - the Silesian University of Technology were also appreciated. The project for dual studies of the second degree in the field of mechanics and machine construction at the Faculty of Mechanical Engineering of the Silesian University of Technology was ex aequo in the first place in the ranking list of the competition. The university from Silesia will receive the largest total funding - over PLN 7.7 million will allow for the implementation of as many as five projects selected by experts. Support from the NCBR will be allocated, inter alia, to conduct dual studies in the field of rail transport, logistics and material technologies. The second place on the ranking list was taken by the Lodz University of Technology project, where it will be possible to gain knowledge and professional experience as part of second-cycle studies in the field of practical design. The third place was taken by the Poznań University of Life Sciences. There, thanks to the support

of the National Center for Research and Development, a new direction with a practical dimension will be created - animal nutrition and fodder production

DUAL STUDIES IN NUMBERS

There are on yet data on the dual studies in Poland in the Polish statistical office. One source of information is the portal <https://www.studiadualne.eu>

This website informs that there are currently 41 dual study programs in Poland. 40 programs are in Polish, one in English. 29 support programs are provided at public universities, 12 at private universities. 36 first-cycle programs (including 25 licentiate-engineer programs), and only 5 are second-cycle programs. Among all programs, 11 are in the field of economics, 1 in computer science, 24 are engineering and technical programs, 1 in language learning, 1 in physiotherapy, 1 in health and safety, 1 in agriculture, and 1 in tourism.

4 Conclusions, Main challenges & Suggestions for solutions

1. There is a growing demand across all fields of studies for practical, professional, work-based higher education in Europe overall, including the partner countries, thus such a dual study program format has a good potential in order to meet the shortage of labour force and to meet the demand of labour market skills. The aim of dual examination is to enable a student not only to gather the practical skills needed in his / her profession or business but also to reach theoretical knowledge needed to advance in career or business. This kind of examination offers many alternative
2. Although the competition among bachelor level study programs in human resources and business administration is certainly high, the offer of the innovative format (dual) will surely serve as an element of attraction, a substantial 'selling point'.
3. Attraction of companies as co-producers of such a dual study program, particularly in the field of social sciences, shall be a challenge as 1) the bachelor level programmes are mainly considered by young people (~18~23 of age), 2) this group generally have less working experience, 3) companies mostly need working experience, 4) time devoted to work at the company during the studies is fragmented. The solution for this is to involve at least few companies in the very preparation of the program and create few success stories to ensure further continuation.
4. One of the major challenges relates to the (currently lack of) legal recognition and regulation of such a dual program including it's terminology, particularly on the level of higher education (EQF level 6) and in the recognition of work-based time in the company aimed at 50% of the total time. Under current legal regulation (Latvia, and partially Poland) the maximum possible time for a student to spend at the company is 30%, the rest is regulated to be spent at the university and at individual study time (preparations, home-works) related to university.
5. At the same time, it is to be stressed that given the growing demand for innovative practical higher education and also pressure by higher education institutions, potential solutions are under way mostly via strengthening the cooperation between education institutions and state education authorities (e.g. 3LoE project, <https://3-loe.eu/>).
6. Another challenge is complex and voluminous administrative application for higher education study program followed by lengthy licencing and accreditation process. Given from the experience, the time needed from the shaping the design idea of a study program to the accreditation is 3-4 years – 1-2 years for the development of the whole application, ~ 4 months for licencing and ~6 months for accreditation. This challenge is also being debated for solutions and the administrative process is most likely to become more flexible and shorter (in favour of the higher education institutions) in few upcoming years.

Result 5.1 Dual Bachelor's degree program (EQF 6)

Implementation Report dual study program "Human Resources and Business Administration"

Within the limited project duration, the new study program could naturally not be fully tested. However, by integrating it into existing degree programs, the following study modules dealing specifically with human resources were tested.

KA4HR study courses for testing – academic year 2020/2021

Autumn Semester 2020	
HR Management in [International] Business	Basic knowledge of HRM concepts, processes, functions (HR planning, recruitment and selection, performance assessment, motivation, engagement, learning and development, rewarding and recognition, health safety and so on).
Theory and Management of Organizations	Topics focus on business management theory those related to HR (e.g. motivation models of employees)
Political and Legal Environment of Global Business	Focus on the specifics and regularities of the global business environment in the context of entrepreneurship.
Public Support Models in International Business	Focus on a variety of public support and protection models, instruments and mechanisms for [international] business.
Change Management	Focus on the business processes in terms of change management (e.g. nature of change, role of leader, problem-solving, etc.)
Semester project II - Knowledge Integration	Semester project after gaining theoretical knowledge. We'll try to encourage students to have projects related to HR topic
Spring Semester 2021	

Innovative Entrepreneurs and Innovation
Support for SMEs: Knowledge Alliance „Human
Resources and Organizational Development“– KAforHR

Innovation Management in [International] Business	Focus similar to SMEs training “Innovation process”
Strategy and Politics of Enterprise	Focus the development of business strategy and policy, among topics Business administration and HR
Practicum	Students will be encouraged to have project related to HR and business administration
Bachelor Thesis	

Higher education and R&D: Implementation Report on the Tests of the Study Programme „Human Resources and Business Administration“

Implementation period: autumn semester 2020 – spring semester 2021,

WP5 Product

Prepared by Denize Ponomarjova, Romans Putans, Tatjana Muravska, Vladmirs Rojenko, Centre
for European and Transition Studies of the University of Latvia (LU CETS, PP8)

2021

1. Introduction

- *Classification within the overall project implementation*
- *What trainings was carried out?*
- *Brief explanation of how the training is to be classified in the national system of continuing vocational training, QF level, significance of usability on the labour market, significance for activities in companies, etc.*
- *Special features of the implementation*

The work on the concept of dual bachelor's degree programme "Human Resources and Business Administration" took place between 2020 and 2021 as a part of the WP5 activity.

The concept was drafted and compiled by Dr. Romans Putans, PhD Candidate Denize Ponomarjova, Centre for European and Transition Studies of the University of Latvia (LU CETS), **in cooperation with partners** from Gdansk University of Technology (Poland), Satakunta University (Finland), Arbeit und Zukunft e.V. (Germany), Baltic Sea Academy (Germany) and Ltd Vides Dizains (Latvia).

The dual bachelor's degree programme "Human Resources and Business Administration" is a concept of professional study programme. In Latvian education system it represents the 6th level of both, Latvian and European Qualification Frameworks. After completing the professional bachelor study programme, students-graduates receive the professional higher education diploma with the bachelor's degree (6th LQF/EQF) and also higher professional qualification diploma (5th PQL)¹. The total length of the professional study programme is 4 years for full time studies (at least 240 ECTS).

The aim of this dual bachelor's degree programme "Human Resources and Business Administration (HR&BA)" curriculum is to prepare professionally qualified, creative and competitive specialists (senior specialists, executives) in the field of business administration with the focus on human resource management in accordance with the labour market demand and challenges as well as SMEs specific needs.

Special features of the implementation:

The implementation of any new study programme requires licensing and accreditation procedure, whereas the introduction of the dual-type studies in the higher education "market" in Latvia requires reforming of the current legal regulation. In order to fit into the project implementation period, testing took place for the separate elements of the developed study programme – study courses and R&D projects between students and SMEs.

It should be also noted that implementation of the study courses took place during the covid pandemics outbreak which has transformed all study process to a virtual mode and impacted practical learning in companies, including R&D projects with SMEs.

The implementation of the separate courses took place at the Riga Stradiņš University, partner of the Centre for European and Transition Studies of the University of Latvia, during the autumn 2020 and spring 2021 semesters. Five study courses were implemented within the bachelor study programmes "International Business and Sustainable Economy", "International Marketing and

¹ Latvian Qualifications Database. LQF/EQF and Professional Qualifications Levels.
https://www.latvijaskvalifikacijas.lv/en/educational-system/?doing_wp_cron=1637504100.0968248844146728515625

Advertising” and “Start-up Entrepreneurship Management” (for more information, [see section No 2.](#)

The implementation of the selected courses and their topics were adapted to the content-wise specifics of the Riga Stradiņš University (RSU) European Studies Faculty, Department of the International Business and Economics, and also to pandemics’ related restrictions. The HR&BA programme’s courses, topics and methods for the testing were selected based on their relevance to the ongoing programmes at RSU.

In order to assess the quality of course’s content and implementation, feedbacks from participants (students and lecturers) were collected based on the questionnaires, interviews and informal discussions (RSU evaluation form and KAforHR Evaluation Concept). Also, an assessment based on the observations of students and atmosphere during the lectures was done.

The implementation report on the R&D projects performed by students in cooperation with local SMEs will be provided separately.

2. Admission and organisation of the training

- *Selection of participants, possible admission requirements*
- *How were the participants approached and won over?*
- *Number of participants (please attach a signed list of participants)*
- *Period of implementation*
- *Amount of lessons, amount of personal learning*
- *Organisation of the implementation, Learning only at university or also in companies? – covid impact*
- *If learning and working, took place in the company: Which branches? Company sizes? Extent of learning in the company, etc.*
- *Brief notes on lecturers, their qualifications and experience*
- *Brief notes on accompanying advice, support for participants, etc.*
- *Selection of participants, possible admission requirements*

Implementation period

The implementation of the courses took place during the academic year 2020/2021 (autumn 2020 and spring 2021 semesters) at the Riga Stradiņš University (LU CETS partner) within the academic bachelor study programmes “International Business and Sustainable Economy”, “International Marketing and Advertising” and “Start-up Entrepreneurship Management” (see more information below Table 1).

Please note that list of participants, in this case – students, cannot be provided due to the GDPR data restrictions. Overall description of participants is given below.

Table 1. Implementation period of the courses

Course title	Implementation period	Study programme (bachelor level)
Autumn Semester 2020		
Theory and Management of Organizations	31 August – 18 December 2020	International Business and Sustainable Economy, Start-up Entrepreneurship Management, International Marketing and Advertising
Public Support Models in International Business	5 October – 5 November 2020	International Business and Sustainable Economy, Start-up Entrepreneurship Management
Change Management	9 November – 7 December 2020	International Business and Sustainable Economy, Start-up Entrepreneurship Management
Spring Semester 2021		
Innovation Management in International Business	1 February – 2 March 2021	International Business and Sustainable Economy
HR Management in International Business	9 March – 12 April 2021	International Business and Sustainable Economy, International Marketing and Advertising, Start-up Entrepreneurship Management

Participants of the courses

Participants of the implemented courses were mainly students of the 2nd or 3rd year of the bachelor study programmes “International Business and Sustainable Economy”, “International Marketing and Advertising” and “Start-up Entrepreneurship Management” at the Riga Stradiņš University, as well as some Erasmus students. All students have successfully completed these courses.

Table 2. Participants of the courses (number, study year) ²

Course title	Study programme	Number of students
Autumn Semester 2020		
Theory and Management of Organizations	IBSE, SEM, IMA	39 students, 3 rd study year
Public Support Models in International Business	IBSE, SEM	26 students, 3 rd study year
Change Management	IBSE, SEM	26 students, 3 rd study year
Spring Semester 2021		
Innovation Management in International Business	IBSE	11 students, 2 nd study year
HR Management in International Business	IBSE, SEM, IMA	39 students, 2 nd study year

Admission requirements to apply for the IBSE, SEM, IMA programmes (for applicants who have obtained secondary education in an accredited education institution of Latvia)

- The general admission criteria for bachelor study programmes – completed secondary education (secondary/high school diploma and academic transcript). Graduates of the

² IBSE – International Business and Sustainable Economy, IMA – International Marketing and Advertising, SEM – Start-up Entrepreneurship Management

general and vocational secondary education programmes can apply for the bachelor level study programmes.

- Programme specific requirements (usually required for admission in the programmes of social sciences) – certificate of Centralised Examination of such subjects as Mathematics and Latvian language as well as certificate of Centralised Examination of English or results of an internationally recognised English proficiency test.

The abovementioned requirements would be similar for both academic and professional-type study programmes of social sciences in Latvia.

Organisation of the implementation and practical learning

Implementation of the courses took place during the Covid-19 pandemics, where all the teaching and learning activities were organised completely remotely, using various digital solutions – Zoom, Miro, Kahoot, etc. Due to the limitation of practical activities, most of the lecturers have customised topics, case studies or tasks according to COVID-19 business environment trends, whereas onsite meetings with experts, visits to enterprises had to be excluded from the curricula. Some of the lecturers have organised guest lectures with representatives from local enterprises or international organisations.

Table 3. Number of in-class lessons and self-learning academic hours

Course title	No of lectures	University learning	Self-studies	Total hours
Autumn Semester 2020				
Theory and Management of Organizations	6 lectures and 6 seminars	24	56	80
Public Support Models in International Business	7 lectures and 7 seminars	28	92	120
Change Management	8 lectures and 6 seminars	28	92	120
Spring Semester 2021				
Innovation Management in International Business	7 lectures and 5 seminars	24	56	80
HR Management in International Business	6 lectures and 6 seminars	24	56	80

Due to the virtual study process and remote working format in many companies, it was difficult to involve entrepreneurs directly in the course activities and vice-versa – the study process in the business environment. Nevertheless, a number of methods – analysis of practical cases and guest lectures – as well as activities (beyond of the tested course) were used to cover practical learning of students – R&D projects between students and SMEs, practicum.

More efforts by lecturers were placed on providing more materials and tasks linked to the practical business environment – **practical cases and analysis** were added to some of the course topics. Also, the **guest-lectures** were organized with experienced entrepreneurs or other relevant experts, where its support in organisation was provided also by LU CETS team resulting from synergy of the implemented KaforHR activities. For example, as the result of successful collaboration during the KaforHR training with SMEs “Innovation Processes” (September 2020), the HR manager of 4Finance was involved as a guest lecturer to discuss the practical organisation of remote work.

In the framework of the semester project, there are foreseen **R&D projects** between students and local SMEs to tackle issues and challenges related to various HR or business management aspects, where companies formulated their necessities. The work on the projects to be performed during the autumn semester 2021 (results of the work will come in January 2022). The R&D projects' activity were organised in cooperation with Latvian KAforHR partners – LCCI (PP9) and VD (PP10).

Besides, a four-week-long **practicum** (full-time, 3rd study year, 6 ECTS) within the RSU study programme “International Business and Sustainable Economy” took place at the end of spring semester 2021. Among other students had a choice to focus on business administration and HR management to apply acquired theoretical knowledge into practice. In the result, two students performed practicum focusing on the HR strategy at the digital agency and the employees' motivation programme at the training centre.

In addition, together with Latvian Chamber of Commerce and Commerce (PP9) and its members-SMEs new project ideas with two further directions were elaborated – “Tomorrow's Entrepreneur” and “Investors' Academy”, which go in line with KAforHR project idea.

The major idea of “Tomorrow's Entrepreneur” (start of the project is foreseen in January 2022) is to connect SMEs and students. SMEs are willing to share their practical knowledge and experience to participate in creating future entrepreneurs. The project's keywords and instruments are as follows:

- # Search for “entrepreneurial genes”
- # Offer internships for students
- # Create interest in business
- # Share knowledge
- # To prepare students for the business environment
- # Show practical examples
- # Company rating – social participation
- # Facilitate Investors' Academy
- # Study visits to companies

“Investors' Academy” – an idea to be launched by the end of the spring semester 2021 – aims to organize a series of events bringing together SMEs (investors; their real-time challenges) and students (idea generators). It will be slightly similar as hackathons, but includes learning elements in both sides – students will learn to prepare, present and sell business ideas; SMEs (investors) will learn to evaluate and assess the risks and potential of an investment. One of the events will be Pitches, organized together with RSU Business Incubator, where students (throughout the semester will prepare and) present their business ideas and LCCI members will act as investors.

Lecturers and experts involved in the course implementation

Theory and Management of Organizations
<p>Dr. Sergei Stacenko (lecturer) has teaching experience in courses on Theory and Management of Organisations, International Company law and Transport Law, Global Politic and Legal Business Environment, Business Law, International Tax Law for masters and bachelor students in Latvia and internationally. His research and publications cover issues in European employment policies, social dialogue, social, economic and legal issues related to labour disputes. He is a Senior Research Fellow at the Centre for European and Transition Studies (CETS) at the University of Latvia (2007-2020) and Riga Stradiņš University (since 2021) with experience in research at national and international levels being a researcher in <i>Institut für Osteuropäisches Recht Lehrstuhl für Bürgerliches Recht und Osteuropäisches Recht</i>, Kiel and <i>Ernst Moritz Arndt Universität Greifswald</i>, Germany, Germany; Dr. Stacenko has a long- standing experience in working in different capacities for the Ministry of Justices and Ministry of Economy and, as an adviser, to the Minister for Education and Science of the Republic of Latvia.</p> <p>Dr. Tatjana Muravska (co-author) Professor, Jean Monnet Professor and a visiting professor at universities in Europe, Canada, India, Georgia. Director, Centre for European Studies at the University of Latvia Doctoral Programme in Business Administration, Riga Stradiņš University, and a Chairperson of the Academic Council. Her research and publications cover EU innovation, digital and socio-economic and regional policies.</p>
Public Support Models in International Business
<p>Mr. Romans Putans, Dr.sc.admin., Head of Programme, RSU Faculty of the European Studies, Department of International Business and Economics. Mr.Putans has experience in EU funded project management and coordination since 2010 having participating in quality management and coordination roles in 8 projects. His scientific interest lies within societal organization focusing on cooperation between state, business and society. In this course particularly the lecturer Dr.Putans will be using and testing the applied knowledge of one of the projects “<i>Innovative Entrepreneurs and Innovation Support for SMEs: Knowledge Alliance “Human Resources and Organizational Development; KaforHR”</i>”.</p>
Change Management
<p>Dr. Ieva Kalve – Assistant Professor at the Riga Stradiņš University</p> <p>Mrs. Kalve has 20 years long experience in business consulting as well as in teaching activities. Since 2000 she works as a self-employed business, management and entrepreneurship consultant – providing consultations, seminars and lectures for business and public organisations (over 60 organisations consulted), prospective entrepreneurs, school directors, teachers, students and their parents (lectures on promoting entrepreneurial spirit and creativity). And since 2021, she is lecturing and developing courses at the various higher education institutions of Latvia (RSU, Vidzeme University of Applied Sciences, Latvian Maritime Academy, private university “Turība”). Mrs. Kalve has obtained doctoral degree in Economics, subtopic Education Management. Her topics of interest: strategic and change management, entrepreneurship and management, project management, office work, document management.</p> <p><u>Responsible person of the course:</u> Dr. Romāns Putāns, Head of Programme, RSU Faculty of the European Studies, Department of International Business and Economics.</p>
Innovation Management in International Business
<p>Vladimirs Rojenko holds a bachelor’s and master’s degree in Business Administration from the University of Latvia, currently is obtaining PhD degree in innovation management at the Riga Stradins University. Vladimir has extensive experience in lecturing, academic and administrative work. He is an author of study courses “Innovation management in international business” and</p>

“Innovation and creativity management”. Currently Vladimirs held the researcher position in the Latvian Academy of Sciences, project coordinator and expert positions in the University of Latvia, Centre for European and Transition Studies, project manager position in the Ministry of the Interior of the Republic of Latvia, dealing with large scale IT system implementation, cybersecurity and internal communication issues.

HR Management in International Business

Dr.sc.admin. Olga Leontjeva – Senior lecturer at Riga Stradiņš University

Mrs. Leontjeva is a human resource management researcher and lecturer with experience working in diverse international environment. Since 2015, she works at the RSU as a senior lecturer and thesis supervisor and since 2013 – at the Stockholm School of Economics as a senior teacher's assistant. She has acquired professional experience also at the University of Latvia as a lecturer on HR issues; EU Business School in Barcelona by giving lectures and conducting workshops for undergraduate and graduate students; AIESEC Latvia organisation (Alumni Board member, mentor and sales trainer, a.o.). Mrs. Leontjeva has obtained doctoral degree in business administration and management (focus on human resources recruitment for public administration organisations).

Responsible person of the course: Dr. Romāns Putāns, Head of Programme, RSU Faculty of the European Studies, Department of International Business and Economics.

3. Participants Profile

- *Participants by age, gender, educational background, profession, country of origin, etc.*
- *Sectors of the participating SMEs*

Participants were 2nd and 3rd year students of the bachelor study programmes “International Business and Sustainable Economy”, “International Advertising and Marketing” and “Start-up Entrepreneurship Management” from Latvia, and several Erasmus students from bachelor programmes at the universities in France, the Netherlands, Germany and Spain (number of students is available in the Table 2). The backgrounds of the participants are rather equal – age around ~20, first higher education, academic and professional interests related to the programmes' titles. 3rd year students usually have their interests focused thus adding to course contents through their own motivation. Vast majority to all proved to be responsible, responsive, engaging and strengthen the group spirit, dynamics, discussion.

As mentioned previously, cooperation with SMEs has been limited due to the Covid-19 restrictions. Those SMEs which were connected to the study process (guest-lectures, R&D projects=semester project, practicum – see [Chapter 2](#), Learning in the company), covering national Latvian and the national, local offices of international companies, e.g. construction sector, media agencies, training centres, financial sector, social entrepreneur, corporate governance consultations, the LCCI itself and few other.

4. Execution of the Training (courses)

- Training carried out and curriculum applied
- Explanations and notes on implementation
- Has an exam been taken? Which one? Results of the examination?
- Was a certificate and/or diploma awarded? If so, please attach samples.
- Observations and feedback from lecturers
- Strengths of the training as seen by the participants
- Weaknesses of the training as seen by the participants
- Estimates from participating Company

Curriculum applied

Five tables below represent curricula of the implemented courses – topics, type of the final examination, methods and materials used during the course. Topics and content of the curricula were developed considering the actualities and trends in the business environment at the micro and macro levels and to match the needs and goals of students who have chosen to study business, economics and HR processes.

THEORY AND MANAGEMENT OF ORGANISATIONS				
ECTS:		4,5	QF level:	6 level
Course type:		Obligatory (A)		
Topic 1	Organisation and management theory. Changes in the concept of organization. Managers and its levels		Lecture	1
Topic 2	Management theories: evolution and development		Seminar	1
Topic 3	The essence and types of organizational environment. Organizational development in a changing environment		Lecture	1
Topic 4	Internal and external environment of an organization		Seminar	1
Topic 5	The nature and organisation of planning		Lecture	1
Topic 6	Decision-making process and methods		Seminar	1
Topic 7	Basics of organisation, structure formation		Lecture	1
Topic 8	Nature of organisation process		Seminar	1
Topic 9	Fundamentals of management: coordination and motivation of employees		Lecture	1
Topic 10	The essence and evolution of motivation		Seminar	1
Topic 11	Basics of control and effectiveness of control		Lecture	1
	Presentation of practical work			
Methods used: Teaching methods included lectures, class discussions, debates, working in small groups, practical case studies and real business examples, group project, problem solving activities.				
Final examination:			Written form exam	
Methods used:				

- Lectures
- Guest lectures
- Seminars
- Working in small groups
- Case studies and examples from businesses.

Practical tasks are foreseen for those students that combine studies with work. Cooperation with SMEs has been limited due to Covid-19 restrictions imposed by the Government of Latvia.

PUBLIC SUPPORT MODELS IN INTERNATIONAL BUSINESS

ECTS:		4,5	QF level:	6 level
Course type:		Compulsory elective study course (B)		
Topic 1	<i>Business environment`s and public administration`s interaction aspects</i>		Lecture, Seminar	2 2
Topic 2	<i>Business environment protection mechanisms</i>		Lecture, Seminar	1 1
Topic 3	<i>Business environment support mechanisms</i>		Lecture, Seminar	2 2
Topic 4	<i>The rise of the Gig Economy is beneficial to businesses, workers and the economy as a whole (DEBATE)</i>		Seminar	1
Topic 5	<i>Progressive tax system (DEBATE)</i>		Seminar	1
Topic 6	<i>“Juncker`s investment plan” and its successor</i>		Lecture, Seminar	2 2
Topic 7	<i>The analyses of current public support models and projects in international business.</i>		Lecture	1
Methods used: Teaching methods included lectures, class discussions, debates, working in small groups, practical case studies and real business examples, group project, problem solving activities.				
Final examination:			Multiple choice questions	
Methods used: <ol style="list-style-type: none">1. Lectures – transfer of knowledge of the major concepts of thematic2. Seminars – exploration of practical examples of the theory concepts in practice3. Discussions – both, during seminars and lectures4. Q&A sessions – both, between teacher-students and among students with teacher`s equal participation5. Group work in seminars – teacher assigned and supervised group work on case studies6. Homework – teacher assigned and supervised homework on course thematic – essays, presentations, case-studies, questions to be prepared by students, argumentations for the debate.7. Case studies – specific aspects of course thematic of students` choice; students` group selected topic and deeper research on it.8. <i>Flipped classroom</i> method – students prepare questions as part of their homework, which can be used in the exam.				

9. Presentations on case studies – students` group selected topic and deeper research on it
10. Guest lecture – guest lecture from industry, projects, academic environment. Examples from projects.
11. Debate – class debate on the topic jointly chosen and developed together (see Appendix F).
12. Study visits – in this particular course students were invited to participate in study visit to EU institutions and SMEs in Brussels (online in 2020).
13. SSC – “start-stop-continue” reflection method.
14. Self-reflection – students are asked to self-reflect of their own study experience identifying do`s, don`t`s and keep`s for future according to SSC method.
15. Course-reflection – students are also asked to reflect on the very course identifying do`s, don`t`s and keep`s for future according to SSC method.

CHANGE MANAGEMENT			
ECTS:	4,5	QF level:	6 level
Course type:	Compulsory elective study course (B)		
Topic 1	<i>Nature and trends of change: in the world, Europe and Latvia.</i>	Lecture, Seminar	1 1
Topic 2	<i>An individual and organisation in change.</i>	Lecture, Seminar	1 1
Topic 3	<i>Problems and approaches to solving them.</i>	Lecture	1
Topic 4	<i>Basics of system thinking.</i>	Lecture	1
Topic 5	<i>Terminology: stakeholders, learning organisation, organisational well-being, etc.</i>	Lecture, Seminar	1 2
Topic 6	<i>Impact of the internal and external environment. Their identification, proactivity, prevention.</i>	Lecture	1
Topic 7	<i>Change management: conceptual recommendations and models.</i>	Lecture Seminar	1 2
Topic 8	<i>The role of a manager/ leader in change.</i>	Lecture	1
Methods used: Participation in lectures and seminars (analysis of case studies, work in small groups), independent individual and group work outside lectures according to the teaching tasks: reading (including – videos, podcasts/ interviews), preparing presentations, preparing for an exam: drafting a report or preparing for a multiple-choice test. Each student independently chooses the most convenient exam form (report or multiple-choice test).			
Final examination:		Multiple choice test	

INNOVATION MANAGEMENT IN INTERNATIONAL BUSINESS			
ECTS:	3	QF level:	6 level
Course type:	Compulsory elective study course (B)		
Topic 1	<i>The nature and role of innovation</i>	Lecture	1
Topic 2	<i>Innovative entrepreneurship</i>	Lecture	1
Topic 3	<i>Innovations in Latvia and the world</i>	Seminar	1
Topic 4	<i>Innovation process and strategy</i>	Lecture	1
Topic 5	<i>Innovation marketing</i>	Lecture	1
Topic 6	<i>Human and innovation</i>	Seminar	1
Topic 7	<i>Innovation infrastructure</i>	Lecture	1
Topic 8	<i>Intellectual property</i>	Lecture	1
Topic 9	<i>Protection of innovation</i>	Seminar	1
Topic 10	<i>Social aspects of innovative activities</i>	Lecture	1
Topic 11	<i>Presentations of independent work and scientific discussion</i>	Seminar	1
Topic 12	<i>Presentations of independent work and scientific discussion</i>	Seminar	1
Methods used: Teaching methods included lectures, class discussions, debates, working in small groups, practical case studies and real business examples, group project, problem solving activities (good and bad business practices examples, previously prepared questionnaires, visual tasks, books (excerpts for discussions), digital content (digital charts, digital questionnaires, digital blackboards, etc.)			
Final examination:		Multiple-choice test or report	

HR MANAGEMENT IN INTERNATIONAL BUSINESS			
ECTS:	3	QF level:	6 level
Course type:	Obligatory (A)		
Topic 1	Introduction to HRM Strategic HRM Managing HR in international business Presentation skills	Lecture	1
Topic 2	HR and legislation HR department HR planning	Lecture, Seminar	1
Topic 3	Team development and management Conflicts and Motivation	Lecture	1
Topic 4	HR learning and development Future competences Learning abilities	Lecture Seminar	1
Topic 5	Rewarding and recognition	Lecture	1
Topic 6	Talent management Workshop: International HRM and Global virtual teams	Lecture Seminar	1
Topic 7	Organisational internal and external environment Health, Safety and Well-being of employees New employees' induction	Lecture Seminar	1
Topic 8	HR planning Job Analysis HR external recruitment and selection	Lecture Seminar	1
Topic 9	Employer Branding International labour market trends, Unemployment	Lecture Seminar	1
Topic 10	Performance assessment HR Retention	Lecture	1
Topic 11	Workshop – public speaking	Seminar	1
Topic 12	Teamwork	Seminar	1
Methods used: In addition to lectures and seminars, students have worked in teams and individually by performing case studies, individual summaries, team summary and its presentation, feedback on colleagues' summary presentation, simulations of various scenarios, team work on the course project (report), literature analysis and its presentation, presentation of article. Also, a guest lecture with representative from Latvian start-up was organised. Main materials used in the study course – presentations, articles, internet resources and videos for reading or watching (e.g., Guide to International Labour Standard, examples on job advertisements, etc.), workshops, online questionnaires (e.g., based on the Schwartz value theory), simulations.			
Final examination:		Written form exam	

Certificates/diplomas

After completing the professional bachelor study programme, graduates receive the professional higher education diploma with the bachelor's degree (6th LQF/EQF) and also higher professional qualification diploma (5th PQL)³.

In case of the course testing, participants were not provided with separate certificates, as courses are part of the bachelor study programmes “International Business and Sustainable Economy”, “International Marketing and Advertising” and “Start-up Entrepreneurship Management”. At the end of the studies (successfully completed study courses and internship as well as defended thesis), students are awarded with their education diplomas.

Observations and feedback from lecturers

Goals of the courses – all lecturers have admitted that the goals of courses have been met to provide content matching labour market and business environment needs, which is also demonstrated in the students' feedbacks. In the result, students were provided with the knowledge and skills that allows them to start, analyse and manage various processes in the business environment, including in international one.

Regarding to motivation, lecturers have expressed their satisfaction that most of students' have a very good background formed by the previous courses, level of engagement (extra-curriculum interest) and responsibility. Those students who already work (or have working experience) provided an added value to the discussions by delivering practical, sometimes even contradictive opinions. Some lecturers observed (e.g. Theory and Management of Organisations) that an online study format for some students created difficulties to ask questions and openly discuss matters of their concern, as well as that the exclusion of visits to enterprises and meetings with experts from curricula (due to the pandemics) to a large extent worked against students' motivation. Nevertheless, most of students put additional efforts to study even though the situation was very unusual.

Overall, the high motivation of students indicates to their readiness and good opportunities in the labour market, using the knowledge and skills gained during the studies.

A common observation of the study process for all lecturers that students are longing for practical, real-cases-based elements and innovative & interactive learning tools, but motivation of students is directly related with the lecturer's teaching manner and teaching methods. Two main aspects that help to keep a good student's motivation, pointed by lecturers:

- At the beginning of the course to discuss students' expectations and interests, which to include in the content and activities (e.g. students define topics of their interests for the joint debate, research, home assignment, self-organisation of the groups, etc.). Then there is an active engagement and responsibility towards course activities, even if it's intensive.

³ Latvian Qualifications Database. LQF/EQF and Professional Qualifications Levels.
https://www.latvijaskvalifikacijas.lv/en/educational-system/?doing_wp_cron=1637504100.0968248844146728515625

- Free, inclusive and creative atmosphere, an opportunity to be involved, to share the thoughts and opinions is the most important and valuable activities, even if opinions might be different from others.

Covid impact – main considerations

- The change of the course format from on-site to online required quite some arrangements and adjustments of the course contents and structures to keep the meetings and online work interesting, motivating, engaging and attentive. On the other hand, it allowed for better understanding of the needs (also of SMEs) to adjust to ever changing business environment and ability to identify opportunities and creative solutions in increasing competition.
- The rapid adaptation to the remote format of classes appeared challenging and more time-consuming for some lecturers (including, transformation of teaching methods and revision of study materials and literature).
- The pandemic-induced disruptions and the move to online teaching and learning demonstrated that there is a strong demand for flexibility of the course curricula.
- Covid-19 crises situation itself allowed together with students to discuss how to plan in advance, adapt to this kind of global changes and how life after covid-19 will look like.
- In general, online mode impacted learning quality of students.

Strength – what was good from participants' point of view?

“Innovation Management in International Business”

- The lecturer has a very original creative approach to the course organization and knowledge structuring. It was assessed as open, creative, engaging and well-organised lecturer and course content, different from other courses.
- Interesting and varied tasks and study materials and case studies from the own business experience, use of various digital solutions (Miro, Kahoot, etc.).
- A perfectly balanced teaching procedure and plan, excellent lecturing, as well as feedback from the lecturer after each submitted work / summary was very valuable, practically applicable knowledge.

“HR Management in International Business”

- Diversity of the provided study materials, activities (e.g. simulations, case studies, individual and team summaries) and topics. Specifically interesting were practically oriented topics – e.g., tools and approaches in HR management, gamification and micromanager explained through practical tasks. And, through groups tasks, developed teamwork skills.
- discussion with lecturer and students on the home assignments' results that allowed to think beyond your limits and generate new ideas for HR management
- Additional resources that helped to perform home assignments or team works (e.g. recommendations on teamwork from the last year students).

- Guest lecture with start-up CEO and summary of the guest lecturer's answers on students' questions published at the e-studies.
- The course content appeared valuable for employed students and or having professional experience in the private sector. In this case, the gain is a real opportunity to evaluate tactics, apply or recommend various tools for implementation at the employment place.

“Change Management”

- As the main strength of the course, students have highlighted – professional background of the lecturer who shared the practical experience and real cases (over 20 years), active and lively lectures, actuality of the course in the context of global changes (right timing for the course).
- work in smaller groups appeared efficient, but evaluation of practical cases, discussions on the scenarios how entrepreneurship organization will look like after pandemics – useful and transferable at the workplace/ companies (e.g., the role of a leader / leader in change).

“Public Support Models in International Business”

- Lecturer's preparation and time investment into organisation of virtual learning format. Students have highly appreciated interactive activities and tools throughout the entire course that gave a great motivation to pay attention and get involved – e.g., short videos about the main idea of the topic, form of the exam with student's generated questions. The organisation of debates was specifically highlighted as valuable opportunity to develop critical thinking and ability to prove students' opinion.
- Opportunity to express the opinion, suggestions and observations through the summaries, discussions and presentations. Everyone had a chance to speak in a non-forced environment.
- Most of students were happy about Idea to choose their own topics for summary reports and other tasks which motivated to invest more time to perform the assignment.
- Free, open and good atmosphere during the classes as well as charismatic, supportive, friendly-type and professional lecturer. Students shared a lot of positive feedbacks about the course and expressed their willingness to keep it in the same manner and with the same concept also in the future.

“Theory and Management of Organisations”

- Most of students expressed their opinion that the lectures were delivered in a clear and comprehensive way. The topics discussed were relevant to current trends in management and organization of a company (e.g. students answered “It was a good and interesting course, I learned a lot and diverse aspects of management.”).
- The practical part, including discussions on lectures related matters, case studies and evaluation of the current business situation in Latvia were appreciated. Also, both guest lectures were seen as an opportunity to discuss new tendencies in the labour market and skills that need to be developed to ensure employability as well as practical experience in organising remote work and healthy engaging employees.

Weaknesses as seen by participants – what could have been done better?

“Theory and Management of Organisations”

- Students indicated that it would be beneficial to have better developed digital content of the course, and meetings with industry experts could be provided on a regular basis. Obviously, students were lacking the communication with companies’ managers on the spot.
- Some lecturer’s speeches could have been livelier and teaching format more diverse, with inclusion of interactive tools and more discussions. Also, more international experiences in the content would be appreciated.

“Public Support Models in International Business”

At the end of this course, students were additionally asked by the lecturer to evaluate what to START and STOP doing in the next courses. Most of them couldn’t indicate significant weaknesses or aspects to be removed. Few students proposed to introduce strict time limit for presentations, to involve into discussions an expert from start-up environment, and pointed that there is a large amount of information, although interesting and useful, to be absorbed in a short period of time. Other suggestion was more structured introduction of the course that would give better picture what expect from it.

“Change Management”

In the evaluation form, students indicated several aspects that can be better from their point of view: wider range of the teaching methods, more clear and transparent evaluation system, a bit longer period for course implementation to cover more topics on strategy building for certain type of organizations/companies. Some students expresses that there were too complicated (theoretical) topics, but some had opposite opinion – that for some topics would be great to have more theory.

“Innovation Management in International Business”

No major weaknesses were reported by students. In general, everything was in its place, perhaps it would make sense to talk a little more about creation of innovative ideas, start-up development and management, raising funding for start-ups and innovative companies and to get more information about real innovative experiences from real entrepreneurs from Latvia or abroad. Also, list of literature could be less academic and more practical, related to the modern innovative business practice.

“HR Management in International Business”

Among the weaknesses reported by students – time management of the lectures and seminars (e.g., not sufficient time for all students to present, short breaks, etc.), a bit chaotic organisation of the course activities, materials and information that required additional concentration not to miss something; a large amount of information/topics to be perceived in the short period of time and which sometimes was viewed superficially.

5. Main Findings and Conclusions

- *Summary assessment of implementation*
- *Strengths and advantages of training*
- *Hints for future use, suggestions for possible improvements or further developments*
- *Will the training be continued by the partner in the future? For which target groups?*

Overall, the implementation of the five selected courses was assessed very good by the participants. Due to the situation of the pandemic, the entire educational process was transferred to a virtual format, and meetings with experts and visits to enterprises had to be excluded from the agenda. This required additional efforts from lecturers to engage students in the learning process, located in the other side of the screen. In the result, those courses that covered variety of practical activities (few guest lectures, debates, analysis of the real business cases, etc.), interactive tools (Miro, Kahoot, etc.) and “space” for students’ creativity, received higher evaluation rates and more positive feedbacks, than those having more academic approach.

Most of the suggestions and hints provided by the course participants or LU CETS team are related to an individual level (linked to the specific course), the main suggestions are listed below:

- To consider the following questions when planning course content: How should taking the course change students? What skills should students gain in this course? How does this course relate to other courses in the discipline? How, then, might you define the course goals accordingly (e.g., for an introductory, fundamental, or advanced course in the discipline)? How the practical knowledge can be delivered? For example, practical projects, internship, analysis of practical cases, etc.
- For courses representing comprehensive sector, such as HR management – to avoid a wide variety of topics and very detailed information under each topic. Instead, it’s suggested to keep the focused course line. Large number of topics, specifically in a short period of time, can create confusion what is more and what is less important, and can impact learning quality.
- Introduce information about the course – when planning the introductory part of the course, it is suggested to prepare a detailed information for students on the course structure, activities and evaluation criteria. It can be done also in the interactive form, e.g., video message distributed prior and discussed at the first lecture. This will ensure better picture for students what to expect from the course and how to arrange their time.
- Students have appreciated interactive elements used during the classes (the short videos on each concept, Kahoot, etc.), which for some lecturers crystalized an idea to develop additional elements for the future courses – e.g. H5P tool that includes quizzes, tests and even the exam in the video – combines watching videos with answering test questions, that makes the knowledge more sustainable. Moreover, the interactive tools can be used when learning is taking place onsite.
- To consider interests of students – for example, in one of the feedbacks participants expressed will to analyse the business-related cases to have both successful and unsuccessful examples. And as in case of the course “Public Support Models in Int. Business”, students’ interests can be discussed at the beginning of the course.

- To keep the eye that the evaluation system (scoring) of performance is understandable for course participants and it does not present subjectivity. In order to avoid possible subjectivity claims, the criteria for evaluating the qualities of students' performance can be defined.
- To plan balanced course schedule – foreseen time for active learning during the lecture, this will allow students to prepare better for exams, keep balance between individual home assignments and groups' tasks/projects, consider (count) how much time students could spend on the home assignment (will it be sufficient to get through all the major topics?).

As of the common observation, lecturers emphasized that students are longing for materials and tasks linked to real business environment and interactive teaching methods, but motivation of students is directly related with the lecturer's teaching manner and methods, which in the virtual format appeared unusual. Two hints for students' engagement – free&creative atmosphere and inclusion of students' expectation in the course activities – are discussed in the previous chapter (Observations and feedbacks from lecturers). Also, lecturers agreed that exclusion of onsite study visits from agenda impacted learning process, as the opportunity to touch real things and to feel real innovative business spirit is added value to theoretical studies.

Lastly, for further organisation of the trainings and dual studies, it should be considered that the post-pandemic world will generate the hybrid-type work-model, where employers will keep benefits of both remote and onsite work formats, which means that the curricula related to HR and business administration will need to be upgraded accordingly.

The curricula should be also adapted to post-pandemic benefits such as increased digitalization and exploitation of different digital platforms for classes and most of all for discussions and work in groups and students' ability to conduct tele-work.

In regard to future, development of these courses will be continued by integrating more practical elements and business environment in the study process

In relation to the programme's significance of usability in the labour market, significance for activities in companies, etc. – on one hand there is both, relatively high demand for such social sciences study programmes by students and high employability of graduates of such social sciences study programmes that also signalling the high demand of specialists by the labour market; market; in such context the professional /dual / work-based learning B.Sc. programme HR&BA developed internationally with integrated European higher education area experiences shows a competitive advantage in local, national and regional labour markets.

On the other hand, due to the very same high demands, the programme will face also a high competition because comparatively similar study programmes are rather widely offered – in this context the previous advantage of the programme's **dual** aspect that comes with the additional year of studies (4 years in total) might decrease its competitive advantage as the potential students might chose 3 years study programmes offered elsewhere. Still, overall, the programme's significance of usability in the labour market is competitive (with noteworthy precondition of smartly targeted marketing activities for the specifically identified target audience) and undoubtedly beneficial.

Synergy with and impact of the KAfoHR project:

- *The concept and curriculum of the course Innovation Management was also applied during the training with SMEs “Innovation Processes” organised by the Latvian Chamber of Commerce and Industry (LCCI) as well as LU CETS in September 2020.*
- *In the result of the successful collaboration during the KAforHR training with SMEs “Innovation Processes”, the HR manager of 4Finance was involved in the course as a guest lecturer to discuss the practical organisation of remote work.*
- *The concept of R&D projects between students and SMEs contributed into development of further two ideas-projects – “Tomorrow’s Entrepreneur” and “Investors Academy” to be realised in cooperation with LCCI.*

Result 5.1 Dual Bachelor's degree program (EQF 6)

Evaluation dual study program "Human Resources and Business Administration"

Evaluation Concept

Evaluation Report

Business Management and Workplace Innovations in SMEs

Evaluation concept (WP5 A5)

Satakunta University of Applied Sciences (SAMK), project partner number 2

Compiled by Dr Kari Lilja and Dr Sirpa Sandelin

Introduction

Evaluating the training, teaching and learning has been an emerging issue in the 1980's when it was actively researched within several disciplines like education, pedagogics, psychology and organizational sciences. During the 1990's the enthusiasm flagged, but the interest woke up again in parallel with the waves of refugees and immigrants arriving to the Europe. The needs to include newcomers to the hosting society, to teach local culture, habits and language, and to train professional skills to comply with the local requirements have highlighted the importance of developing new teaching and training methods. These new methods and tools in teaching and training should be compatible with the requirements set by cultural diversity of both the refugees and immigrants, and the societies more or less voluntary receiving the incomers. This has during the past years been one of the trends that has powerfully conducted the development of both education and evaluation methods and processes.

Furthermore, during the past two decades the western countries have met - in addition to enormous flood of settlers - another phenomenon that challenges the education system: The post-war baby boom generation reaches age of retirement. This has two consequences, both requiring the answers from school systems. Firstly, the western countries should have a capability and capacity to educate and train more and more nursing personnel to cover both the vacuum left by those retiring, and to answer to the needs of ageing population. Secondly, these countries should be capable to renew their education systems to be able to satisfy the needs of business, to be able to train skilled labor and to be able to educate more persons that are both capable and willing to create their career as entrepreneurs and to continue the work of retiring entrepreneurs. If this fails, the consequences for European economy might be fatal or even disastrous.

This challenges not only schools and universities or teachers and trainees, but also those developing the courses and teaching and training methods used in the courses. Evaluating the learning of trainees, used methods and the impact of these methods on the learning would help teachers, designers and analysts to improve the methods.

The aims and targets of the evaluation are context dependent issues. Thus, in ideal world, the courses, the methods used in the courses and the means to evaluate the outcome of the course, the learning of trainees and the efficacy and success of the methods should be designed together so that the whole course is seen as main process inside which the training and evaluation are parallel subprocesses. This would be the best way to ensure that exactly those goals set to this unique program are measured during the evaluation. In this case the education programs have been planned partially parallel with the planning of the evaluation.

Education Program

Dual bachelor study course on the topics of Business Management and Workplace Innovations in SMEs combined with R&D tasks for SMEs (WP5).

The following should be achieved:

- a) High-quality qualification of young entrepreneurs and managers (EQF Level 6);
- b) Attraction of much needed junior staff for SMEs;
- c) Development of capacities to increase awareness for Workplace Innovations; d) Realization of individual Workplace Innovation projects, which the students carry out as employees of the participating SMEs with the support of professors of the respective university in connection with the dual studies in SMEs.

The target groups of the program are 1) lecturers and consultants from (or delegated by) chambers, universities, other partners; 2) students in educational institutes, vocational schools and universities (of applied sciences); 3) SMEs, entrepreneurs, managers and specialists in SMEs. The planned duration of course varies depending to the educational level and purposes. Each lesson lasts 45 minutes. Methods used in lessons will be lectures, teaching talks, working in small groups, case studies and examples from real

world. Material used during the teaching consists of e.g. information material (basics & backgrounds, thematic introductions etc.), presentations, questionnaires, question guides, checklists, analysis results, good practice examples and so on.

Evaluation of courses including gained results and found problems is essential to be able to develop further the existing training and education programs as well as to consider the experiences gathered from these programs when building new curricula. The evaluation process of each course has been designed hand in hand with the course itself. This concept presents an overview of evaluation process and questionnaire.

When evaluating courses, the goals and real results should be compared. This is not always possible or fair and just. The evaluation should be targeted only to such measurable issues on which the designer, teacher, facilitator or student himself has an impact. Evaluating the impacts of training programs against the presented main goals would require large societal researches including the recording of the initial situation before starting the programs and the long-term follow-up research in which the conducted interventions and actions (In this case new forms of training and education) and their impacts on change of variables is followed (Figure 1). The final conclusions can be drawn just after some years or after decades. In this project this is not possible and the whole evaluation process must be rethought and simplified.

The most important variables, on point of view of achieving the goals set, are the motivation of student, the support he gets, the relevance of issues in curricula, the quality material and training and the ability of facilities to support training and learning. Although most of the variables presented above are so called soft variables, which can't be measured directly by targeting the measurement tool to some point or phase in the process, they can be assessed indirectly by assessing the feelings and comments of participants and other stakeholders.

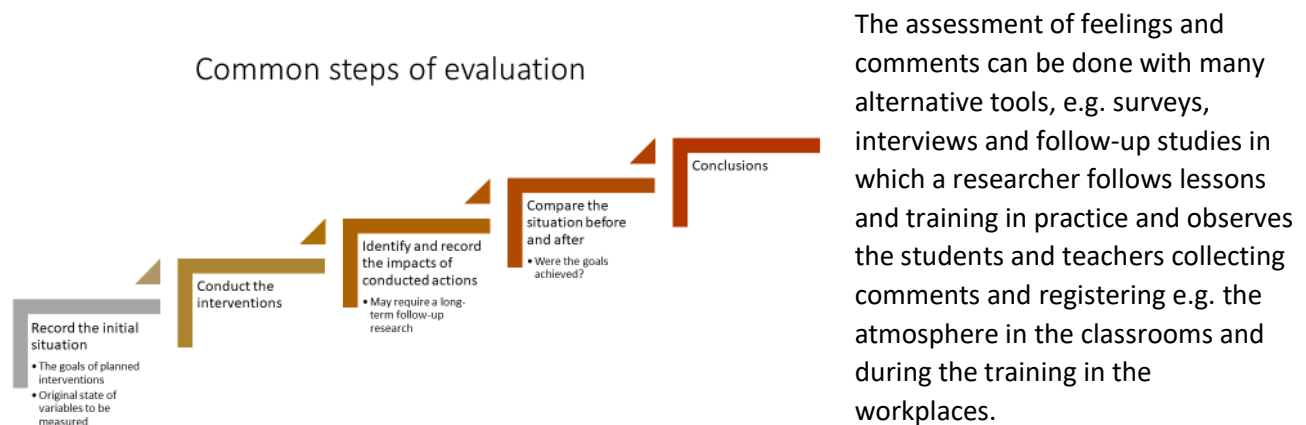


Figure 1: Evaluation process

The assessment of feelings and comments can be done with many alternative tools, e.g. surveys, interviews and follow-up studies in which a researcher follows lessons and training in practice and observes the students and teachers collecting comments and registering e.g. the atmosphere in the classrooms and during the training in the workplaces.

In this case the experiences and comments of participants will be surveyed by simple questionnaire

with questions approaching the common impressions, the applicability of facilities, the relevancy and importance of each issue and the experienced quality of each lesson and material used.

Evaluation concept

The objective of the evaluation is to determine whether the goals of the program will be achieved in the implementations evaluated, and how the program has impact on student's career and opportunities.

The type of the evaluation follows standard course evaluation methods, i.e. formative, process and outcome evaluation, the latter only partial:

- The formative evaluation will provide feedback to the curriculum designers, developers and implementers to ensure that designed and implemented courses really meets the needs of the intended audience, i.e. assure or improve the quality of program. Formative evaluation and analyses will answer to the following questions:
 - Were the goals and objectives suitable for the audience?
 - Were the training methods and course materials appropriate for the audience?

- Should the program or some part of it be developed further and if, how?
- Furthermore, formative evaluation also provides information that benefits the development of the program, facilities and timing.
- The process evaluation will provide information concerning the training and lectures, like asked questions and verbal feedbacks.
 - Process evaluation answers the question “What did you do?”
 - It focuses on procedures and actions used to produce results.
 - Process evaluation takes place during the training delivery and at the end of the training.
 - The co-organizer (Responsible for the course)
 - monitors the training,
 - describes the training process as a whole, and
 - records the findings into the written report.
- The outcome evaluation tries to find out how the knowledge, attitudes, and behaviors of the audience developed. It takes a long time to find out the outcomes of the education and training, so in this stage only the main topics participants are able to do at the end of training, will be assessed.

The evaluation process will be as follows:

Surveys

Participants

1. Semi-structured questionnaires will be created for the participants (Appendix A): If needed, the topics (topic 1, topic 2...) are **renamed to match to the parts of the course**. It is also recommended that co-organizer (Responsible for the course) writes the name of the evaluated course in the beginning of the questionnaire before printing it to make sure that the name is correct.
2. Time for the survey (approx. 15 minutes) will be allocated in the end of the course
3. In the beginning of the course the co-organizer (Responsible for the course) will inform participants about the evaluation and its importance for further development actions
4. The co-organizer (Responsible for the course) distributes the questionnaires to the participants to be filled in before leaving the course. The purposes of the questionnaire and how the data will be used should be explained clearly to the participants. This will help to improve the response rate and encourage them to make comments that can be useful to improve future programs.
5. The participants complete the questionnaires and return them to the co-organizer.
6. The co-organizer collects the questionnaires and deliver them to the evaluator.
7. The evaluator compiles all feedbacks and summarizes written analysis on the evaluations.

Lecturers

1. Semi-structured questionnaires will be created for the teachers (Appendix B): It is recommended that co-organizer (Responsible for the course) writes the name of the evaluated course in the beginning of the questionnaire before printing it to make sure that the name is correct.
2. Each teacher completes the questionnaire and returns it to the co-organizer immediately after having the last lecture or after having given the last feedbacks to assignments, exams or project works, i.e. after having finished the tasks connected to this course.
3. The co-organizer collects the questionnaires and deliver them to the evaluator.
4. The evaluator compiles all feedbacks and summarizes written analysis on the evaluations.

Interviews

The co-organizer selects 3 - 5 students, 2 - 3 lecturers and, if enterprises are included, also representants of 2 - 3 enterprises, and interviews them either face to face, via videoconference (e.g. Skype or Microsoft Teams) or by e-mail depending to the situation. The interview questions are in Appendices C (Students), D (Teachers) and E (Enterprises).

Approach

The evaluation approach will be based on a combination of qualitative and quantitative methods. The Microsoft Excel package will be used to transcribe the feedbacks and interviews. Open questions will be categorized, and qualitative analysis of the groups will be done.

The final evaluation report will discuss the following issues:

- Did the curriculum reach the targets?
- How well was the knowledge creation and sharing realized?
- Did the participants assimilate knowledge and tools?
- Was the venue and equipment appropriate for the training course?
- What kind of further development will be needed, if any?

Schedule of the evaluations

The schedule of the evaluation should be matched to the phases of the curriculum. There is no sense to evaluate the course before the students have a true and fair view of the course, its phases and contents. Thus, the survey will be conducted in the end of the course.

In this case the survey and the interviews should be conducted within the May - June 2021, and the completed questionnaires and answers to the interview questions should be sent to the evaluator (PP2, SAMK, immediately after the survey and interviews were conducted. The evaluation report will be written by PP2 SAMK latest till 30.09.2021.

Appendix A: Questionnaire for participants of the _____ - course

Please circle the scale that applies to your opinion on the following aspects of the training or education you participated.

Scale: 1= Strongly disagree, 2=Disagree, 3=Neither disagree or agree, 4=Agree, 5=Strongly agree

In common						
The facilitation (location, room etc.) was suitable for training		1	2	3	4	5
The topics and issues were relevant and responded to the goals of training		1	2	3	4	5
The lecturers explained topics of the lessons, additional questions, experiences, and topical issues arisen during the course well		1	2	3	4	5
There were enough time scheduled for each issue.		1	2	3	4	5
I got valuable knowledge from lessons and examples presented by lecturers.		1	2	3	4	5
I believe that can utilize the knowledge gained from lessons in my future career.		1	2	3	4	5
I can utilize the skills trained and knowledge gained in my future career, e.g. when consulting my clients.		1	2	3	4	5
Comments concerning the common issues						
Lessons and Topics						
Topic 1	The presentation was clear and understandable	1	2	3	4	5
	The issues were relevant and topical	1	2	3	4	5
	The information presented were up-to-date	1	2	3	4	5
Topic 2	The presentation was clear and understandable	1	2	3	4	5
	The issues were relevant and topical	1	2	3	4	5
	The information presented were up-to-date	1	2	3	4	5
Topic 3	The presentation was clear and understandable	1	2	3	4	5
	The issues were relevant and topical	1	2	3	4	5
	The information presented were up-to-date	1	2	3	4	5
Topic 4	The presentation was clear and understandable	1	2	3	4	5
	The issues were relevant and topical	1	2	3	4	5
	The information presented were up-to-date	1	2	3	4	5

Topic 5	The presentation was clear and understandable	1	2	3	4	5
	The issues were relevant and topical	1	2	3	4	5
	The information presented were up-to-date	1	2	3	4	5
Topic 6	The presentation was clear and understandable	1	2	3	4	5
	The issues were relevant and topical	1	2	3	4	5
	The information presented were up-to-date	1	2	3	4	5
Topic 7	The presentation was clear and understandable	1	2	3	4	5
	The issues were relevant and topical	1	2	3	4	5
	The information presented were up-to-date	1	2	3	4	5
Topic 8	The presentation was clear and understandable	1	2	3	4	5
	The issues were relevant and topical	1	2	3	4	5
	The information presented were up-to-date	1	2	3	4	5
Topic 9	The presentation was clear and understandable	1	2	3	4	5
	The issues were relevant and topical	1	2	3	4	5
	The information presented were up-to-date	1	2	3	4	5
Free speech						
What was good?						
What could have been done better? (E.g. was some topic missing or unnecessary)						
Would you recommend the course to someone you know? If not, why not?						
Was anything missing that you might need in your future profession / occupation / job?						
Was the proportion of topics and issues inside each topic suitable or should something be increased / decreased?						
Other comments						

Thank you for your answer

Appendix B: Questionnaire for lecturers of the _____ - course

TRAINING / EDUCATION EVALUATION: LECTURERS' OPINION COLLECTED BY THE CO-ORGANIZER

The lecturer should evaluate the course with overall grade (poor, fair, good, very good, excellent).
Written comments are appreciated. Thank you for your co-operation!

Course / Subjects / Issues you were teaching: _____

Experience in teaching: _____ years

1. Overall content of course topics

1 = Poor		Comments:
2 = Satisfactory		
3 = Good		
4 = Very good		
5 = Excellent		

2. How well the topics in curricula match to the needs and goals of the students (average)?

1 = Poor		Comments:
2 = Satisfactory		
3 = Good		
4 = Very good		
5 = Excellent		

3. Schedule compared to the contents and goals of the programme

1 = Poor		Comments:
2 = Satisfactory		
3 = Good		
4 = Very good		
5 = Excellent		

4. Level of the students

1 = Poor		Comments:
2 = Satisfactory		
3 = Good		
4 = Very good		
5 = Excellent		

5. Motivation of the students

1 = Poor		Comments:
2 = Satisfactory		
3 = Good		
4 = Very good		
5 = Excellent		

6. How do the contents of the education match to the requirements of the qualification

1 = Poor		Comments:
2 = Satisfactory		
3 = Good		
4 = Very good		
5 = Excellent		

Appendix C: Guidelines for Interviews of students of the _____ - course

TRAINING / EDUCATION EVALUATION: FEEDBACK FROM SELECTED STUDENTS COLLECTED BY CO- ORGANIZER

Date ____/____/20____ Course _____

The evaluator will ask the following questions from each of selected student.

1. Schedule: Were the topics and practicing scheduled logically in point of view of your studies

2. Timing: How did teachers manage in timing the lecture?

3. Participant / group activities: Did you and your co-students take part into activities?

4. Facilitation of activities by trainers / lecturers: How did the trainer / lecturer manage in activating all participants?

5. What could have been done differently? What should have been done differently?

Thank you for the answers

Appendix D: Guidelines for interviews of lecturers of the _____ - course

TRAINING / EDUCATION EVALUATION: FEEDBACK FROM SELECTED LECTURERS COLLECTED BY THE EVALUATOR (co-organizer)

Date ____/____/20____ Topic / Subject _____ Lecturer _____

The evaluator will ask the following questions from each lecturer.

1. Goals: What do you think about the goals of the education? Will they be reached? If not, why?

2. Participants: What do you think about the participants' level of skills, their motivation and their future opportunities in the labor market?

3. Schedule: What do you think about the schedule of the course

4. Facilitations: What do you think about the facilitations, were they succeeded, what was good, what could have been arranged in other way

5. What was good, what could be improved, what would you do in a different way?

Thank you for the answers!

Appendix E: Guidelines for interviews of enterprises involved in the _____ - course

TRAINING / EDUCATION EVALUATION: FEEDBACK FROM SELECTED ENTERPRISES COLLECTED BY THE CO-ORGANIZER

Date ____/____/20____ Course _____ Enterprise _____

The evaluator will ask the following questions from each of selected enterprises' representant.

1. Schedule: Was the schedule of theory and practice in line with company's needs? How about the schedule and order of topics?

2. Content: Did the training contain issues and topics needed in your business? Was something missing? If, what?

3. Work life: Will the students be prepared for work life after the training?

4. What could have been done differently? What should have been done differently?

Thank you for your answer

Result 5.1 Dual Bachelor's degree program (EQF 6)

Evaluation Report Dual study program "Human Resources and Business Administration"

Two different evaluations were carried out independently of each other.

1. Evaluations by the implementation partner University of Latvia.
2. Evaluations by the Satakunta University of Applied Sciences.

The results of the evaluations are listed below in sequence.

Evaluation of the course – HR Management in International Business

Evaluation (WP5 A5)

Compiled by PhD-C Denize Ponomarjova and Dr Romans Putans, Centre for European and Transition Studies of the University of Latvia (LU CETS, PP8), based on the template prepared by the Satakunta University of Applied Sciences (SAMK, PP2)

Contents

Evaluation concept	3
Introduction of the course – HR Management in International Business	4
Appendix A: Summary on participants’ questionnaire – the course “HR Management in International Business”	6
Appendix B: Summary on the lecturer’s questionnaire – course “HR Management in International Business”	11
Appendix C: Summary of students’ interviews – course “HR Management in International Business” ...	13
Appendix D: Summary on the interviews of lecturer – course “HR Management in International Business”	15
Appendix E: Enterprises’ involvement in the course “HR Management in International Business”	17

Evaluation concept

The course “**HR Management in International Business**” is a part of the proposed curriculum of the dual (or “work-based learning” – term most commonly used in Latvia) study programme “Business Administration and Human Resources”. The concept of the study programme was developed within the KAforHR project.

The implementation of the course took place at the Riga Stradiņš University (RSU) within the bachelor study programmes “International Business and Sustainable Economy”, “International Marketing and Advertising” and “Start-up Entrepreneurship Management” (see more information at the next section).

Aim of the proposed curriculum of the study programme “Business Administration and Human Resources” is to prepare professionally qualified, creative and competitive specialists (senior specialists, executives) in the field of business administration with the focus on human resource management in accordance with the labour market demand and challenges as well as SMEs specific needs.

Evaluation of courses, including gained results and found problems, is essential to develop further the existing training and education programs as well as to consider the experiences gathered from these programs when building new curricula.

When evaluating courses, **the goals and real results should be compared**. The evaluation should be targeted only to such measurable issues on which the designer, teacher, facilitator or student himself has an impact.

The most important variables, on point of view of achieving the goals set, are **the motivation of student, the support she/he gets, the relevance of issues in curricula, the quality material and training and the ability of facilities to support training and learning**. Although most of the variables presented above are so called soft variables, which can't be measured directly by targeting the measurement tool to some point or phase in the process, they can be assessed indirectly by assessing the feelings and comments of participants and other stakeholders.

In this case of KAforHR project, the experiences and comments of participants were surveyed by simple questionnaire to get the common impressions, the applicability of virtual mode (due to the coronavirus outbreak there were only virtual studies), the relevancy and importance of each issue and the experienced quality of each lesson, material used and lecturer. The students' questionnaire was done based on the RSU evaluation form and KAforHR guidelines.

As it was recommended at the SAMK Evaluation Concept, also an assessment based on the observations of students during the classes and the atmosphere in the classrooms as well as discussions with students were done.

The feedbacks on the implemented course are collected and summarised for further evaluation by the PP2 SAMK

Introduction of the course – HR Management in International Business

Aim of the course (max 150 words):

The objective of the course is to form students' understanding of human resource management (HRM) functions by introducing theoretical knowledge of HRM, as well as to develop practical skills in HRM functions and methods, so they can realize high quality HR management in the public and private organization, understand its importance and predict potential problems.

Period when course took place: Spring 2021 (March 9 – April 12, 2021)

Short BIO about lecturer (max 150 words):

Dr.sc.admin. Olga Leontjeva – Senior lecturer at Riga Stradiņš University, RSU.

Mrs. Leontjeva is a human resource management researcher and lecturer with experience working in diverse international environment. Since 2015, she works at the RSU as a senior lecturer and thesis supervisor and since 2013 – at the Stockholm School of Economics as a senior teacher's assistant. She has acquired professional experience also at the University of Latvia as a lecturer on HR issues; EU Business School in Barcelona by giving lectures and conducting workshops for undergraduate and graduate students; AIESEC Latvia organisation (Alumni Board member, mentor and sales trainer, a.o.). Mrs. Leontjeva has obtained doctoral degree in business administration and management (focus on human resources recruitment for public administration organisations).

Responsible person of the course: Dr. Romāns Putāns, Head of Programme, RSU Faculty of the European Studies, Department of International Business and Economics.

Audience of the course: 39 students participated in the course, representing 2nd year students of the bachelor study programmes “International Business and Sustainable Economy”, “International Marketing and Advertising” and “Start-up Entrepreneurship Management” with few Erasmus exchange students attending the class.

Methods used:

(Pls describe teaching methods used – lectures, teaching talks, working in small groups, case studies and examples from real world, practical tasks performed in cooperation with SMEs)

During the study course, students have attended lectures and seminars. To obtain skills and knowledge on HR management, students have worked in teams and individually by performing case studies, individual summaries, team summary and its presentation, feedback on colleagues' summary presentation, simulations of various scenarios, team work on the course project (report), literature analysis and its presentation, presentation of article. At the end of the course, an exam was performed.

Guest lectures:

(Pls list title and presenter if any guest lecture were organised)

Mr. Sandis Kondrats, Co-founder of Exonicus Trauma Simulator, Digital Health Cluster, Anatomy Next - Building Start-up Team

Teaching materials:

(Pls describe which teaching materials were used - presentations, questionnaires, question guides, checklists, analysis results, good practice examples and so on)

Main materials used in the study course – presentations, articles, internet resources and videos for reading or watching (e.g., Guide to International Labour Standard, examples on job advertisements, etc.), workshops, online questionnaires (e.g., based on the Schwartz value theory), simulations.

How covid-19 impacted implementation of your course:

The course started right after the coronavirus pandemics have appeared, university were pushed to close the doors and start an online teaching. There was very little time to transform to a new teaching mode, including adaptation to the platforms (e-studies and ZOOM) and organisation of the study materials and literature. Besides, there were regular technical problems with the e-platform (re-connection).

Unfortunately, there was not enough time due to the short period of the course to adjust/update study materials to the employers' and employees' needs, and first challenges related to the remote work.

Appendix A: Summary on participants' questionnaire – the course “HR Management in International Business”

Answers (already summarised) below are given based on the Riga Stradiņš University (RSU) evaluation questionnaire that students have filled in e-studies (April – June 2021) and observations of RSU academic personnel and LU CETS (PP8) team. The evaluation results are translated from Latvian and some of the answers' rates/scales are already calculated.

Please circle the scale that applies to your opinion on the following aspects of the training or education you participated.

Scale: 1= Fully disagree, 2= Partly disagree, 3= Partly agree, 4= Fully agree

In common	1= Fully disagree	2= Partly disagree	3= Partly agree	4= Fully agree
The facilitation (location, room etc.) was suitable for training <i>(answer, if there were onsite classes) – there were online lectures</i>				
The topics and issues were relevant and responded to the goals of training				
<p>Questions asked in the RSU questionnaire:</p> <p><i>The content of the study course was topical, modern</i></p> <p>Average 3.00; Standard deviation: 0.90</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non-applicable (non-applicable) 				
<p>The topics of the lessons, additional questions, experiences, and topical issues arisen during the course have been well explained by the lecturers</p> <p>Addition questions asked in the RSU questionnaire:</p> <p><i>The lecturer had prepared and fully presented the topics defined in the course description within the study course</i></p> <p>Average: 2.89; Standard deviation : 0.90</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non-applicable (non-applicable) 	1	2	3	4
<p><i>The lecturer presented the content of the study course in a compelling and student-engaging way</i></p> <p>Average: 2.44; Standard deviation: 0.70</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non applicable (non-applicable) 				

<p><i>If necessary, the lecturer provided explanations on the content of the study course and the assessment received</i></p> <p>Average: 3.28; Standard deviation : 0.89</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non applicable (non-applicable) 					
<p><i>The lecturer's attitude towards the students was respectful and welcoming</i></p> <p>Average: 3.72; Standard deviation : 0.46</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non applicable (non-applicable) 					
There was enough time scheduled for each issue/topic		1	2	3	4
I got valuable knowledge from lessons and examples presented by lecturers		1	2	3	4
<p>I believe that can utilize the knowledge gained from lessons in my future career</p> <p><i>Addition question:</i></p> <p><i>The theoretical knowledge acquired in the study course were possible practically to apply during the seminars and classes</i></p> <p>Average: 2.61; Standard deviation: 0.84</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non-applicable (non-applicable) 		1	2	3	4
I can utilize the skills trained and knowledge gained in my future career, e.g. when consulting my clients		1	2	3	4
<p>Comments concerning the common issues</p> <p>n/a</p>					
Lessons and Topics					
<p><i>Topic 1</i></p> <p>Introduction to the course</p> <p>Introduction to HRM</p> <p>Strategic HRM</p> <p>Managing HR in international business</p> <p>Presentation skills</p>	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
<p><i>Topic 2</i></p> <p>HR and legislation</p> <p>HR department</p>	The presentation was clear and understandable	1	2	3	4

HR planning	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
<i>Topic 3</i> Team development and management Conflicts and Motivation	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
		1	2	3	4
	The information presented were up-to-date				
<i>Topic 4</i> HR learning and development Future competences Learning abilities	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
		1	2	3	4
	The information presented were up-to-date				
<i>Topic 5</i> Rewarding and recognition	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
		1	2	3	4
	The information presented were up-to-date				
<i>Topic 6</i> Talent management Workshop: International HRM and Global virtual teams	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
		1	2	3	4
	The information presented were up-to-date				
<i>Topic 7</i> Organisational internal and external environment Health, Safety and Well-being of employees New employees' induction	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
		1	2	3	4
	The information presented were up-to-date				
<i>Topic 8</i> HR planning Job Analysis HR external recruitment and selection	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4

	The information presented were up-to-date	1	2	3	4
Topic 9 Employer Branding International labour market trends, Unemployment	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
Topic 10 Performance assessment HR Retention	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
Free speech					
What was good? <ul style="list-style-type: none"> • <i>Interesting way on how to learn about HR management mechanisms and other aspects.</i> • <i>Diversity of the provided study materials, simulations and case studies were specifically interesting.</i> • <i>Very helpful classes but it would be better to have more time for the content.</i> • <i>Lecturer provided resources that helped to perform home assignments or team works – for example, there were recommendations on teamwork from the last years students, although in a bit chaotic way.</i> • <i>Summarised answers of the guest lecturer Sandis Kondrats on students' questions which were published at the e-studies.</i> • <i>Comprehensive.</i> 					
What could have been done better? (e.g. was some topic missing or unnecessary) <ul style="list-style-type: none"> • <i>In general, the course was quite difficult to understand and chaotic, a large amount of information was viewed superficially.</i> • <i>Too detailed info for the short period of time.</i> • <i>You had to follow lecturer very carefully not to miss anything and to understand the provided information.</i> • <i>It was not always clear which task has to be just performed and which has to be also presented.</i> • <i>Feedback on the [student's] summaries could be more concrete.</i> • <i>List of literature could be more updated.</i> 					
Would you recommend the course to someone you know? If not, why not? <ul style="list-style-type: none"> • <i>Yes, but with some improvements of lectures' organisation and time management.</i> 					

I would like to attend another course with this lecturer.



Average: 2.25; Standard Deviation: 1.00

- Fully disagree (1)
- Partly disagree (2)
- Partly agree (3)
- Fully agree (4)
- Non applicable (non-applicable)

Was anything missing that you might need in your future profession / occupation / job?

- *Not all topics were understandable or there was not sufficient time to get deep in each covered topic.*

Was the proportion of topics and issues inside each topic suitable or should something be increased / decreased?

The number of topics could be smaller, or study course could be longer. As it was not enough time to get deep into each of the topics and prepare home tasks. Each could feel that lecturer was keen to give as lot and diverse knowledge, because some lectures were very detailed.

There was a lot of study material that was good, but I couldn't keep track of everything that was needed and that was extra. There was information that repeated and there were new things and approaches – interesting to learn and improve. We had video materials, various tests, presentation drafting on the specific topics, evaluation of colleagues' performance. There were also simulations that were interesting. Organisation of the course were a little chaotic, you had to keep up with everything that was happening. I also liked that there were study cases.

At times, it was difficult to understand the topic and the related seminar / group work.

How would you assess the virtual format of the classes? (*pls answer, if applicable*)

- *V. unusual feeling to study only online, a bit uncomfortable to have a lot of people [~40 students] in ZOOM.*
- *A lot of materials were published in the e-studies.*
- *It was just the beginning of the course, when covid outbreak appeared and everyone had to turn to remote studying. Certainly, digital environment of the university was not ready for that. So technical problems or other shortcomings in ZOOM and e-studies should not be critically evaluated.*
- *When ZOOM was finally configured, it worked well for study course environment.*

See also Appendix C, Q6

Other comments

- *Some materials were a bit difficult to understand.*
- *I would recommend continuing tasks of case's reading and to keep these materials in the e-studies for the next participants, as well as to structure lecture with less topics and more details.*
- *Thank you to the lecturer!*

Thank you for your answer

Appendix B: Summary on the lecturer's questionnaire – course “HR Management in International Business”

TRAINING / EDUCATION EVALUATION: LECTURERS' OPINION COLLECTED BY THE CO-ORGANIZER

The lecturer should evaluate the course with overall grade (poor, fair, good, very good, excellent).

Written comments are appreciated. Thank you for your co-operation!

Experience in teaching: 6 years

1. Overall content of course topics

1 = Poor		Comments: There are excellent yet challenging real-time aspects of HR, talent, labor aspects in socioeconomics today looked at during the course. Development of ideas are sometimes easily visible in practice and sometimes more difficult to explain owing to rapid change of socio-economics, including e.g. Covid effect on remote work and its practical and legal consequences.
2= Satisfactory		
3= Good	X	
4= Very good	X	
5= Excellent		

2. How well the topics in curricula match to the needs and goals of the students (average)?

1 = Poor		Comments: Students indicated that the topic is relevant to their needs, which are discussed at the start of the course. Students are actively participating in the course. Particularly for master students their interests, motivation, and achievements contribute to their practical learning outcomes.
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

3. Schedule compared to the contents and goals of the programme

1 = Poor		Comments: Course schedule fully aligns with the contents and overall goals of the study programmes for which the course is offered. It is HR, talent, labour – one of the major integral core elements of international business.
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

4. Level of the students

1 = Poor		Comments: 2nd year students of the bachelor study programmes “International Business and Sustainable Economy”, and “Start-up Entrepreneurship Management with few Erasmus exchange students attending the class, and 1st year students of the master programmes “International Marketing and Business Management” and “International Business and Law”.
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

5. Motivation of the students

1 = Poor		Comments: Well-motivated, devoted. As a rule, master students have their inclinations zoomed adding to course substance through their own inspiration. Greater part to everything is mindful, responsive and gathering conversation.
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

6. How do the contents of the education match to the requirements of the qualification?

1 = Poor		Comments: The course investigates real-time continuous HR and talent management advancements in international open environment. The contents of this course supplements greatly to the requirements of the qualification, but is not at its center.
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

Appendix C: Summary of students' interviews – course “HR Management in International Business”

EDUCATION EVALUATION: FEEDBACK FROM SELECTED STUDENTS COLLECTED BY CO-ORGANIZER

Date: April – June 2021

Course: HR Management in International Business

At the end of the course, students filled in Riga Stradiņš University (RSU) evaluation questionnaire available in the e-learning environment (Nov – Dec 2020). The evaluation results are compiled below, including calculation of the average response rate.

The evaluator will ask the following questions from each of selected student.

1. Schedule: Were the topics and practicing scheduled logically in point of view of your studies

I have enjoyed lectures, although sometimes it was challenging to follow the lecturer and the organisation of the courses. This course seems valuable to those who work or already have professional experience in the private sector, as the course provides real opportunity to evaluate tactics, apply or recommend various tools for implementation in your company.

I liked topics of gamification and micromanagement – which was learned through interesting, practical work-related tasks. And, through group tasks, which at the beginning were challenging to understand and organise, I feel that I have developed my teamwork skills.

Topics that covered information on different tools, approaches in HR management (examples or rewarding, employees' trainings, retention) were appeared useful, as this kind of tools can be planned and calculated in advance when drafting strategy for employee motivation.

The knowledge that we acquired was relevant, but the topics changed so quickly that there was no time to really perceive them all. In the e-studies there were plenty of information and resources that was not organised or structured.

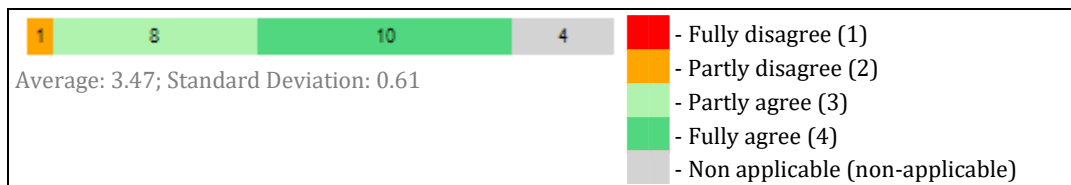
The diversity of activities [tasks] was broad and undoubtedly valuable. However, some of the seminars' tasks did not seem practical enough to be able to apply theoretical knowledge in practice.

2. Timing: How did teachers manage in timing the lecture?

Time management could be organised better because sometimes classes lasted longer, e.g. a large number of presentations (~20) were allocated for 3h seminar. In the result, those students who didn't manage to present during the seminar had to stay after it or to receive evaluation (mark) based on the slides of the submitted presentation. Also, discussions that day were very limited. Thus, feel unsatisfactory with the course and expected from it more.

It would be preferable to organise longer breaks between the lectures and seminars (5 min break for 3h lecture is a bit too short). In the evening it was a bit harder to focus on the lecture for long hours. In general, course was very good, as different teaching techniques/activities were used.

<i>Information about the place and time of lectures and classes was clear and precise</i>



3. Participant / group activities: Did you and your co-students take part into activities?

The course covered a lot of activities – home assignments and group tasks – that involved all the students and facilitated discussions, Q&A sessions. There were team summary presentations, feedbacks on colleagues' presentations, team presentations of report, case studies, simulations and other activities performed during the workshop. Erasmus students appeared very active.

4. Facilitation of activities by trainers / lecturers: How did the trainer / lecturer manage in activating all participants?

One of the main motivations to be active in the course were reporting of the home' assignments in order to discuss results with course mates, to receive their and lectures feedback. These discussions provided possibility to think beyond your limits and generate new ideas for HR management activities.

The lecturer was nice and understanding. She did not impose anything on anyone, which is good. However, the speed of her speeches was fast, that I could not perceive everything properly.

Lecturer provided useful resources that helped to perform home assignments or team works – for example, there were recommendations on teamwork from the last years students.

5. What could have been done differently? What should have been done differently?

My suggestion to improve this course – is to focus on fewer topics, thus giving the student a full idea and understanding of the topics being discussed or prolong course for the longer period. There were a lot of topics in the short period of time to understand all the information. Another suggestion is to think about more structured organisation of home assignments and timing for their realisation.

Overall, it was good. There could be more modern presentations and materials, as well as visually enjoyable content. At times, it was very difficult to concentrate. The amount of work was also relatively large and complex, I had to find out additional information about what needs to be done from the course mates to understand everything to the end.

6. Have you faced any challenges in obtaining this course in virtual format?

It took a while to install and configure ZOOM platform for this study course. Only during the last classes, lecturer and students didn't have to reconnect to the platform each 40 min. It was a bit irritating, although understandable. We all are now in the same situation right now. And for many of us it was the first experience in studying in the remote format.

When ZOOM was finally configured, it worked well for study course environment.

Thank you for the answers

Appendix D: Summary on the interviews of lecturer – course “HR Management in International Business”

TRAINING / EDUCATION EVALUATION: FEEDBACK FROM SELECTED LECTURERS COLLECTED BY THE EVALUATOR (co-organizer)

Date: June 2021

Lecturer Dr.sc.admin. Olga Leontjeva

The evaluator will ask the following questions from each lecturer.

- 1. Goals: What do you think about the goals of the course? Will they be reached? If not, why?**

The major goal of the course is to form students' understanding of human resource management functions. The major learning outcomes are:

Knowledge: Knowledge of Human Resource Management (HRM) concepts, processes, functions (HR planning, recruitment and selection, performance assessment, motivation, engagement, learning and development, rewarding and recognition, health, safety and well-being; employee retention).

Skills: Able to give an overview of the basic HRM processes in international organisations, and understand organisational processes as well as develop HR recruitment and selection.

Competence: HR recruitment and selection; teamwork and development, critical information analysis; adaptation to the teaching/learning process; public speaking, presentation skills. Understanding of the HRM role in organisations nowadays. Critical thinking; understanding of organisational processes.

Overall, I'd like to assume the objectives of the course are met and will be valuable for both, undergrad and grad students. Their input shows they've learned particular information as well as created transversal aptitudes to be connected in dissecting the commerce environment, particularly HR in international economics and business.

- 2. Participants: What do you think about the participants' level of skills, their motivation and their future opportunities in the labour market?**

2nd year students of the bachelor study programmes “International Business and Sustainable Economy”, “International Marketing and Advertising” and “Start-up Entrepreneurship Management” with few Erasmus exchange students were attending the class.

As I've mentioned earlier students are well motivated, many do work already and can relate the topics personally, which sometimes may be challenging when e.g. contradictory opinions meet, but overall it fuels the gain of value added and actual use of awareness, skills, knowledge in their working environments. Thus, it is definitely increasing their level of competitiveness and opportunities in the labour market.

3. Schedule: What do you think about the schedule of the course?

In order to provide a full or at least good understanding of the HR management, which is very broad topic, the course should be organised for a bit longer period of time.

4. Facilitations: What do you think about the facilitations, were they succeeded, what was good, what could have been arranged in other way.

Well organized. I've been s senior lecture for RSU for few years now and was one of the first to deliver classes online, which gave me a slight competitive advantage when covid-19 restrictions started and pushed us all to online and remote studies. At the same time, it has been a bit challenging with almost no time to transform onsite learning into online with all the set of materials. Also, ZOOM platform were not sufficiently arranged. As for improvements, the structure should be slightly changed, and the contents slightly decreased to adapt better to short module formats. Also, for the next course there will be more highlighted on the remote HR management (e.g., "learning mistakes from the past").

5. What was good, what could be improved, what would you do in a different way?

For the next year I've already planned to split seminars into smaller groups. This year of ~40 students was a bit of a challenge and less individual approach which reflected also in course evaluation forms by students.

Thank you for the answers!

Appendix E: Enterprises' involvement in the course "HR Management in International Business"

TRAINING / EDUCATION EVALUATION: FEEDBACK FROM SELECTED ENTERPRISES COLLECTED BY THE CO-ORGANIZER

Date April/20/2021

Due to the appearance of coronavirus pandemics, it was difficult to involve entrepreneurs directly in the course activities. More information on practical cases and analysis were added to some of the course topics. Nevertheless, we have managed to organise a guest lecture with experienced entrepreneur in this hectic time in the country, to discuss practical issues on forming team in start-ups.

Despite the fact that no specific company was yet involved in the course, together with Latvian Chamber of Commerce and its members SMEs new project ideas with two further directions was launched during the implementation of the course: "Tomorrow's Entrepreneur" - the very project was launched on February 16, 2021 and the idea was further developed during the course (together with other courses). The major idea of this project is to connect SMEs and students. SMEs are willing to share their practical knowledge and experience to participate in creating future entrepreneurs. The project's keywords and instruments are as follows:

- *Search for "entrepreneurial genes"*
- *Offer internships for students*
- *Create interest in business*
- *Share knowledge*
- *To prepare students for the business environment*
- *Show practical examples*
- *Company rating - social participation*
- *Facilitate Investors' Academy*
- *Study visits to companies*

Evaluation of the course – Theory and Management of Organizations

Evaluation (WP5 A5)

Compiled by Prof. Tatjana Muravska, Dr Romans Putans and PhD-C Denize Ponomarjova Centre for European and Transition Studies of the University of Latvia (LU CETS, PP8), based on the template prepared by the Satakunta University of Applied Sciences (SAMK, PP2)

Table of Contents

<i>Evaluation concept.....</i>	3
<i>Introduction of the course: “Theory and Management of Organisations”</i>	4
<i>Appendix A: Summary on participants’ questionnaire – the course “Theory and Management of Organizations”</i>	6
<i>Appendix B: Summary on the lecturer’s questionnaire – course “Theory and Management of Organizations”</i>	11
<i>Appendix C: Summary of students’ interviews – course “Theory and Management of Organizations”</i>	13
<i>Appendix D: Summary on the interview with lecturer – course “Theory and Management of Organizations”</i>	15
<i>Appendix E: Enterprises’ involvement in the course “Theory and Management of Organizations”</i>	17

Evaluation concept

The course “**Theory and Management of Organisations**” is a part of the proposed curriculum of the dual (or “work-based learning” – term most commonly used in Latvia) study programme “Business Administration and Human Resources”. The concept of the study programme was developed within the KAforHR project.

The implementation of the course took place at the Riga Stradiņš University (RSU) within the bachelor study programmes “International Business and Sustainable Economy”, “Start-up Entrepreneurship Management” and “International Marketing and Advertising” (see more information at the next section).

Aim of the proposed curriculum of the study programme “Business Administration and Human Resources” is to prepare professionally qualified, creative and competitive specialists (senior specialists, executives) in the field of business administration with the focus on human resource management in accordance with the labour market demand and challenges as well as SMEs specific needs.

Evaluation of courses, including gained results and found problems, is essential to develop further the existing training and education programs as well as to consider the experiences gathered from these programs when building new curricula.

When evaluating courses, **the goals and real results should be compared**. The evaluation should be targeted only to such measurable issues on which the designer, teacher, facilitator or student himself has an impact.

The most important variables, on point of view of achieving the goals set, are **the motivation of student, the support she/he gets, the relevance of issues in curricula, the quality material and training and the ability of facilities to support training and learning**. Although most of the variables presented above are so called soft variables, which can't be measured directly by targeting the measurement tool to some point or phase in the process, they can be assessed indirectly by assessing the feelings and comments of participants and other stakeholders.

In this case of KAforHR project, the experiences and comments of participants were surveyed by simple questionnaire to get the common impressions, the applicability of virtual mode (due to the coronavirus outbreak there were only virtual studies), the relevancy and importance of each issue and the experienced quality of each lesson, material used and lecturer. The students' questionnaire was done based on the RSU evaluation form and KAforHR guidelines.

As it was recommended at the SAMK Evaluation Concept, also an assessment based on the observations of students during the classes and the atmosphere in the classrooms as well as discussions with students were done.

The feedbacks on the implemented course are collected and summarised for further evaluation by the PP2 SAMK

Introduction of the course: “Theory and Management of Organisations”

Aim of the course (max 150 words):

The course aims to develop an understanding and improve knowledge of the basic concepts of management theory, evolution and development of the concept of organisation. Course also includes those topics that are important in the HR policy and management process planning.

Period when course took place: Autumn 2020 (31 August – 18 December 2020)

Short BIO about lecturers (max 150 words):

Dr. Sergei Stacenko (lecturer) has teaching experience in courses on Theory and Management of Organisations, International Company law and Transport Law, Global Politic and Legal Business Environment, Business Law, International Tax Law for masters and bachelor students in Latvia and internationally. His research and publications cover issues in European employment policies, social dialogue, social, economic and legal issues related to labour disputes. He is a Senior Research Fellow at the Centre for European and Transition Studies (CETS) at the University of Latvia (2007-2020) and Riga Stradins University (since 2021) with experience in research at national and international levels being a researcher in *Institut für Osteuropäisches Recht Lehrstuhl für Bürgerliches Recht und Osteuropäisches Recht*, Kiel and *Ernst Moritz Arndt Universität Greifswald*, Germany, Germany; Dr. Stacenko has a long- standing experience in working in different capacities for the Ministry of Justices and Ministry of Economy and, as an adviser, to the Minister for Education and Science of the Republic of Latvia.

Dr. Tatjana Muravska (co-author) Professor, Jean Monnet Professor and a visiting professor at universities in Europe, Canada, India, Georgia. Director, Centre for European Studies at the University of Latvia Doctoral Programme in Business Administration, Riga Stradiņš University, and a Chairperson of the Academic Council. Her research and publications cover EU innovation, digital and socio-economic and regional policies.

Audience of the course: 39 students of the 3rd year participated in the course, which represented the bachelor study programmes “International Business and Sustainable Economy”, “Start-up entrepreneurship management” and “International Marketing and Advertising”.

Methods used:

(Pls describe teaching methods used – lectures, teaching talks, working in small groups, case studies and examples from real world, practical tasks performed in cooperation with SMEs)

Teaching methods include:

- Lectures;
- Seminars;
- Working in small groups;
- Case studies and examples from businesses.

Practical tasks are foreseen for those students that combine studies with work. Cooperation with SMEs has been limited due to related to company descriptions during Covid-19 restrictions imposed by the Government of Latvia.

Guest lectures:

(Pls list title and presenter if any guest lecture were organised)

- 1) 01/12/2020 – “Future of skills in the labour market - examples of the EU best practices, policies and incentives” by Dr Līga Baltiņa, Senior Expert Consultant of Fondazione Giacomo Brodolini (Brussels)
- 2) 25/11/2020 – “Organisation of remote work and employee involvement, productivity and well-being” by Dr. Daiga Ergle, HR Head of 4finance Group Latvia.

Students appreciated both guest lectures and an opportunity to discuss new tendencies in the labour market and skills that need to be developed to ensure employability as well as practical experience in organising remote work and healthy engaging employees.

The guest lecture of Mrs. Daiga Ergle were organised in the result of successful collaboration established during the KAforHR training for SMEs on Innovation Processes, where Daiga was interacting with entrepreneurs (September 2020, organised by Latvian Chamber of Commerce and Industry and LU CETS).

Teaching materials:

(Pls describe which teaching materials were used - presentations, questionnaires, question guides, checklists, analysis results, good practice examples and so on).

The following materials were used: presentations of lectures, analysis of case studies, summaries and good practices.

The purpose and importance of teaching and learning materials is to make lessons interesting, learning easy and enable a lecturer/instructor to express concepts. Teaching materials in the learning process allowed students to explore the knowledge independently as well as providing repetition. Presentations, readings included in the curricula as well as case studies are provided in Moodle-platform/ E-studies.

How covid-19 impacted implementation of your course?

The Covid-19 forced to use Zoom platform for lectures as well as for practical work. This approach made available attendance and completion of the course for students. The attendance was very good. However, personal contacts have been missing.

The assessment of the Covid-19 impacts on an undergraduate business programme in general and a course on “Theory and Management of Organizations” in particular. The assessment shows that the pandemic-induced disruptions and the move to online teaching and learning, as well as a strong demand for flexibility of the course curricula. The curricula should adapt and stabilize post-pandemic benefits such as increased digitalization and students’ ability to conduct tele-work.

Overall, the course’s curriculum seems adequate as it appears to stimulate students and faculty to adapt and adjust to online learning post-pandemic as indicated by the relatively comparable learning outcomes for over a year 2020/2021.

However, we still need to evaluate and identified impact of the pandemic on business education.

Appendix A: Summary on participants' questionnaire – the course “Theory and Management of Organizations”

The Questionnaire for students has been available only on-line. Answers below (already summarised) are given based on the Riga Stradiņš University (RSU) evaluation questionnaire that students have filled in e-studies (November – December 2020) and observations of RSU academic personnel and LU CETS (PP8) team. The evaluation results are translated from Latvian and some of the answers' rates/scales are already calculated.

Please circle the scale that applies to your opinion on the following aspects of the training or education you participated.

Scale: 1= Fully disagree, 2= Partly disagree, 3= Partly agree, 4= Fully agree

In common	1=	2=	3=	4=
The facilitation (location, room etc.) was suitable for training <i>(answer, if there were onsite classes)</i>				
<p>The topics and issues were relevant and responded to the goals of training</p> <div> <p>The content of the study course was topical, modern</p> <p>Completed: 12; Average: 3.08; Standard deviation: 0.67</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non-applicable (non-applicable) </div>				
<p>The topics of the lessons, additional questions, experiences, and topical issues arisen during the course have been well explained by the lecturers</p> <p>Addition questions asked in the RSU questionnaire:</p> <div> <p>The lecturer had prepared and fully presented the topics defined in the course description within the study course</p> <p>Completed: 10; Average: 3.20; Standard deviation: 0.63</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non-applicable (non-applicable) </div>	1	2	3	4

<p>The lecturer presented the content of the study course in a compelling and student-engaging way</p> <p>Completed: 10; Average: 3.20; Standard deviation: 0.63</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non applicable (non-applicable) 				
<p>If necessary, the lecturer provided explanations on the content of the study course and the assessment received</p> <p>Completed: 10; Average: 3.00; Standard deviation: 0.82</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non applicable (non-applicable) 				
<p>The lecturer's attitude towards the students was respectful and welcoming</p> <p>Completed: 10; Average: 3.60; Standard deviation: 0.52</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non applicable (non-applicable) 				
There was enough time scheduled for each issue/topic	1	2	3	4
I got valuable knowledge from lessons and examples presented by lecturers	1	2	3	4
<p>I believe that can utilize the knowledge gained from lessons in my future career</p> <p>Addition questions asked in the RSU questionnaire:</p> <p>The theoretical knowledge acquired in the study course were possible practically to apply during the seminars and classes</p> <p>Completed:12; Average: 2.83; Standard deviation: 0.72</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non-applicable (non-applicable) 	1	2	3	4
I can utilize the skills trained and knowledge gained in my future career, e.g. when consulting my clients	1	2	3	4
<p>Comments concerning the common issues</p> <ol style="list-style-type: none"> 1. The content of the study course was topical, modern. 2. The theoretical knowledge acquired in the study course could be practically applied in classes, seminars. 3. The information and study materials available in the e-learning environment were sufficient and facilitated the acquisition of the study course. 				

4. The literature indicated in the description of the study course was available and appropriate for the acquisition of the content.					
Lessons and Topics					
Topic 1 Organisation and management theory. Changes in the concept of organization. Managers and its levels	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
Topic 2 Management theories: evolution and development	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
Topic 3 The essence and types of organizational environment. Organizational development in a changing environment	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
Topic 4 Internal and external environment of an organization	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
Topic 5 The nature and organisation of planning	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
Topic 6 Decision-making process and methods	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
Topic 7 Basics of organisation, structure formation	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
Topic 8 Fundamentals of management: coordination and	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4

motivation of employees					
Topic 9 The essence and evolution of motivation	The presentation was clear and understandable The issues were relevant and topical The information presented were up-to-date	1 1 1	2 2 2	3 3 3	4 4 4
Topic 10 Basics of control and effectiveness of control	The presentation was clear and understandable The issues were relevant and topical The information presented were up-to-date	1 1 1	2 2 2	3 3 3	4 4 4
Free speech <ul style="list-style-type: none"> <i>The curricula should be adapted to post-pandemic benefits such as increased digitalization and exploitation of different digital platforms for classes and most of all for discussions and work in groups and students' ability to conduct tele-work.</i> <i>Overall, the course's curricula are adequate and stimulate students gain knowledge and skills helpful to be successful in job market.</i> <i>The course motivated to invest more time in relevant study topics and courses.</i> 					
What was good? <ul style="list-style-type: none"> <i>Most of students expressed their opinion that the lectures were delivered in a clear and comprehensive way. The topics discussed were relevant to current trends in management and organization of a company (e.g. students answered "It was a good and interesting course, I learned a lot and diverse aspects of management." "This is useful, crucial and in some way attractive study course.").</i> <i>The practical part, including discussions on lectures related matters, case studies and evaluation of the current business situation in Latvia.</i> 					
What could have been done better? (E.g. was some topic missing or unnecessary) <ul style="list-style-type: none"> <i>Students consider that it would be beneficial to have better developed digital content of the course, and more guest experts from the industries.</i> <i>Some lecturer's speeches could have been livelier.</i> 					
Would you recommend the course to someone you know? If not, why not? <i>The course is worth to be recommended as it is well-structured, intense, provided knowledge and developed skills required by the labour market.</i>					
<div> I would like to attend another course with this lecturer. <p>Completed: 10; Average: 3.20; Standard deviation: 0.63</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non applicable (non-applicable) </div>					
Was anything missing that you might need in your future profession / occupation / job? <i>It would be valuable to have some practical experience and/or excretions to companies and discussions at a company and with the company lead management issued of the</i>					

efficiency and productivity and the role of the company management in reaching these goals. It is important to hear on the spot about skills that are important to be successful in management.

Was the proportion of topics and issues inside each topic suitable or should something be increased / decreased?

The issues of financial management and organisation of finances, management of the IT in the company.

How would you assess the virtual format of the classes? (*pls answer, if applicable*)

Overall, it was ok and similar to other classes.

Other comments

Thank you for your answer

Appendix B: Summary on the lecturer's questionnaire – course “Theory and Management of Organizations”

TRAINING / EDUCATION EVALUATION: LECTURERS' OPINION COLLECTED BY THE CO-ORGANIZER

Course / Subjects / Issues you were teaching: Theory and Management of Organisations

Experience in teaching: 2 years (Dr.Sergejs Stacenko)

Experience in teaching: 40 years (Prof. Tatjana Muravska)

The lecturer should evaluate the course with overall grade (poor, fair, good, very good, excellent).
Written comments are appreciated. Thank you for your co-operation!

1. Overall content of course topics

1 = Poor		Comments: <i>The course's topics are relevant to the title of the course and aims of the educational programme.</i>
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

2. How well the topics in curricula match to the needs and goals of the students (average)?

1 = Poor		Comments: <i>The topics of the curricula match to the needs of students as well as their goals in gaining knowledge and developing skills required by the labour market.</i>
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

3. Schedule compared to the contents and goals of the programme

1 = Poor		Comments: <i>The schedule of the course is in line with the accreditation and university regulation.</i>
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

4. Level of the students

1 = Poor		Comments: <i>The level of students is good, some of them were outstanding.</i>
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

5. Motivation of the students

1 = Poor		Comments: <i>Motivation of students was very good and in turn motivated teachers to make additional efforts in increasing the course's attractiveness.</i>
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

6. How do the contents of the education match to the requirements of the qualification?

1 = Poor		Comments: <i>There is a direct link of the contents of the education and requirements of the qualification, which confirmed by business partners as well as qualification regulation of the Ministry of Education and Science of the Republic of Latvia that were considered when the course has been developed.</i>
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

Appendix C: Summary of students' interviews – course “Theory and Management of Organizations”

EDUCATION EVALUATION: FEEDBACK FROM SELECTED STUDENTS COLLECTED BY CO-ORGANIZER

Date: Augusts 2021

Course: Theory and Management of Organizations

The evaluator will ask the following questions from each of selected student.

1. Schedule: Were the topics and practicing scheduled logically in point of view of your studies

Students' opinion

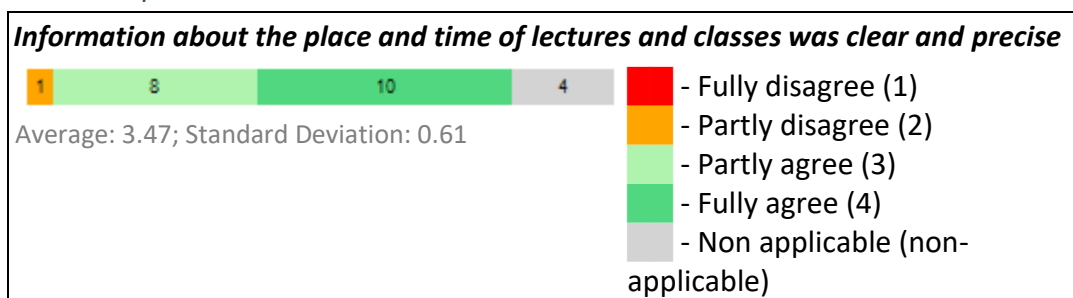
- 1.Opinion- topics and practicing scheduled logically from the specialization point of view.
- 2.Opinion- the content of the course is logical and does not overlap with other courses.
- 3.Opinion- the sequence of topics was logical and correct.
- 4.Opinion- practical excesses could include visits to companies and more meeting with experts from companies.

2. Timing: How did teachers manage in timing the lecture?

Students' opinions

- 1.Opinion- the timing was managed correctly.
- 2.Opinion- the theoretical information was in correct proportion with practical exercises.
- 3.Opinion- topics of the course were presented in line with the course's programme.

From students' questionnaire:



3. Participant / group activities: Did you and your co-students take part into activities?

Students' opinions

- 1.Opinion- yes, activities included mostly case studies and group discussions.
- 2.Opinion- exchange of point of views and knowledge during discussions between groups was useful.
- 3.Opinion- more practical information from the companies directly will be useful.

4. Facilitation of activities by trainers / lecturers: How did the trainer / lecturer manage in activating all participants?

Students' opinions

- 1.Opinion- the lecturer managed to activate my groupmates by asking questions and discussing home tasks.*
- 2.Opinion- discussions were moderated by the teacher, which was good.*
- 3.Opinion- students were leaders in some activities and this helped a lot to have interesting activities.*
- 4.Opinion- it would be good to involve more students in leading seminars and workshops.*
- 5.Opinion- at the guest lecture a guest lecturer were involved in our despite about new skills required to be successful in the labour market.*

5. What could have been done differently? What should have been done differently?

Students' opinions

- 1.Opinion- meetings with industry experts could be provided on a regular basis.*
- 2.Opinion- on-line course was different in my studies than studies in previous years.*
- 3.Opinion- new topics should be included, for example related to innovation and green economy.*
- 4.Opinion- visits to companies could be included in the curricula.*
- 5.Opinion- international experiences should be included more often.*

6. Have you faced any challenges in obtaining this course in virtual format?

Students' opinions

- 1.Opinion- the virtual format does not always provide necessary conditions for active communication and discussions.*
- 2.Opinion- it was not easy to arrange debates in Zoom.*
- 3.Opinion- zoom classes helped to save time for traveling to the university and back home.*
- 4.Opinion- lectures of the course have been properly conducted in Zoom platform.*
- 5.Opinion- zoom platform needs improvements in relation to discussions.*

Thank you for the answers

Appendix D: Summary on the interview with lecturer – course “Theory and Management of Organizations”

TRAINING / EDUCATION EVALUATION: FEEDBACK FROM SELECTED LECTURERS COLLECTED BY THE EVALUATOR (co-organizer)

Date: July 2021

Topic / Subject: Theory and Management of Organizations

Lecturer: Dr. Sergejs Stacenko

The evaluator will ask the following questions from each lecturer.

1. Goals: What do you think about the goals of the course? Will they be reached? If not, why?
We consider that goals of the course are realistic and appropriate. The goals have been reached according to the results of the course. The content of the course was careful developed and thoroughly delivered.
2. Participants: What do you think about the participants’ level of skills, their motivation, and their future opportunities in the labor market?
Participants were second year students, and their motivation varies. Moreover, the academic year 2020/2021- was a year of pandemic due to Covid-19 with studies on-line. The online education does not allow to have meetings with experts in places where they work, visits to enterprises were excluded from the curricula, which to a large extent works against students’ motivation. For some students working on-line courses difficulties to ask questions and discusses openly some matters of their concern. Nevertheless, most of students put additional efforts to study even though the situation was very unusual. Those students tried to get most from on-line education and to gain new skills. Their chances to be successful in the labour market are high.
3. Schedule: What do you think about the schedule of the course?
The schedule of the course was appropriate, and the course was implemented according to the university rules and regulations.
4. Facilitations: What do you think about the facilitations, were they succeeded, what was good, what could have been arranged in other way?
The major facilitator was a lecturer, and this was fundamental in the course delivery. However, different types of activities, such as group projects, discussions on different topics including exchange of opinions on related videos, for example have been used. The necessary reading resources were provided, including additional information to support students to complete tasks of the course.
5. What was good, what could be improved, what would you do in a different way?
As organizers and a teacher of this course, we consider putting emphasis in future on the following topics:
 - *socio-economic situation and labour market needs*
 - *green entrepreneurship and innovation*

- *sustainable social entrepreneurship perspective*
- *strategic and change management*
- *digital innovation and entrepreneurial leadership.*

We consider that students should be able to specialize in entrepreneurship and innovation as well as technology to acquire more knowledge about family business, entrepreneurship, strategic management of technology, etc.

In addition, we think that one of the improvements could be an idea that while teaching issues on management – innovative and entrepreneurial dimensions should be both considered allowing to carry out a wide variety of projects and acquire a more global perspective.

Moreover, after the pandemic is over, we foresee visits to enterprises, closer cooperation with businesses and business experts.

It would be useful to expand the course to international experience and cooperated with Erasmus students.

Thank you for the answers!

Appendix E: Enterprises' involvement in the course "Theory and Management of Organizations"

NOTE! Enterprises were not involved in the course. It should be mentioned that in the result of the successful collaboration during the KAforHR training with SMEs, implemented by the project partners LU CETS and LCCI, the HR manager of 4Finance were involved in the course as a guest lecturer to discuss the practical organisation of remote work.

TRAINING / EDUCATION EVALUATION: FEEDBACK FROM SELECTED ENTERPRISES COLLECTED BY THE CO-ORGANIZER

Date ____/____/20____ Course _____

The evaluator will ask the following questions from each of selected enterprises' representant.

1. Schedule: Was the schedule of theory and practice in line with company's needs? How about the schedule and order of topics?
2. Content: Did the course contain issues and topics needed in your business? Was something missing? If, what?
3. Work life: Will the students be prepared for work life after the course?
4. What could have been done differently? What should have been done differently?

Thank you for your answer

Evaluation of the course – Public Support Models in International Business

Evaluation (WP5 A5)

Compiled by Dr Romans Putans and PhD-C Denize Ponomarjova Centre for European and Transition Studies of the University of Latvia (LU CETS, PP8), based on the template prepared by the Satakunta University of Applied Sciences (SAMK, PP2)

Table of Contents

<i>Education Program</i>	Fehler! Textmarke nicht definiert.
<i>Introduction of the course - Public Support Models in International Business</i>	4
<i>Appendix A: Summary on participants' questionnaire – the course “Public Support Models in International Business”</i>	6
<i>Appendix B: Summary on the lecturer's questionnaire – course “Public Support Models in International Business”</i>	11
<i>Appendix C: Summary of students' interviews – course “Public Support Models in International Business”</i> .	13
<i>Appendix D: Summary on the interviews of lecturer – course “Public Support Models in International Business”</i>	18
<i>Appendix E: Enterprises' involvement in the course “Public Support Models in International Business”</i>	20

Evaluation concept

The course “**Public Support Model in International Business**” is a part of the proposed curriculum of the dual (or “work-based learning”– term most commonly used in Latvia) study programme “Business Administration and Human Resources”. The concept of the study programme was developed within the KAforHR project.

The implementation of the course took place at the Riga Stradiņš University (RSU) within the bachelor study programmes “International Business and Sustainable Economy” and “Start-up Entrepreneurship Management” (see more information at the next section).

Aim of the proposed curriculum of the study programme “Business Administration and Human Resources” is to prepare professionally qualified, creative and competitive specialists (senior specialists, executives) in the field of business administration with the focus on human resource management in accordance with the labour market demand and challenges as well as SMEs specific needs.

Evaluation of courses, including gained results and found problems, is essential to develop further the existing training and education programs as well as to consider the experiences gathered from these programs when building new curricula.

When evaluating courses, **the goals and real results should be compared**. The evaluation should be targeted only to such measurable issues on which the designer, teacher, facilitator or student himself has an impact.

The most important variables, on point of view of achieving the goals set, are **the motivation of student, the support she/he gets, the relevance of issues in curricula, the quality material and training and the ability of facilities to support training and learning**. Although most of the variables presented above are so called soft variables, which can’t be measured directly by targeting the measurement tool to some point or phase in the process, they can be assessed indirectly by assessing the feelings and comments of participants and other stakeholders.

In this case of KAforHR project, the experiences and comments of participants were surveyed by simple questionnaire to get the common impressions, the applicability of virtual mode (due to the coronavirus outbreak there were only virtual studies), the relevancy and importance of each issue and the experienced quality of each lesson, material used and lecturer. The students’ questionnaire was done based on the RSU evaluation form and KAforHR guidelines.

As it was recommended at the SAMK Evaluation Concept, also an assessment based on the observations of students during the classes and the atmosphere in the classrooms as well as discussions with students were done.

The feedbacks on the implemented course are collected and summarised for further evaluation by the PP2 SAMK

Introduction of the course - Public Support Models in International Business

Aim of the course (max 150 words): The course aims to provide students with knowledge and expertise on a variety of public (national, supranational, transnational) support and protection models, instruments and mechanisms for international business.

Period when course took place: October 5 – November 5, 2020.

Short BIO about lecturer (max 150 words):

Mr. Romans Putans, Dr.sc.admin., Head of Programme, RSU Faculty of the European Studies, Department of International Business and Economics. Mr. Putans has experience in EU funded project management and coordination since 2010 having participating in quality management and coordination roles in 8 projects. His scientific interest lies within societal organization focusing on cooperation between state, business and society. In this course particularly the lecturer Dr. Putans will be using and testing the applied knowledge of one of the projects *“Innovative Entrepreneurs and Innovation Support for SMEs: Knowledge Alliance “Human Resources and Organizational Development; KAforHR”*.

Audience of the course: Participants were mostly 3rd year students of the bachelor study programmes “International Business and Sustainable Economy” and “Start-up entrepreneurship management”, plus several Erasmus students from bachelor programmes at the universities in France, the Netherlands, Germany and Spain. 26 students in total.

Methods used:

(Pls describe teaching methods used – lectures, teaching talks, working in small groups, case studies and examples from real world, practical tasks performed in cooperation with SMEs)

1. Lectures – transfer of knowledge of the major concepts of thematic
2. Seminars – exploration of practical examples of the theory concepts in practice
3. Discussions – both, during seminars and lectures
4. Q&A sessions – both, between teacher-students and among students with teacher`s equal participation
5. Group work in seminars – teacher assigned and supervised group work on case studies
6. Homework - teacher assigned and supervised homework on course thematic – essays, presentations, case-studies, questions to be prepared by students, argumentations for the debate.
7. Case studies – specific aspects of course thematic of students` choice; students` group selected topic and deeper research on it.
8. *Flipped classroom* method – students prepare questions as part of their homework, which can be used in the exam.
9. Presentations on case studies – students` group selected topic and deeper research on it
10. Guest lecture – guest lecture from industry, projects, academic environment. Examples from projects.
11. Debate – class debate on the topic jointly chosen and developed together (see Appendix F).
12. Study visits – in this particular course students were invited to participate in study visit to EU institutions and SMEs in Brussels (online in 2020).
13. SSC – “start-stop-continue” reflection method.

14. Self-reflection – students are asked to self-reflect of their own study experience identifying do's, don't's and keep's for future according to SSC method.
15. Course-reflection - students are also asked to reflect on the very course identifying do's, don't's and keep's for future according to SSC method.

Guest lectures:

(Pls list title and presenter if any guest lecture were organised)

1. Mrs. Marija Bockarjova, researcher Utrecht University (the Netherlands) on PPP projects on Green Economy and Monetization of Environmental projects` implementation.

Teaching materials:

(Pls describe which teaching materials were used - presentations, questionnaires, question guides, checklists, analysis results, good practice examples and so on).

1. Class presentation material – teacher presentation of all course aspects
2. Reading materials – selected articles, books, videos, blogs, case studies, reports, websites
3. Students` presentations – based on their group research
4. Digital tools – menti.com, vevox.com, Zoom polls
5. Feedback forms – *mentimeter* word clouds, *googleforms*.

How covid-19 impacted implementation of your course?

Covid-19 mostly affected the format – online instead of on-site, which required quite some arrangements and adjustments of the course contents and structures to keep the meetings and online work interesting, motivating, engaging and attentive. On the other hand, it allowed for better understanding of the needs (also of SMEs) to adjust to ever changing business environment and ability to identify opportunities and creative solutions in increasing competition.


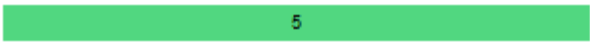
Appendix A: Summary on participants' questionnaire – the course “Public Support Models in International Business”

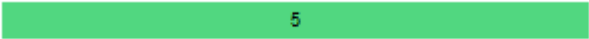
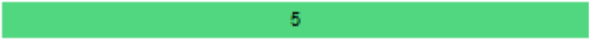
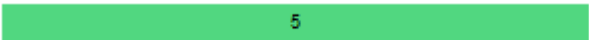

Answers below are given based on the Riga Stradiņš University (RSU) evaluation questionnaire that students have filled in e-studies (April – June 2021), lecturer's evaluation and observations of LU CETS (PP8). The evaluation results are translated from Latvian and some of the answers' rates/scales are already calculated.

In addition to RSU questionnaire, students were asked to fill anonymously the [google form](#) – to reflect on their participation and activity in the course and the path of the very course using S-S-C (Start-Stop-Continue) reflection methodology (see the google form and Appendix C below).

Please circle the scale that applies to your opinion on the following aspects of the training or education you participated

Scale: 1= Fully disagree, 2= Partly disagree, 3= Partly agree, 4= Fully agree

In common	1=	2=	3=	4=
The facilitation (location, room etc.) was suitable for training (<i>answer, if there were onsite classes</i>) – they were online classes!				
<p>The topics and issues were relevant and responded to the goals of training</p> <p>Questions asked in the RSU questionnaire:</p> <div> <p><i>The content of the study course was topical, modern</i></p>  <p>Completed: 8; Average: 3.63; Standard deviation: 0.52</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non applicable (non applicable) </div>				
<p>The topics of the lessons, additional questions, experiences, and topical issues arisen during the course have been well explained by the lecturers</p> <p>Addition questions asked in the RSU questionnaire:</p> <div> <p><i>The lecturer had prepared and fully presented the topics defined in the course description within the study course</i></p>  <p>Completed: 5; Average: 4.00; Standard deviation: 0.00</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non applicable (non applicable) </div> <p><i>The lecturer presented the content of the study course in a compelling and student-engaging way</i></p>	1	2	3	4

 <p>Completed: 5; Average: 4.00; Standard deviation: 0.00</p>					
<p><i>If necessary, the lecturer provided explanations on the content of the study course and the assessment received</i></p>  <p>Completed: 5; Average: 4.00; Standard deviation: 0.00</p>					
<p><i>The lecturer's attitude towards the students was respectful and welcoming</i></p>  <p>Completed: 5; Average: 4.00; Standard deviation: 0.00</p>					
There was enough time scheduled for each issue/topic		1	2	3	4
I got valuable knowledge from lessons and examples presented by lecturers		1	2	3	4
I believe that can utilize the knowledge gained from lessons in my future career		1	2	3	4
<p>Addition questions asked in the RSU questionnaire</p> <p><i>The theoretical knowledge acquired in the study course were possible practically to apply during the seminars and classes</i></p>  <p>Completed: 8; Average: 3.38; Standard deviation: 0.74</p>					
I can utilize the skills trained and knowledge gained in my future career, e.g. when consulting my clients		1	2	3	4
<p>Comments concerning the common issues</p> <p>See Appendix C.</p>					
Lessons and Topics					
<u>1ST TOPIC:</u> <u>BUSINESS</u> <u>ENVIRONMENT`S</u> <u>AND PUBLIC</u> <u>ADMINISTRATION`S</u>	The presentation was clear and understandable	1	2	X	4
	The issues were relevant and topical	1	2	X	4

<u>INTERACTION ASPECTS</u>	The information presented were up-to-date	1	2	3	X
<u>2ND TOPIC: BUSINESS ENVIRONMENT PROTECTION MECHANISMS</u>	The presentation was clear and understandable	1	2	X	4
	The issues were relevant and topical	1	2	X	4
	The information presented were up-to-date	1	2	3	X
<u>3RD TOPIC: BUSINESS ENVIRONMENT SUPPORT MECHANISMS</u>	The presentation was clear and understandable	1	2	X	4
	The issues were relevant and topical	1	2	X	4
	The information presented were up-to-date	1	2	3	X
<u>PUBLIC SUPPORT FOR START-UPS IN EUROPE / LATVIA / GERMANY.</u>	The presentation was clear and understandable	1	2	3	X
	The issues were relevant and topical	1	2	X	4
	The information presented were up-to-date	1	2	3	X
<u>THE RISE OF THE GIG ECONOMY IS BENEFICIAL TO BUSINESSES, WORKERS AND THE ECONOMY AS A WHOLE (DEBATE)</u>	The presentation was clear and understandable	1	2	X	4
	The issues were relevant and topical	1	2	X	4
	The information presented were up-to-date	1	2	3	X
<u>PROGRESSIVE TAX SYSTEM</u>	The presentation was clear and understandable	1	2	X	4
	The issues were relevant and topical	1	2	X	4
	The information presented were up-to-date	1	2	3	X

Free speech

What was good?

See appendix C.

CONTINUE about course. Please indicate 1-3 things that the teacher should continue to do in this course (which was good)?

- *Involve students in discussions, lectures and presentations and have exchange students report from their country of origin*
- *Continue recording short videos about the main idea of the topic; Continue doing exam in this form (online and using our questions)*
- *I think you are doing everything right*
- *That we are able to chose our own topic for the Summary Reports!*
- *I really enjoyed debates. In spite of our group`s medium performance, I think debates are good way to develop student`s critical thinking and ability to prove their opinion.*
- *Definitely continue the interactive classes and seminars. That gives great motivation to pay attention and get involved*

- *You did good lecturer.*

What could have been done better? (E.g. was some topic missing or unnecessary)

See appendix C.

- *2x 1,5h - sometimes it was too long*
- *Stop organizing debate*
- *I think the course was good and it is possible for students to do everything in time.*
- *Maybe stop getting carried away in long talks about things that might be outside of the topic, because at times that brings too much information to be absorbed*
- *Maybe try to explain more about the course, because from the beginning it was really hard to understand what the course is about.*
- *Large amount of information in too short a period of time.*
- *What I didn't like most was that in this course one team was given 20+ minutes to present their presentation, but others were limited in time. It was not good and I was really disappointed. Stop to answer your questions yourself, but let at least 3 people express their opinions, where they then tell you how it is or how you should think if there is one correct answer. This is a case about the student involvement in the discussions.*
- *I am so much into the course, that I cannot even think about any STOP point. Just infinitely large thanks our teacher and his constant interest and the amazing, informative course! Thank you!*
- *everything was excellent :)*
- *Thinking about what you need to stop doing, I don't have specific proposals, since all the information and materials provided were top-notch.*
- *STOP being very understanding. Lecturer is always very understanding and has a very big heart, but a lot of students use it. I think that being understanding is very good and needed in nowadays study process, but everything has its limits so that students know that there will be discipline but there will also be fun and good atmosphere.*

Would you recommend the course to someone you know? If not, why not?

- Yes.

I would like to attend another course with this lecturer.



Was anything missing that you might need in your future profession / occupation / job?

- *Interesting new topics*
- *Not all theoretical concepts have yet clear practical examples*

Was the proportion of topics and issues inside each topic suitable or should something be increased / decreased?

- *Large amount of information in too short a period of time.*
- *Continue recording short videos about the main idea of the topic; Continue doing exam in this form (online and using our questions)*

How would you assess the virtual format of the classes? (*pls answer, if applicable*)

It was v. good. You could feel that lecturer invested his time to make lecture attractive in the virtual environment. Of course, working onsite would be more preferable, but we already got use to online classes.

Other comments

Thank you for your answer

Appendix B: Summary on the lecturer's questionnaire – course “Public Support Models in International Business”

TRAINING / EDUCATION EVALUATION: LECTURERS' OPINION COLLECTED BY THE CO-ORGANIZER

The lecturer should evaluate the course with overall grade (poor, fair, good, very good, excellent). Written comments are appreciated. Thank you for your co-operation!

Course / Subjects / Issues you were teaching: Public Support Models in International Business
Experience in teaching: 14 years

1. Overall content of course topics

1 = Poor		Comments: <i>Overall very good contents that are present in today's real-time socioeconomics. Few challenges relate to fast changing business environment and development of theories, which are sometimes clearly seen in practice, and sometimes harder to explain due to still theoretical concepts of developments.</i>
2= Satisfactory		
3= Good		
4= Very good	X	
5= Excellent	X	

2. How well the topics in curricula match to the needs and goals of the students (average)?

1 = Poor		Comments: <i>Students provided positive feedback for the course which means the topic relate to their needs well. In the beginning of the course intentions, expectations, needs and offers are discussed. Students are well engaged in the course which strengthen their interests, motivation and thus achievement of learning outcomes.</i>
2= Satisfactory		
3= Good		
4= Very good	X	
5= Excellent		

3. Schedule compared to the contents and goals of the programme

1 = Poor		Comments: <i>This is short module course. Often few students would say they'd like more time on one or another topic lectures and seminars. Overall, the somewhat intensity of the course allows students to better mobilize, improve their time management skills and acquire broader scope of knowledge.</i>
2= Satisfactory		
3= Good		
4= Very good	X	
5= Excellent		

4. Level of the students

1 = Poor		Comments: <i>3rd year students. Vast majority to all is responsible, responsive, engaging and strengthen the group spirit, dynamics, discussion.</i>
2= Satisfactory		
3= Good		
4= Very good	X	
5= Excellent	X	

5. Motivation of the students

1 = Poor		Comments: <i>3rd year students – usually have their interests focused thus adding to course contents through their own motivation. Vast majority to all is responsible, responsive, engaging and strengthen the group spirit, dynamics, discussion.</i>
2= Satisfactory		
3= Good		
4= Very good	X	
5= Excellent	X	

6. How do the contents of the education match to the requirements of the qualification?

1 = Poor		Comments: <i>The course explores real-time ongoing socio-economic developments in business and public environment – the one were students are either already working or will be integral participants soon. This makes the contents of the education match to the requirements of the qualification fully.</i>
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent	X	

Appendix C: Summary of students' interviews – course “Public Support Models in International Business”

EDUCATION EVALUATION: FEEDBACK FROM SELECTED STUDENTS COLLECTED BY CO-ORGANIZER

Date: November/20/2021

At the end of the course, in addition to university's official course evaluation request, students are asked to:

- A. Summarize your main lessons learned, knowledge gained, skills developed. Compare the study results to your expectations set at the beginning of the course.
- B. Anonymously in google form
- https://docs.google.com/forms/d/e/1FAIpQLSfpQS9A3CojYs4Lnugbpm2W8frakRRjW9tzXTolEenvmGIQ/viewform?usp=sf_link - Reflect on your participation and activity in the course and the path of the very course using S-S-C (Start, Stop, Continue) reflection methodology (see in the google form).

The evaluator will ask the following questions from each of selected student.

1. Schedule: Were the topics and practicing scheduled logically in point of view of your studies

In this course I gained a lot of new information, especially about themes that I worked on in my summaries (Latvian education system) and group presentation about energy markets and, of course, about progressive tax too, which was ours groups debate theme. Overall, I refreshed my knowledge that I already know about competitiveness theories. Then I also learned about public support models in international business; what is sharing economy; private and public values and of course other things as well, that don't come right now in mind. Everything in this course was as expected to be and I really enjoyed the studying process.

During the course I looked at the topic of environment policy from various perspectives what now makes me feel strong and free enough to discuss this area, supporting my ideas both with theoretical and practical knowledge. Having deepened in the policy area of the environment, now I finally have quite wide understanding what kind of impact the public administration has on the international businesses and how do they interact.

First, what I appreciate was that we could choose our topic therefore could become experts in our chosen area. On the one hand, it might be difficult for some students, but on the other hand, it will help us for all the possible scientific articles which we will write during our studies and learn more than if we just got one topic or if everybody has to write about the same theme. A fact which I have not thought before is, the change of the public administration over the last decades and I tend to think that it will be quite useful for the next years. Besides, I could learn some new aspects during our debates as a participant and judge. All in all, we always had a good atmosphere in the class. I felt well involved and liked the interaction in the lessons. To clarify why I am outlining this point so much is because we are so many students in Germany that we will just sit and listen to the lecturer and there is no space for discussions and often only one point of view. So, I would say that I could present my strengths at RSU better than at my home university even in Covid-19 times.

By being active, I can probably say, that the topics, that I needed to write/present/talk about, have stayed in my memory more strongly. The policy of employment also gave me more knowledge about my rights as an employee. I think I developed more management skills, because I was paraphrasing and describing what needs to be done to our dear German students and I took responsibility by structuring the possible points for the presentations and suggesting points.

I gained more knowledge about my chosen topic - innovations, how you can look at them from the side of the state, business and society. Also, I gained some new knowledges about topics - gig economy, shared economy, energy market, TTIP, CETA, public support for start-ups.

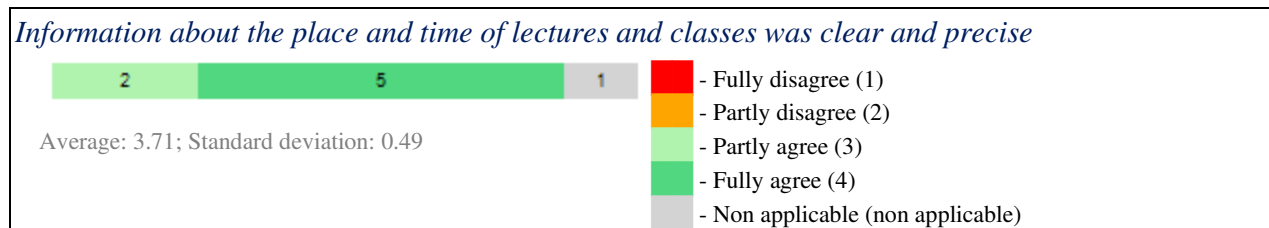
During the presentation about the shared economy, I gained more knowledge and information about Bolt Food and Wolt, as well as this economic model in general. I very enjoy this type of learning that you teach, because it means not just theory, but also a lot of practice.

The idea of a debate is very interesting in my opinion, it gives the students themselves the opportunity to express themselves, as well as to express their opinion and argue with each other without the intervention of the teacher.

2. Timing: How did teachers manage in timing the lecture?

The timing of the lecture was organised v. well, no complaints.

In the RSU questionnaire students were also asked:



3. Participant / group activities: Did you and your co-students take part into activities?

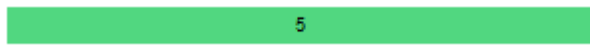
There were number of group activities – small group works during seminars for brief case studies. Deeper research at the library and home with peers. Group presentations. Debates. All groups participated actively.

4. Facilitation of activities by trainers / lecturers: How did the trainer / lecturer manage in activating all participants?

First of all, I would like to thank you in general for the opportunity to express my thoughts, suggestions and observations. From the opportunity to speak, discuss and share experiences during lectures, to summaries, in which I had to put a part of myself. I would say that this was one of the few courses that really gave each participant a chance to speak and, unlike other courses - it was not forced - everyone wanted to share their experience and thoughts.

In the RSU questionnaire students were also asked:

At the beginning of the study course, the lecturer introduced the aim of the course, content, results to be achieved, evaluation criteria and type of examination.



Average: 4.00; Standard Deviation: 0.00

- Fully disagree (1)
- Partly disagree (2)
- Partly agree (3)
- Fully agree (4)
- Non applicable (non applicable)

5. What could have been done differently? What should have been done differently?

Responses below are given based on the PSMiIB 2020 --- START. STOP. CONTINUE. Reflection:

https://docs.google.com/forms/d/1LdBMZYG-HRBTenmlAS4S2wjbWcAGX_SUzxpvsBE_X8o/edit#responses

START about the course. Please indicate 1-3 things that would be worthwhile for the teacher to change, do otherwise, start doing in this course next year? As a suggestion.

- Set 15 minutes for the presentation from the beginning and set a timer for all groups.
- Nothing
- It is possible to add other interesting topics to the debate
- A better schedule for the presentations, just decide groups faster or upload a document in e-studies that the groups can write their names and preferred topic in this document. I guess it will save some time.
- Maybe one of the lecture could be with any expert like person, who is competent, for example, in startup environment, to discuss with him about any interesting topic.
- This is a hard question, and I think that Romāns has much more experience than me and knows what he's doing :) that's why I don't see anything that should be started
- I don't really know. I liked the course.
- Very hard question in this world situation, i think - nothing, good job.
- I was very confused by the fact that I understand what summaries should be written about, but at the same time I do not understand. During the lecture, the teacher could explain in more detail about the work to be done, what is expected of us, because although I always caught the idea myself, it took me quite a long time to get on the right track to the summary to the mark 9 or 10 :) I would definitely involve more students in the discussions because others are talking but others are not. A good motivating factor would be 5-10% for really active involvement in discussions, which would increase the mark, where the teacher records it during lectures.
- I know that being a professor requires a colossal amount of energy both moral and physical. I really do hope that our course supervisor, Roman, pays enough attention to the time for rest. If not, START doing it. This is more than essential.
- make an extra classes for research presentations
- it is very difficult to suggest what to start doing, all the work done by the teacher was at the highest level.
- More interaction between students like in this course the debates. Something that makes the student listen to short information from the lecturer but tends to keep him concentrated for the next interactive part.
- Can't really think of any, because teacher was doing his job really well, always answered to questions and provided his help if needed.

STOP about the course. Please indicate 1-3 things that the teacher should not continue to do in this course (which was not good)?

- *2x 1,5h - sometimes it was too long*
- *Stop organizing debate*
- *I think the course was good and it is possible for students to do everything in time.*
- *Maybe stop getting carried away in long talks about things that might be out side of the topic, because at times that brings too much information to be absorbed*
- *Maybe try to explain more about the course, because from the beginning it was really hard to understand what the course is about.*
- *Large amount of information in too short a period of time.*
- *What I didn't like most was that in this course one team was given 20+ minutes to present their presentation, but others were limited in time. It was not good and I was really disappointed. Stop to answer your questions yourself, but let at least 3 people express their opinions, where they then tell you how it is or how you should think if there is one correct answer. This is a case about the student involvement in the discussions.*
- *I am so much into the course, that I cannot even think about any STOP point. Just infinitely large thanks our teacher and his constant interest and the amazing, informative course! Thank you!*
- *everything was excellent :)*
- *Thinking about what you need to stop doing, I don't have specific proposals, since all the information and materials provided were top-notch.*
- *STOP being very understanding. Lecturer is always very understanding and has a very big heart, but a lot of students use it. I think that being understanding is very good and needed in nowadays study process, but everything has its limits so that students know that there will be discipline but there will also be fun and good atmosphere.*

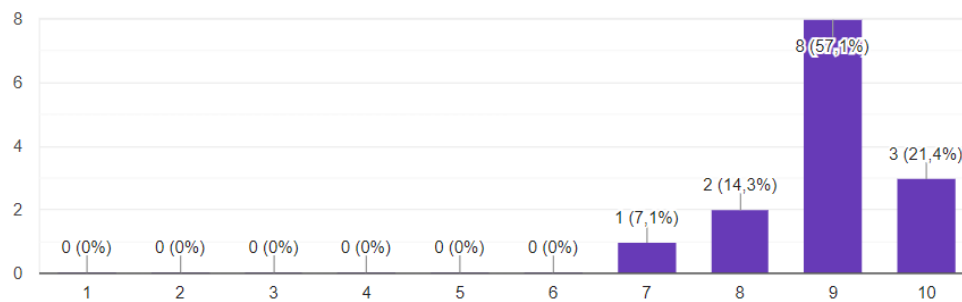
CONTINUE about course. Please indicate 1-3 things that the teacher should continue to do in this course (which was good)?

- *Involve students in discussions, lectures and presentations and have exchange students report from their country of origin*
- *Continue recording short videos about the main idea of the topic; Continue doing exam in this form (online and using our questions)*
- *I think you are doing everything right*
- *That we are able to chose our own topic for the Summary Reports!*
- *I really enjoyed debates. In spite of our group's medium performance, I think debates are good way to develop student's critical thinking and ability to prove their opinion.*
- *Definitely continue the interactive classes and seminars. That gives great motivation to pay attention and get involved*
- *You did good lecturer.*

Please rate the overall path of the course on a scale of 1-10 (1 – very bad, 10 – outstanding).

Please rate the overall path of the course on a scale of 1-10.

14 atbildes



6. Have you faced any challenges in obtaining this course in virtual format?

- *Sometimes because of the lack of on-site interaction, but the teacher was able to engage everyone and make activities that involved all in talking, discussing, learning.*

Thank you for the answers

Appendix D: Summary on the interviews of lecturer – course “Public Support Models in International Business”

Date November/20/2020

Lecturer Romans Putans

The evaluator will ask the following questions from each lecturer.

1. Goals: What do you think about the goals of the course? Will they be reached? If not, why?

The course aims to provide students with knowledge and expertise on a variety of public (national, supranational, transnational) support and protection models, instruments and mechanisms for international business.

Knowledge: Understanding of different models of public support in international business and differences in their implementation.

Skills: Presentations of reports strengthen student ability to reasonably explain and discuss current issues of public support in international business. Group work and discussions improve students' reasoning and critical thinking skills.

Competences: Ability to independently analyse, compare, describe and evaluate public support models and projects in international business.

I believe the goals of the course are met and will be useful for students further. Their feedback shows they've learned a lot of specific knowledge as well as developed transversal skills to be applied in analysing the business environment in international economics.

2. Participants: What do you think about the participants' level of skills, their motivation and their future opportunities in the labor market?

Participants were mostly 3rd year students of the bachelor study programmes “International Business and Sustainable Economy” and “Start-up entrepreneurship management”, plus several Erasmus students from bachelor programmes at the universities in France, the Netherlands, Germany and Spain. 26 students in total. 3rd year students – usually have their interests focused thus adding to course contents through their own motivation. Vast majority to all is responsible, responsive, engaging and strengthen the group spirit, dynamics, discussion.

3. Schedule: What do you think about the schedule of the course?

I always design the schedule to cover more topics, but not too much to avoid big confusion. Students understand and engage in the intensity of the course and appreciates it throughout and at the end. Also, what helps a lot, is that in the first class we discuss students' expectations and interests – I take them into account in the specifics of the course. Students are engaged a lot and share the responsibility of the course, and they like it (see feedback) – they can choose their own topics, related of course, for summary reports, research and their presentations, as well as we jointly and extensively decide on debate topics.

4. Facilitations: What do you think about the facilitations, were they succeeded, what was good, what could have been arranged in other way.

I think students` feedback talk on it clearly. See Appendix C. Facilitation is very well evaluated. I think it is because I engage students a lot and they do feel both, responsible and also motivated to make the course count according to their interests. I`ll try to incorporate more and more practical examples and new learning methods.

5. What was good, what could be improved, what would you do in a different way?

I will try to structure more detailed the concepts of the course. Students also liked the short videos on each concept. I`ll make them more. I would also like to develop e-learning tools e.g. H5P tool than includes quizzes, tests and even the exam in the video – combines watching videos with answering test questions, that makes the knowledge more sustainable.

Thank you for the answers!

Appendix E: Enterprises' involvement in the course "Public Support Models in International Business"

TRAINING / EDUCATION EVALUATION: FEEDBACK FROM SELECTED ENTERPRISES COLLECTED BY THE CO-ORGANIZER

Date November/20/2020

Enterprise: On the idea-based: Latvian Chamber of Commerce and Industry, and its members SMEs

The evaluator will ask the following questions from each of selected enterprises' representant.

1. Schedule: Was the schedule of theory and practice in line with company's needs? How about the schedule and order of topics?
2. Content: Did the course contain issues and topics needed in your business? Was something missing? If, what?
3. Work life: Will the students be prepared for work life after the course?
4. What could have been done differently? What should have been done differently?

No specific company was yet involved in the course, however together with Latvian Chamber of Commerce and Industry and its members-SMEs new project ideas with two further directions was launched during the implementation of the course: "Tomorrow's Entrepreneur" and "Investors' Academy". Particularly the former seems to go fundamentally in line with KAforHR project idea.

- *"Tomorrow's Entrepreneur". The idea was launched during the course while the very project was launched on February 16, 2021. The major idea of this project is to connect SMEs and students. SMEs are willing to share their practical knowledge and experience to participate in creating future entrepreneurs. The project's keywords and instruments are as follows:*
 - *Search for "entrepreneurial genes"*
 - *Offer internships for students*
 - *Create interest in business*
 - *Share knowledge*
 - *To prepare students for the business environment*
 - *Show practical examples*
 - *Company rating - social participation*
 - *Facilitate Investors' Academy*
 - *Study visits to companies*
- *"Investors' Academy" – an idea to be launched by the end of the Spring semester 2021 – will organize series of events bringing together SMEs (investors; their real-time challenges) and students (idea generators). It will be slightly similar as hackathons, but includes learning elements in both sides – students will learn to prepare, present and sell business ideas; SMEs (investors) will learn to evaluate and assess the risks and potential of an investment. One of the events – Pitches - by the end of the Spring semester 2021 will be organized together with RSU Business Incubator where students (throughout the semester will prepare and) present their business ideas and LCCI members will act as investors.*

Thank you for your answer

Evaluation of the course – Change Management

Evaluation (WP5 A5)

Compiled by PhD-C Denize Ponomarjova and Dr Romans Putans, Centre for European and Transition Studies of the University of Latvia (LU CETS, PP8), based on the template prepared by the Satakunta University of Applied Sciences (SAMK, PP2)

Table of Contents

<i>Evaluation concept.....</i>	<i>3</i>
<i>Introduction of the course – Change Management.....</i>	<i>4</i>
<i>Appendix A: Summary on participants’ questionnaire – the course “Change Management”</i>	<i>5</i>
<i>Appendix B: Summary on the lecturer’s questionnaire – course “Change Management”.....</i>	<i>9</i>
<i>Appendix C: Summary of students’ interviews – course “Change Management”</i>	<i>11</i>
<i>Appendix D: Summary on the interviews of lecturer – course “Change Management”.....</i>	<i>13</i>
<i>Appendix E: Enterprises’ involvement in the course “Change Management”</i>	<i>15</i>

Evaluation concept

The course “**Change Management**” is a part of the proposed curriculum of the dual (or “work-based learning” – term most commonly used in Latvia) study programme “Business Administration and Human Resources”. The concept of the study programme was developed within the KAforHR project.

The implementation of the course took place at the Riga Stradiņš University (RSU) within the bachelor study programmes “International Business and Sustainable Economy” and “Start-up Entrepreneurship Management” (see more information at the next section). Please note that in the KAforHR curriculum, course CETS_035 is consisting of two parts – “Change and Risk Management”. During the autumn semester 2020, the only first part of the course were implemented “Change Management”.

Aim of the proposed curriculum of the study programme “Business Administration and Human Resources” is to prepare professionally qualified, creative and competitive specialists (senior specialists, executives) in the field of business administration with the focus on human resource management in accordance with the labour market demand and challenges as well as SMEs specific needs.

Evaluation of courses, including gained results and found problems, is essential to develop further the existing training and education programs as well as to consider the experiences gathered from these programs when building new curricula.

When evaluating courses, **the goals and real results should be compared**. The evaluation should be targeted only to such measurable issues on which the designer, teacher, facilitator or student himself has an impact.

The most important variables, on point of view of achieving the goals set, are **the motivation of student, the support she/he gets, the relevance of issues in curricula, the quality material and training and the ability of facilities to support training and learning**. Although most of the variables presented above are so called soft variables, which can't be measured directly by targeting the measurement tool to some point or phase in the process, they can be assessed indirectly by assessing the feelings and comments of participants and other stakeholders.

In this case of KAforHR project, the experiences and comments of participants were surveyed by simple questionnaire to get the common impressions, the applicability of virtual mode (due to the coronavirus outbreak there were only virtual studies), the relevancy and importance of each issue and the experienced quality of each lesson, material used and lecturer. The students' questionnaire was done based on the RSU evaluation form and KAforHR guidelines.

As it was recommended at the SAMK Evaluation Concept, also an assessment based on the observations of students during the classes and the atmosphere in the classrooms as well as discussions with students were done.

The feedbacks on the implemented course are collected and summarised for further evaluation by the PP2 SAMK

Introduction of the course – Change Management

Aim of the course (max 150 words):

The course aims to acquaint students with the nature of change management, key theories and development trends. To familiarise themselves and analyse the experience accumulated in Europe and Latvia, raise awareness of business processes in terms of change management.

Period when course took place: Autumn 2020 (9 November – 7 December, 2020)

Short BIO about lecturer (max 150 words):

Dr. Ieva Kalve – Assistant Professor at the Riga Stradiņš University.

Mrs. Kalve has 20 years long experience in business consulting as well as in teaching activities. Since 2000 she works as a self-employed business, management and entrepreneurship consultant – providing consultations, seminars and lectures for business and public organisations (over 60 organisations consulted), prospective entrepreneurs, school directors, teachers, students and their parents (lectures on promoting entrepreneurial spirit and creativity). And since 2021, she is lecturing and developing courses at the various higher education institutions of Latvia (RSU, Vidzeme University of Applied Sciences, Latvian Maritime Academy, private university “Turība”). Mrs. Kalve has obtained doctoral degree in Economics, subtopic Education Management. Her topics of interest: strategic and change management, entrepreneurship and management, project management, office work, document management.

Responsible person of the course: Dr. Romāns Putāns, Head of Programme, RSU Faculty of the European Studies, Department of International Business and Economics.

Audience of the course: 26 students participated in the course, representing mostly 3rd year of the bachelor study programmes “International Business and Sustainable Economy” and “Start-up entrepreneurship management”, as well as some Erasmus students from bachelor programmes at the universities in France, the Netherlands, Germany and Spain.

Methods used:

Participation in lectures and seminars (analysis of case studies, work in small groups) independent individual and group work outside lectures according to the teaching tasks: reading, preparing presentations, preparing for an exam: drafting a report or preparing for a multiple-choice test. Each student independently chooses the most convenient exam form (report or multiple-choice test).

Teaching materials:

Main materials used in the study course – presentations, list of inspiring reading, videos, podcasts/interviews, training in the form of multiple-choice questions, practical team exercises.

How covid-19 impacted implementation of your course:

The rapid adaptation to the remote format of classes appeared challenging. More efficient is remaining teaching on-site. However, covid-19 crises situation itself allowed together with students to discuss how to plan in advance, adapt to this kind of global changes and how life after covid-19 will look like.


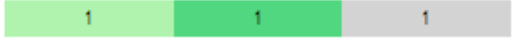
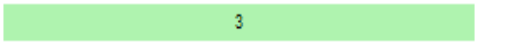
Appendix A: Summary on participants' questionnaire – the course “Change Management”

Answers below (already summarised) are given based on the Riga Stradiņš University (RSU) evaluation questionnaire that students have filled in e-studies (November – December 2020) and observations of RSU academic personnel and LU CETS (PP8) team. The evaluation results are translated from Latvian and some of the answers' rates/scales are already calculated.

Please circle the scale that applies to your opinion on the following aspects of the training or education you participated.

Scale: 1= Fully disagree, 2= Partly disagree, 3= Partly agree, 4= Fully agree

In common	1=	2=	3=	4=
The facilitation (location, room etc.) was suitable for training (<i>answer, if there were onsite classes</i>)				
<p>The topics and issues were relevant and responded to the goals of training</p> <p>Questions asked in the RSU questionnaire:</p> <div> <p><i>The content of the study course was topical, modern</i></p> <p>Average: 3.00; Standard deviation: 0.00</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non-applicable (non-applicable) </div>				
<p>The topics of the lessons, additional questions, experiences, and topical issues arisen during the course have been well explained by the lecturers</p> <p>Addition questions asked in the RSU questionnaire:</p> <div> <p><i>The lecturer had prepared and fully presented the topics defined in the course description within the study course</i></p> <p>Average: 3.33; Standard deviation: 0.58</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non-applicable (non-applicable) </div> <div> <p><i>The lecturer had prepared and fully presented the content of the study course in a compelling and student-engaging way</i></p> <p>Average: 3.00; Standard deviation: 1.00</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non applicable (non-applicable) </div>			X	

<p><i>If necessary, the lecturer provided explanations on the content of the study course and the assessment received</i></p>  <p>Average: 3.00; Standard deviation: 1.73</p> <ul style="list-style-type: none"> ■ - Fully disagree (1) ■ - Partly disagree (2) ■ - Partly agree (3) ■ - Fully agree (4) ■ - Non applicable (non-applicable) 					
<p><i>The lecturer's attitude towards the students was respectful and welcoming</i></p>  <p>Average: 3.50; Standard deviation: 0.71</p> <ul style="list-style-type: none"> ■ - Fully disagree (1) ■ - Partly disagree (2) ■ - Partly agree (3) ■ - Fully agree (4) ■ - Non applicable (non-applicable) 					
There was enough time scheduled for each issue/topic				X	
I got valuable knowledge from lessons and examples presented by lecturers					X
<p>I believe that can utilize the knowledge gained from lessons in my future career</p> <p>Addition questions asked in the RSU questionnaire:</p> <p><i>The theoretical knowledge acquired in the study course were possible practically to apply during the seminars and classes</i></p>  <p>Average: 3.00; Standard deviation: 0.00</p> <ul style="list-style-type: none"> ■ - Fully disagree (1) ■ - Partly disagree (2) ■ - Partly agree (3) ■ - Fully agree (4) ■ - Non-applicable (non-applicable) 				X	
I can utilize the skills trained and knowledge gained in my future career, e.g. when consulting my clients					X
Comments concerning the common issues					
Lessons and Topics					
<p><i>Topic 1</i></p> <p>Nature and trends of change: in the world, Europe and Latvia.</p>	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
<p><i>Topic 2</i></p> <p>An individual and organisation in change.</p>	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4

Topic 3 Problems and approaches to solving them.	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
Topic 4 Basics of system thinking.	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
Topic 5 Terminology: stakeholders, learning organisation, organisational well-being, etc.	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
Topic 6 Impact of the internal and external environment. Their identification, proactivity, prevention.	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
Topic 7 Change management: conceptual recommendations and models.	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
Topic 8 The role of a manager/ leader in change.	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
Free speech					
What was good? <ul style="list-style-type: none"> • <i>Evaluation of the practical cases (e.g., Bill Gates prediction on the global pandemics) and discussions on the scenarios how entrepreneurship organization will look like after pandemics.</i> • <i>Work in smaller groups – practical discussions.</i> • <i>Professional background of the lecturer who shared the practical experience and real cases.</i> 					

<ul style="list-style-type: none"> • <i>Interesting new topics – some of the information was useful and transferable at the workplace/ companies (e.g., the role of a leader / leader in change).</i> • <i>Virtual consultations with lecturer – good possibility to clarify questions when something was not clear.</i> • <i>In general, active and lively lectures.</i>
<p>What could have been done better? (E.g. was some topic missing or unnecessary)</p> <ul style="list-style-type: none"> • <i>Sometimes too many videos during the class.</i> • <i>Some of the topics were too theoretical (seemed too complicated).</i> • <i>Evaluation system has to be clearer and more transparent.</i> • <i>Course could be a bit longer – to cover more topics related to strategy building for certain type of organizations or companies.</i> • <i>English language pronunciation of lecturer could be better.</i> • <i>More theory for some topics.</i>
<p>Would you recommend the course to someone you know? If not, why not?</p> <p><i>Not sure. Maybe.</i></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>I would like to attend another course with this lecturer.</i></p> <div style="display: flex; align-items: center;"> <div style="flex: 1;"> <p>Average: 2.25; Standard Deviation: 1.00</p> </div> <div style="flex: 1; padding-left: 10px;"> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non applicable (non-applicable) </div> </div> </div>
<p>Was anything missing that you might need in your future profession / occupation / job?</p> <ul style="list-style-type: none"> • <i>Don't know. Hard to evaluate at this stage.</i> • <i>Topics on strategy building for changes would be valuable.</i>
<p>Was the proportion of topics and issues inside each topic suitable or should something be increased / decreased?</p> <ul style="list-style-type: none"> • <i>All the topics were enjoyable and seemed sufficient for the short period of the course</i>
<p>How would you assess the virtual format of the classes? (pls answer, if applicable)</p> <ul style="list-style-type: none"> • <i>It was good, all information about the course and materials were available in the e-learning platform, also Zoom platform was arranged quite well.</i>
<p>Other comments</p>

Thank you for your answer

Appendix B: Summary on the lecturer's questionnaire – course “Change Management”

TRAINING / EDUCATION EVALUATION: LECTURERS' OPINION COLLECTED BY THE CO-ORGANIZER

The lecturer should evaluate the course with overall grade (poor, fair, good, very good, excellent).
Written comments are appreciated. Thank you for your co-operation!

Course / Subjects / Issues you were teaching: See above.

Experience in teaching: 20 years

1. Overall content of course topics

1 = Poor		Comments: Overall this year's course was between good and very good. The course dynamics very much depend every year on situation and topicalities in business as well as on the very group of students. Covid added few challenges in format of the course, which did not help much to students to acquire the contents as I'd wish.
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

2. How well the topics in curricula match to the needs and goals of the students (average)?

1 = Poor		Comments: Change management is more and more taking a crucial significance in business environments. Crisis and changes are appearing more and more often, even the ones that at first sight may be seemingly distant from the e.g. SME in trade. Side effects, ripple effects, supply chains connect all the changes. So, I can surely say that the topics in curricula match fully to the needs and goals of the students who have chosen to study business and economics.
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

3. Schedule compared to the contents and goals of the programme

1 = Poor		Comments: The schedule of the course was fully sufficient. Students also showed that they spent on average 3 h per week on their individual tasks, which fully conforms with the schedule and value gain in the course.
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

4. Level of the students

1 = Poor		Comments: Bachelor level of business/economics/start-up students. The interests and previous knowledge of students from other courses, their extra-curricula interests contributed well to their participation in the course.
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

5. Motivation of the students

1 = Poor		Comments: Again – These are 3 rd bachelor level students, who thrives for practical application of knowledge and understanding, thus their interests and previous knowledge from other courses,
2= Satisfactory		
3= Good		
4= Very good		

5= Excellent		their extra-curricula interests contributed well to their participation in the course.
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6. How do the contents of the education match to the requirements of the qualification?

1 = Poor		Comments: Again - Change management is more and more taking a crucial significance in business environments. Crisis and changes are appearing more and more often, even the ones that at first sight may be seemingly distant from the e.g. SME in trade. Side effects, ripple effects, supply chains connect all the changes. So, I can surely say that the contents of the education match to the requirements of the qualification of the students who have chosen to study business and economics.
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

Appendix C: Summary of students' interviews – course “Change Management”

EDUCATION EVALUATION: FEEDBACK FROM SELECTED STUDENTS COLLECTED BY CO-ORGANIZER

Date: Nov – Dec 2020

Course: Change Management

At the end of the course, students filled in Riga Stradiņš University (RSU) evaluation questionnaire available in the e-learning environment (Nov – Dec 2020). The evaluation results were translated from Latvian and are compiled below, including calculation of the average response rate.

The evaluator will ask the following questions from each of selected student.

1. Schedule: Were the topics and practicing scheduled logically in point of view of your studies

After each lecture it has been organised a practical seminar, where we could apply theoretical information into practice by having regular group discussions. But more practical assignments could be organised.

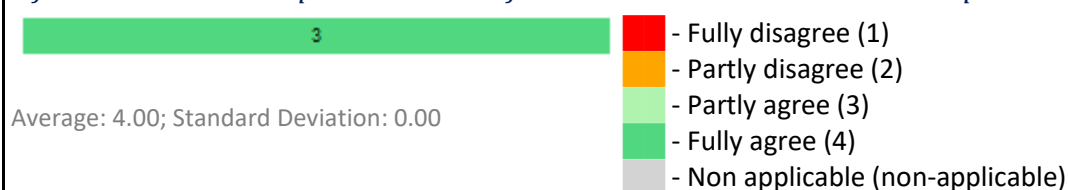
Topics of the lectures and seminar activities were logically structured. For the most of seminars, list of readings had to be performed, which has its pros and cons.

Overall, course was interesting because its topic fit well to the current global changes in most of economic sectors and organizations. After lecture and, specifically, seminars there were “after taste to think more” on the discussed issues.

2. Timing: How did teachers manage in timing the lecture?

The management of lecture's timing was very good and time for breaks was fully respected.

Information about the place and time of lectures and classes was clear and precise



3. Participant / group activities: Did you and your co-students take part into activities?

There were number of group activities where all students were engaged – teamwork in small groups to analyses practical cases and discuss home readings, as well as work in groups when preparing home assignments. Analyses of the practical cases were useful and interesting and could be done even more.

In my opinion, some participating students could be more active and open during the discussions. That would create a bigger pool of different opinions.

Some students have shared their job-experience (examples from companies) on approaches of problem-solving and adaptation to covid crises.

4. Facilitation of activities by trainers / lecturers: How did the trainer / lecturer manage in activating all participants?

The students' engagement took mainly through discussions of the home readings, case studies and group work. Lectures and seminars were quite lively, but some students could be more self-confident in their speech.

5. What could have been done differently? What should have been done differently?

Although information on the course plan and requirements were provided during the first meeting, the evaluation system for the performed tasks was not clear. It seems that evaluation on the home readings was more subjective than the point-system based.

Some lectures had too many videos, instead time could be spent for activities having practical, real-cases nature (interactive activities). Part of videos we could watch by ourselves.

No particular suggestions, most of the activities and topics were enjoyable

6. Have you faced any challenges in obtaining this course in virtual format?

No significant challenges faced, except too long time next to the computer (lectures + home assignments). What was uncomfortable – students presentations took too long so we couldn't finish our classes on time.

Thank you for the answers

Appendix D: Summary on the interviews of lecturer – course “Change Management”

TRAINING / EDUCATION EVALUATION: FEEDBACK FROM SELECTED LECTURERS COLLECTED BY THE EVALUATOR (co-organizer)

Date: March 2021 **Topic / Subject:** Change Management **Lecturer:** Ieva Kalve, Dr.oec.

Answers of the interview are based on the co-organizer's (LU CETS) observations and discussion with lecturer.

The evaluator will ask the following questions from each lecturer.

1. Goals: What do you think about the goals of the course? Will they be reached? If not, why?

The major goal of the course is to acquaint students with the nature of change management, key theories and development trends. To familiarise themselves and analyse the experience accumulated in Europe and Latvia, raise awareness of business processes in terms of change management.

The major learning outcomes are:

Knowledge: Students will have learned terminology and read the required literature (both books and current articles), understand the ongoing processes, and the nature and current issues of change management; they will be able to use the acquired knowledge creatively and in accordance with the situation.

Skills: Students will be able to apply the acquired knowledge to the needs of the organisation and situation will be ready to conduct Political, Economic, Socio-Cultural and Technological and Threats, Opportunities, Weaknesses and Strengths analysis.

Competence: Understand, plan and guide changes in organisations.

I believe the goals shall be reached. Change management is more and more taking a crucial significance in business environments. Crisis and changes are appearing more and more often, even the ones that at first sight may be seemingly distant from the e.g. SME in trade. Side effects, ripple effects, supply chains connect all the changes. So, I can surely say that the contents of the education match to the requirements of the qualification of the students who have chosen to study business and economics

2. Participants: What do you think about the participants' level of skills, their motivation and their future opportunities in the labor market?

These are 3rd bachelor level students, who thrives for practical application of knowledge and understanding, thus their interests and previous knowledge from other courses, their extra-curricula interests contributed well to their participation in the course.

3. Schedule: What do you think about the schedule of the course?

The schedule of the course was fully sufficient. Students also showed that they spent on average 3 h per week on their individual tasks, which fully conforms with the schedule and value gain in the course. Also students say that “After each lecture it has been organised a practical seminar, where we could apply theoretical information into practice by having

regular group discussions. But more practical assignments could be organised. Topics of the lectures and seminar activities were logically structured.”

- 4. Facilitations: What do you think about the facilitations, were they succeeded, what was good, what could have been arranged in other way.**

Overall – fully sufficient. Although Covid and remote online meetings add their share of challenge at times, but overall both, the university and the students` group were well equipped with the resources necessary.

- 5. What was good, what could be improved, what would you do in a different way?**

The course evaluation system shall be improved to make it slightly more simple based on students` suggestions. Depending on the size of group next years, also the balance between group and individual tasks and evaluation might be reviewed.

Thank you for the answers!

Appendix E: Enterprises' involvement in the course "Change Management"

TRAINING / EDUCATION EVALUATION: FEEDBACK FROM SELECTED ENTERPRISES COLLECTED BY THE CO-ORGANIZER

Date: March 2021

Topic / Subject: Change Management

Due to the coronavirus pandemics, no specific company was yet involved in the course, however together with Latvian Chamber of Commerce and its members SMEs new project ideas with two further directions was launched during the implementation of the course: "Tomorrow's Entrepreneur" and "Investors' Academy". Particularly the former seems to go fundamentally in line with KAforHR project idea. The major idea of this project is to connect SMEs and students. SMEs are willing to share their practical knowledge and experience to participate in creating future entrepreneurs. The project's keywords and instruments are as follows:

- Search for "entrepreneurial genes"
- Offer internships for students
- Create interest in business
- Share knowledge
- To prepare students for the business environment
- Show practical examples
- Company rating - social participation
- Facilitate Investors' Academy
- Study visits to companies

The evaluator will ask the following questions from each of selected enterprises' representant.

1. Schedule: Was the schedule of theory and practice in line with company's needs? How about the schedule and order of topics?
2. Content: Did the course contain issues and topics needed in your business? Was something missing? If, what?
3. Work life: Will the students be prepared for work life after the course?
4. What could have been done differently? What should have been done differently?

Evaluation of the course – Innovation Management in International Business

Evaluation (WP5 A5)

Compiled by PhD Vladmirs Rojenko, PhD-C Denize Ponomarjova, Dr Romans Putans, Centre for European and Transition Studies of the University of Latvia (LU CETS, PP8), based on the template prepared by the Satakunta University of Applied Sciences (SAMK, PP2)

Table of Contents

<i>Education Program</i>	<i>3</i>
<i>Introduction of the course.....</i>	<i>4</i>
<i>Appendix A: Summary on participants' questionnaire – the course “Innovation Management in International Business”</i>	<i>5</i>
<i>Appendix B: Summary on the lecturer's questionnaire – course “Innovation Management in International Business”</i>	<i>10</i>
<i>Appendix C: Summary of students' interviews – course “Innovation Management in International Business”</i>	<i>12</i>
<i>Appendix D: Summary on the interviews of lecturer – course “Innovation Management in International Business”</i>	<i>14</i>
<i>Appendix E: Enterprises' involvement in the course “Innovation Management in International Business”</i>	<i>16</i>

Education Program

The course “**Innovation Management in International Business**” is a part of the proposed curriculum of the dual (or “work-based learning”– term most commonly used in Latvia) study programme “Business Administration and Human Resources”. The concept of the study programme was developed within the KAforHR project.

The implementation of the course took place at the Riga Stradiņš University (RSU) within the bachelor study programmes “International Business and Sustainable Economy” (see more information at the next section).

Aim of the proposed curriculum of the study programme “Business Administration and Human Resources” is to prepare professionally qualified, creative and competitive specialists (senior specialists, executives) in the field of business administration with the focus on human resource management in accordance with the labour market demand and challenges as well as SMEs specific needs.

Evaluation of courses, including gained results and found problems, is essential to develop further the existing training and education programs as well as to consider the experiences gathered from these programs when building new curricula.

When evaluating courses, **the goals and real results should be compared**. The evaluation should be targeted only to such measurable issues on which the designer, teacher, facilitator or student himself has an impact.

The most important variables, on point of view of achieving the goals set, are **the motivation of student, the support she/he gets, the relevance of issues in curricula, the quality material and training and the ability of facilities to support training and learning**. Although most of the variables presented above are so called soft variables, which can’t be measured directly by targeting the measurement tool to some point or phase in the process, they can be assessed indirectly by assessing the feelings and comments of participants and other stakeholders.

In this case of KAforHR project, the experiences and comments of participants were surveyed by simple questionnaire to get the common impressions, the applicability of virtual mode (due to the coronavirus outbreak there were only virtual studies), the relevancy and importance of each issue and the experienced quality of each lesson, material used and lecturer. The students’ questionnaire was done based on the RSU evaluation form and KAforHR guidelines.

As it was recommended at the SAMK Evaluation Concept, also an assessment based on the observations of students during the classes and the atmosphere in the classrooms as well as discussions with students were done.

The feedbacks on the implemented course are collected and summarised for further evaluation by the PP2 SAMK

Introduction of the course

Aim of the course (max 150 words):

The aim of the course is to provide students with knowledge and skills, that allow to start and manage innovation processes in international business environment.

Period when course took place: Spring 2021 (1 February – 2 March, 2021)

Short BIO about lecturer (max 150 words):

Vladimirs Rojenko holds a bachelor's and master's degree in Business Administration from the University of Latvia, currently is obtaining PhD degree in innovation management at the Riga Stradins University. Vladimir has extensive experience in lecturing, academic and administrative work. He is an author of study courses "Innovation management in international business" and "Innovation and creativity management". Currently Vladimirs held the researcher position in the Latvian Academy of Sciences, project coordinator and expert positions in the University of Latvia, Centre for European and Transition Studies, project manager position in the Ministry of the Interior of the Republic of Latvia, dealing with large scale IT system implementation, cybersecurity and internal communication issues.

Audience of the course:

The course was held in Riga Stradins University, 11 students representing 2nd study year of the bachelor study programme "International business and sustainable economy" participated in the course.

Methods used:

Teaching methods include lectures, class discussions, debates, working in small groups, practical case studies and real business examples, group project, problem solving activities.

Guest lectures:

There were no guest lectures during the course.

Teaching materials:

Teaching materials includes presentations, good and bad business practices examples, previously prepared questionnaires, visual tasks, books (excerpts for discussions), digital content (digital charts, digital questionnaires, digital blackboards).

How covid-19 impacted implementation of your course?

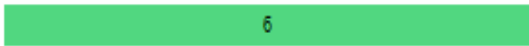
During the COVID-19 pandemic, the course was implemented completely remotely, with all course materials being digitized or converted to into an interactive format. The course was held fully remotely, using various digital solutions – Zoom, Miro, KahoolIT, etc., with no technical or organizational problems. Part of the case studies and tasks was customized according to COVID-19 business environment trends.

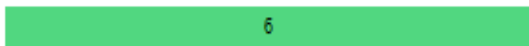
Appendix A: Summary on participants' questionnaire – the course “Innovation Management in International Business”


Answers below are given based on the Riga Stradiņš University (RSU) evaluation questionnaire that students have filled in e-studies (April-June 2021) and observations of RSU academic personnel and LU CETS (PP8) team. The evaluation results are translated from Latvian and some of the answers' rates/scales are already calculated.

Please circle the scale that applies to your opinion on the following aspects of the training or education you participated.

Scale: 1= Fully disagree, 2= Partly disagree, 3= Partly agree, 4= Fully agree

In common	1=	2=	3=	4=
The facilitation (location, room etc.) was suitable for training <i>(NO ONSITE CLASSES WERE HELD)</i>	1	2	3	4
The topics and issues were relevant and responded to the goals of training				
Question asked in the RSU questionnaire: The content of the study course was topical, modern				
 Participants: 6 ; Average: 4.00; Standard deviation: 0.00				
<ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non-applicable (0) 				

<p>The topics of the lessons, additional questions, experiences, and topical issues arisen during the course have been well explained by the lecturers</p> <p>Addition questions asked in the RSU questionnaire:</p> <p>The lecturer had been prepared and fully presented the topics defined in the course description within the study course</p>  <p>Participants: 6 ; Average: 4.00; Standard deviation: 0.00</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non-applicable (0) <p>The lecturer presented the content of the study course in a compelling and student-engaging way</p>  <p>Participants: 6 ; Average: 3.83; Standard deviation: 0.41</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non-applicable (0) <p>If necessary, the lecturer provided explanations on the content of the study course and the assessment received</p>  <p>Participants: 6 ; Average: 4.00; Standard deviation: 0.00</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non-applicable (0) <p>The lecturer's attitude towards the students was respectful and welcoming</p>  <p>Completed: 6; Average: 4.00; Standard deviation: 0.00</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non applicable (non applicable) 	1	2	3	4
There was enough time scheduled for each issue/topic	1	2	3	4
I got valuable knowledge from lessons and examples presented by lecturers	1	2	3	4

I believe that can utilize the knowledge gained from lessons in my future career Addition questions asked in the RSU questionnaire The theoretical knowledge acquired in the study course were possible practically to apply during the seminars and classes  Participants: 6 ; Average: 3.83; Standard deviation: 0.41		1	2	3	4
I can utilize the skills trained and knowledge gained in my future career, e.g. when consulting my clients		1	2	3	4
Comments concerning the common issues No comments concerning the common issues were provided					
Lessons and Topics					
<i>Topic 1</i> THE NATURE AND ROLE OF INNOVATION	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
<i>Topic 2</i> INNOVATIVE ENTREPRENEURSHIP	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
<i>Topic 2</i> INNOVATIONS IN LATVIA AND THE WORLD	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
<i>Topic 4</i> INNOVATION PROCESS AND STRATEGY	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
<i>Topic 5</i> INNOVATION MARKETING	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4

<i>Topic 6</i> HUMAN AND INNOVATION	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
<i>Topic 7</i> INNOVATION INFRASTRUCTURE	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
<i>Topic 8</i> INTELLECTUAL PROPERTY	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
<i>Topic 9</i> PROTECTION OF INNOVATION	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
<i>Topic 10</i> SOCIAL ASPECTS OF INNOVATIVE ACTIVITIES	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
Free speech					
<p>What was good?</p> <ul style="list-style-type: none"> • <i>very well-thought-out course plan, practically applicable knowledge</i> • <i>the lecturer has a very original creative approach to the course organization and knowledge structuring, was very interesting, different from other courses</i> • <i>interesting and varied tasks and study materials and case studies from the own business experience</i> • <i>the lecturer has a great, perfectly balanced teaching procedure, excellent lecturing, as well as feedback from the lecturer after each submitted work / summary</i> • <i>Enjoyed this course a lot!</i> • <i>Thank you for the acquired knowledge</i> 					
<p>What could have been done better? (E.g. was some topic missing or unnecessary)</p> <ul style="list-style-type: none"> • <i>it would be great to get more information about real innovative experiences from real entrepreneurs from Latvia or abroad</i> • <i>list of literature could be less academic and more practical, related to the modern innovative business practice</i> • <i>in general, it would be possible to talk more about the creation of innovative ideas, start-up development and management</i> 					

Would you recommend the course to someone you know? If not, why not?

- *Definitely, yes*

I would like to attend another course with this lecturer



Participants: 6 ; Average: 3.83; Standard deviation: 0.41

- Fully disagree (1)
- Partly disagree (2)
- Partly agree (3)
- Fully agree (4)
- Non-applicable (0)

Was anything missing that you might need in your future profession / occupation / job?

- *In general, everything was in its place, perhaps it would make sense to talk a little more about raising funding for start - ups and innovative companies*

Was the proportion of topics and issues inside each topic suitable or should something be increased / decreased?

- *course is very short, it gives a lot of useful information, competencies and skills, but there was opportunity to go deeper into topics and important questions*

How would you assess the virtual format of the classes? (pls answer, if applicable)

- *no issues or problems were reported*

Other comments

- *a great lecturer who really knows how to present information and be interested*
- *I am very satisfied, the course is well organized; creative atmosphere, it was interesting to listen to the lecturer, and also a pleasure to have the opportunity to discuss various topics! The atmosphere was free and everything was understandable to do in seminars, homework*
- *The lecturer has a great, perfectly balanced teaching procedure, excellent lecturing, as well as feedback from the lecturer after each submitted work / summary*

Thank you for your answer

Appendix B: Summary on the lecturer's questionnaire – course “Innovation Management in International Business”

TRAINING / EDUCATION EVALUATION: LECTURERS' OPINION COLLECTED BY THE CO-ORGANIZER

The lecturer should evaluate the course with overall grade (poor, fair, good, very good, excellent).
Written comments are appreciated. Thank you for your co-operation!

Course / Subjects / Issues you were teaching: **full course**

Experience in teaching: **6 years**

1. Overall content of course topics

1 = Poor		Comments: The total content of the course topics is based on the real business cases, successful and unsuccessful innovation examples. Overall content is less academic, it is based on business books, real life stories and examples. Content could be more connected to the international practice and experience.
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

2. How well the topics in curricula match to the needs and goals of the students (average)?

1 = Poor		Comments: The topics in curricula excellently meet student needs, the content of topics is structured and developed to meet the real, practical needs of the students.
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

3. Schedule compared to the contents and goals of the programme

1 = Poor		Comments: The schedule excellently meets the goals of the programme, gives knowledge, skills and competencies to develop and manage innovative projects and/or startups.
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

4. Level of the students

1 = Poor		Comments: The level of students is very good, they have basic knowledge of management, economics, psychology and innovation, ability to work independently, to discuss and to form own point of view.
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

5. Motivation of the students

1 = Poor		Comments: All students have motivation, the task of the teacher is to make it excellent.
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

6. How do the contents of the education match to the requirements of the qualification?

1 = Poor		Comments: The contents of the course match the requirements of the qualification, providing students with specific knowledge, skills and competencies need for innovative activities.
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

Appendix C: Summary of students' interviews – course “Innovation Management in International Business”

EDUCATION EVALUATION: FEEDBACK FROM SELECTED STUDENTS COLLECTED BY CO-ORGANIZER

Date **June – August 2021** Course “Innovation Management in International Business”

The evaluator will ask the following questions from each of selected student.

1. Schedule: Were the topics and practicing scheduled logically in point of view of your studies

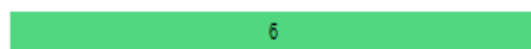
The course was logically connected with other courses in the study program, but for participating in a course you need to have prior academic knowledge and overall knowledge about innovation trends and business itself. Topics and practicing (seminars) were logically organized, some topics could be considered in more details – for example, star-up development and management, innovative organization management, some topics could be considered more generally – intellectual property, infrastructure of innovation.

2. Timing: How did teachers manage in timing the lecture?




Usually, classes started with the lecturer's feedback on the previous homework or previous discussions, then followed the main part of the lection/seminar – lecturers' presentation, tasks or group work, the classes are finalized with the homework, questions and answers about the organization of the course or any other related issues. Classes started and ended right in time without delays.

In the RSU questionnaire students were also asked:

Information about the place and time of lectures and classes was clear and precise



Participants: 6; Average: 4.00; Standard deviation: 0.00

-  - Fully disagree (1)
-  - Partly disagree (2)
-  - Partly agree (3)
-  - Fully agree (4)
-  - Non-applicable (0)

3. Participant / group activities: Did you and your co-students take part into activities?

During the course a number of group activities was held, practically, shorter or longer group activities were held during every lecture or seminar. Those activities included facilitated discussions, games, practical tasks, presentations etc. All the students took part in the group activities, lecturer gave an opportunity for students to self-organize the group work. After the work was very interesting to discuss how the group was working, what have noticed the lecturer and group participants.

4. Facilitation of activities by trainers / lecturers: How did the trainer / lecturer manage in activating all participants?

The lecturer was very good, he was able to answer every question and discuss various topics connected with innovations, it was very easy to communicate, lecturer gave everyone constructive feedback on the summaries and homework's and we also receive our grades quickly. There was a creative atmosphere, you had to go outside the box and think more broadly than during other courses.

5. What could have been done differently? What should have been done differently?

Overall, the course was very good. Maybe there could be more practical links with real innovative business world.

6. Have you faced any challenges in obtaining this course in virtual format?

The course was well organized in digital and virtual format, it was held fully remotely, using various digital solutions – Zoom, Miro, KahoolT, etc. It was very interesting to use mobiles phones and other digital devices parallely with personal laptops, it was necessary in some group and individual tasks. The exam was organized remotely, using the random digit "lottery" for delivering the tickets. Sometimes it was hard to remember to make a digital registration for the course, but lecturer and classmates reminded to do it every time.

No challenges faced.

Thank you for the answers

Appendix D: Summary on the interviews of lecturer – course “Innovation Management in International Business”

TRAINING / EDUCATION EVALUATION: FEEDBACK FROM SELECTED LECTURERS COLLECTED BY THE EVALUATOR (co-organizer)

Date **27/08/2021**

Topic / Subject **Full course**

Lecturer **Vladimirs Rojenko**

The evaluator will ask the following questions from each lecturer.

1. Goals: What do you think about the goals of the course? Will they be reached? If not, why?

From my point of view, the goals of the course are clear and concentrated, understandable for students and potential employers. Definitely the goals of the course are reached, in the result students are provided with knowledge and skills, that allow to start and manage innovation processes in international business environment. This is also demonstrated in the students' feedbacks.

2. Participants: What do you think about the participants' level of skills, their motivation and their future opportunities in the labor market?

Participants of the course had a very good background and knowledge level in economics and management acquired from the previous courses and real-life practice. From my point of view, the level of participant's motivation is directly related with the lecturer's manner of teaching and teaching methods. The level of motivation of the participants of my course was on high level, every student was involved in discussions and group works. Participants of the course have very good opportunities in the labour market, using the knowledge gained during the course, in IT or other innovative fields.

3. Schedule: What do you think about the schedule of the course?

The course scheduled was organized taking into account the logical sequence of the course topics, combining similar topics in one day or organizing lectures and seminars on one theme within one day. The sequence of the topics is logical and consecutive.

4. Facilitations: What do you think about the facilitations, were they succeeded, what was good, what could have been arranged in other way.

As the author of this course and the lecturer, who organizes and performs all the activities of the course, I am trying to engage participants of the course in creating, discovering, and applying learning insights. From my point of view the most important is climate in the classroom, Zoom meeting etc. Free, inclusive and creative atmosphere, an opportunity to be involved, to share the thoughts and opinions is the most important and valuable activities. I think that involvement principles could be changed or arranged in better way – every participant must have equal opportunity to participate in course activities.

5. What was good, what could be improved, what would you do in a different way?

Definitely, the communication between the course participants and lecturer was very good, there were no problems in understanding each other, in talking in common understandable way. The one important thing that could be improved – the link between the real innovative business and course activities. It could be great to organize the study visit and lecture/seminar at the site of the innovative company. The opportunity to touch real things and to feel real innovative business spirit is much more valuable than academic lectures and formalized studies.

Thank you for the answers!

Appendix E: Enterprises' involvement in the course "Innovation Management in International Business"

TRAINING / EDUCATION EVALUATION: FEEDBACK FROM SELECTED ENTERPRISES COLLECTED BY THE CO-ORGANIZER

Due to the COVID-19 pandemic and relevant restrictions no company representatives were involved in the course. It is important to mention that the concept of the course was also applied during the training with SMEs "Innovation Processes" organised by the Latvian Chamber of Commerce and Industry as well as LU CETS in September 2020 within the KAforHR project.

Date ____/____/20____ Course _____ Enterprise _____

The evaluator will ask the following questions from each of selected enterprises' representant.

1. Schedule: Was the schedule of theory and practice in line with company's needs? How about the schedule and order of topics?
2. Content: Did the course contain issues and topics needed in your business? Was something missing? If, what?
3. Work life: Will the students be prepared for work life after the course?
4. What could have been done differently? What should have been done differently?

Thank you for your answer

Business Administration and Human Resources

Evaluation report WP5 A5 modules A - E

Satakunta University of Applied Sciences (SAMK), project partner number 2
Compiled by Dr Kari Lilja and Dr Sirpa Sandelin

Contents

1. Introduction.....	3
1.1 Common background of the evaluation.....	3
1.2 Education program	3
The goals of the education programme and the courses.....	4
Teaching methods used in the course.....	4
The impact of Covid-19 epidemic.....	4
1.3 Evaluation of the program and courses	4
2. Results of the evaluation	4
2.1 Participants' ratings	4
2.2 Teachers opinions.....	9
2.3 The interviews of the enterprises and entrepreneurs	10
2.4 Conclusions.....	10
3. Appendix A: Free speech feedback	11
3.1 Students' comments.....	11
3.2 Teachers' comments	16
4. Interviews	16
4.1 Students' interviews	16
4.2 Teachers' interviews.....	25

1. Introduction

In this evaluation report, the test of five study modules is reported. These 5 modules together build a kernel part of concept, curriculum and module manual for a new dual bachelor program "Human Resources and Business Administration", developed by University of Latvia. The dual degree programs are quite new in Latvia, thus, the development and coordination with the university, the Ministry of Education and companies, involved as training partners, requires very much resources and time. This means that official accreditation and start of an implementation of the whole programme is not possible during the project period. Therefore, five essential modules of the new study program were selected to be tested and reported.

1.1 Common background of the evaluation

Evaluating the training, teaching and learning has been an emerging issue in the 1980's when it was actively researched within several disciplines like education, pedagogics, psychology and organizational sciences. During the 1990's the enthusiasm flagged, but the interest woke up again in parallel with the waves of refugees and immigrants arriving to the Europe. The needs to include newcomers to the hosting society, to teach local culture, habits and language, and to train professional skills to comply with the local requirements have highlighted the importance of developing new teaching and training methods. These new methods and tools in teaching and training should be compatible with the requirements set by cultural diversity of both the refugees and immigrants, and the societies more or less voluntary receiving the incomers.

Furthermore, during the past two decades the western countries have met - in addition to enormous flood of settlers - another phenomenon that challenges the education system: The post-war baby boom generation reaches age of retirement. This has two consequences, both requiring the answers from school systems. Firstly, the western countries should have a capability and capacity to educate and train more and more nursing personnel to cover both the vacuum left by those retiring, and to answer to the needs of ageing population. Secondly, these countries should be capable to renew their education systems to be able to satisfy the needs of business, to be able to train skilled labor and to be able to educate more persons that are both capable and willing to create their career as entrepreneurs and to continue the work of retiring entrepreneurs. If this fails, the consequences for European economy might be fatal or even disastrous.

This challenges not only schools and universities or teachers and trainees, but also those developing the courses and teaching and training methods used in the courses. Evaluating the learning of trainees, used methods and the impact of these methods on the learning would help teachers, designers and analysts to improve the methods.

The aims and targets of the evaluation are context dependent issues. Thus, in ideal world, the courses, the methods used in the courses and the means to evaluate the outcome of the course, the learning of trainees and the efficacy and success of the methods should be designed together so that the whole course is seen as main process inside which the training and evaluation are parallel subprocesses. This would be the best way to ensure that exactly those goals set to this unique program are measured during the evaluation. In this case, the education programs have been planned parallel with the planning of the evaluation.

1.2 Education program

The evaluated part of the education programme consists of five courses approaching the Human Resources (HR) Management and Business Administration (BA). The courses were

- Change Management (A)
- HR Management (B)
- Innovation Management in International Business (C)
- Public Support Models in International Business (D)
- Theory and Management of Organizations (E).

The goals of the education programme and the courses

The goal of the whole study programme “Business Administration and Human Resources” is to educate professionally qualified, creative and competitive specialists (senior specialists, executives) in the field of business administration with the focus on human resource management in accordance with the labour market demand and challenges as well as SMEs specific needs.

The goal of each course is to give the understanding of basic concepts, relevant and topical knowledge, and skills in topics and issues of the course in question. Some of the courses are more theoretic, some more practical, thus the balance between the skills and knowledge should be found separately in each course.

Teaching methods used in the course

Teaching methods used in the course include lectures, guest lectures, seminars, group works, case studies and examples from businesses. Practical tasks are intended for students who combine studies with work.

The impact of Covid-19 epidemic

Cooperation with SMEs has been limited due to Covid-19 restrictions imposed by the Government of Latvia. During the course, following material (for example) was used: presentations of lectures, analysis of case studies, summaries and good practices.

The Covid-19 epidemic forced to move to online lessons. Zoom platform was used for lectures as well as for practical work. This made possible for students to participate and complete the course. The attendance was very good. However, the personal contacts were missing.

1.3 Evaluation of the program and courses

Evaluation of courses and reporting the gained results and found problems is essential to develop further the existing training and education programs as well as to consider the experiences gathered from these programs when building new programs and curricula.

When evaluating courses, the goals and real results should be compared. The evaluation should be targeted only to such measurable issues on which the designer, teacher, facilitator or student himself has an impact.

The most important variables, on point of view of achieving the goals set, are the motivation of student, the support she/he gets, the relevance of issues in curricula, the quality of the material and training and the ability of facilities to support training and learning. Although most of the variables presented above are so called soft variables, which can't be measured directly by targeting the measurement tool to some point or phase in the process, they can be assessed indirectly by assessing the feelings and comments of participants and other stakeholders.

In this case, the experiences and comments of participants were surveyed by simple questionnaire to get the common impressions, the applicability of on-line teaching / learning, the relevancy, importance and topicality of each issue, and the experienced quality of each lesson, material used and lecturer. The students' questionnaire was modified to match both the RSU evaluation form and the original questionnaire and guidelines given by the partner responsible for the evaluation, SAMK.

As it was recommended in the SAMK Evaluation Concept, also an assessment based on the observations of students during the classes and the atmosphere in the classrooms as well as discussions with students were done.

2. Results of the evaluation

2.1 Participants' ratings

In this chapter, the results of evaluations of the tested courses are presented as a summary. In the graphs below, the scale differs from the scale of the original evaluation concept (Likert 1-5). The scale used in this evaluation was: 1= Fully disagree, 2= Partly disagree, 3= Partly agree, 4= Fully agree.

According to the answers, participants seem to be satisfied with the facilitations of the courses (Figure 1), although the course Human Resource Management in International Business gets lower ratings than the other courses in 8 out of 12 questions. The course change management is another course that remains lower level in many topics. In common, students seems to believe that they can utilize the skills and knowledge gained, they will participate other courses held by the same lecturers, they felt that teachers respected them, and the information, skills and knowledge given was considered to be relevant, topical and fresh. The lectures and presentations were clear and understandable. This was confirmed by questions approaching each topic (Figures 2-6). The topics are listed in Table 1.

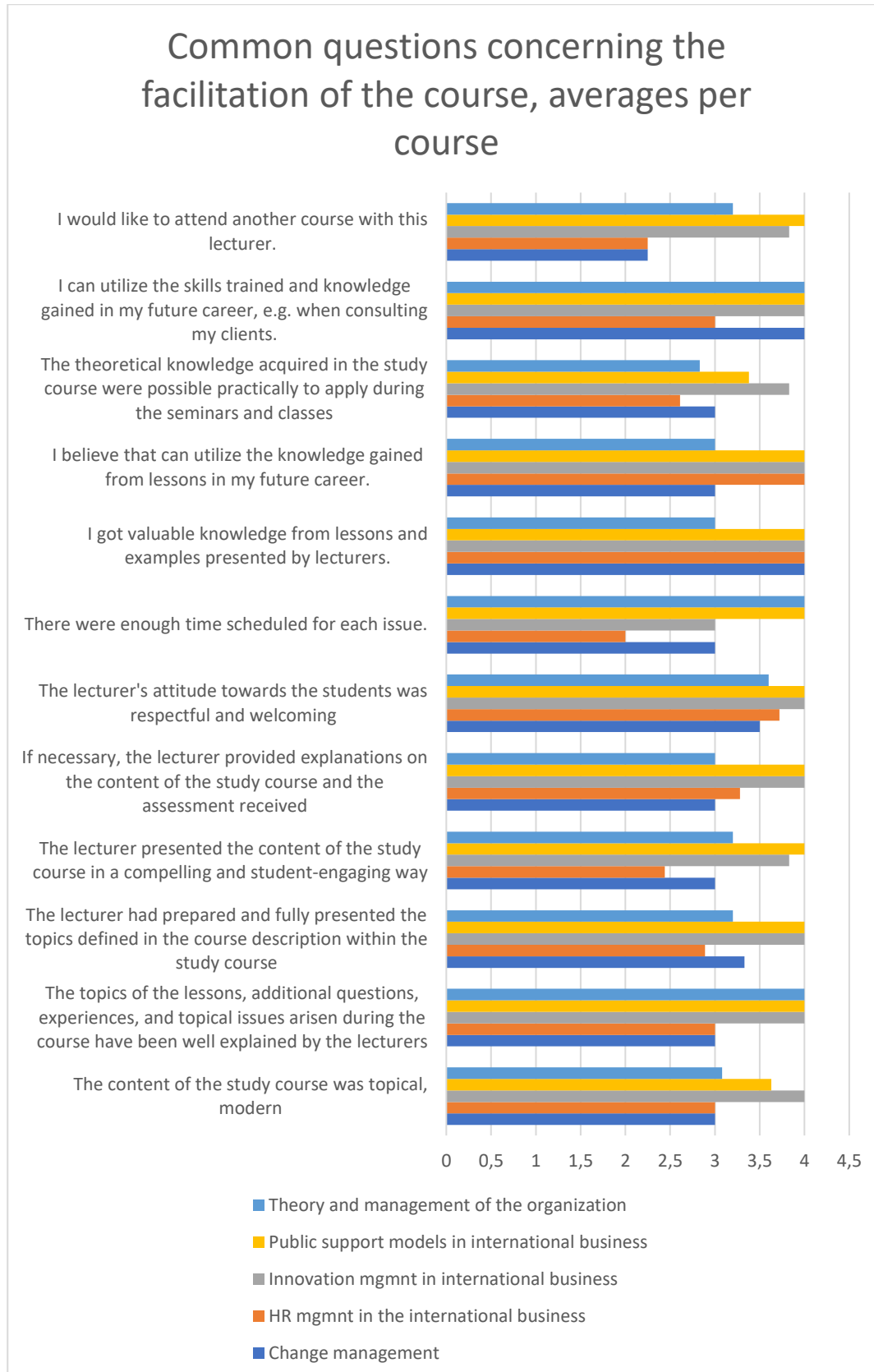


Figure 1: Satisfaction with common facilitations.

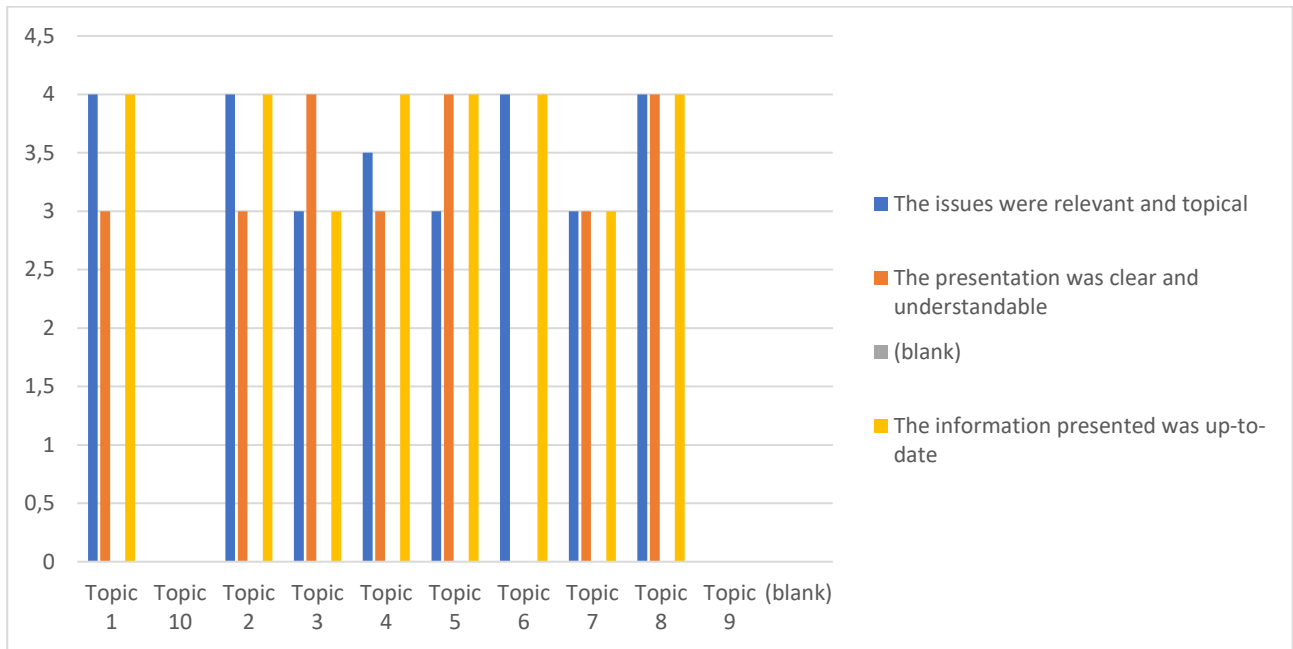


Figure 2: Topics of change management

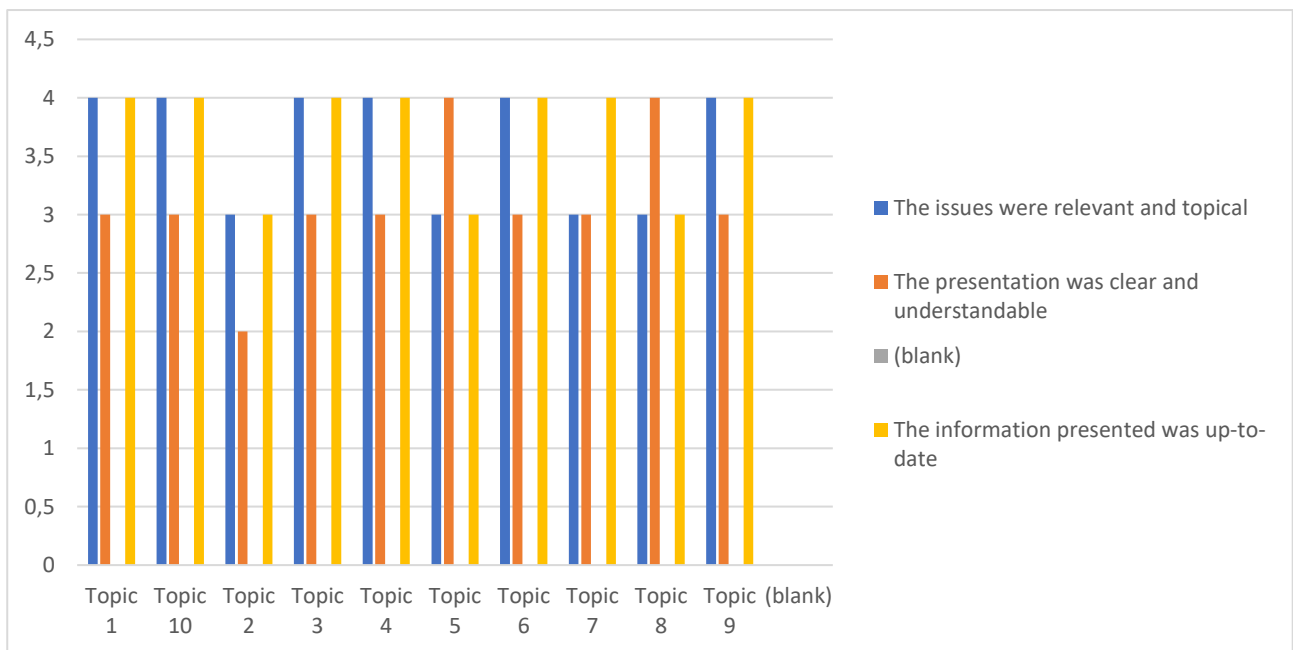


Figure 3: Topics of Human Resource Management in International Business

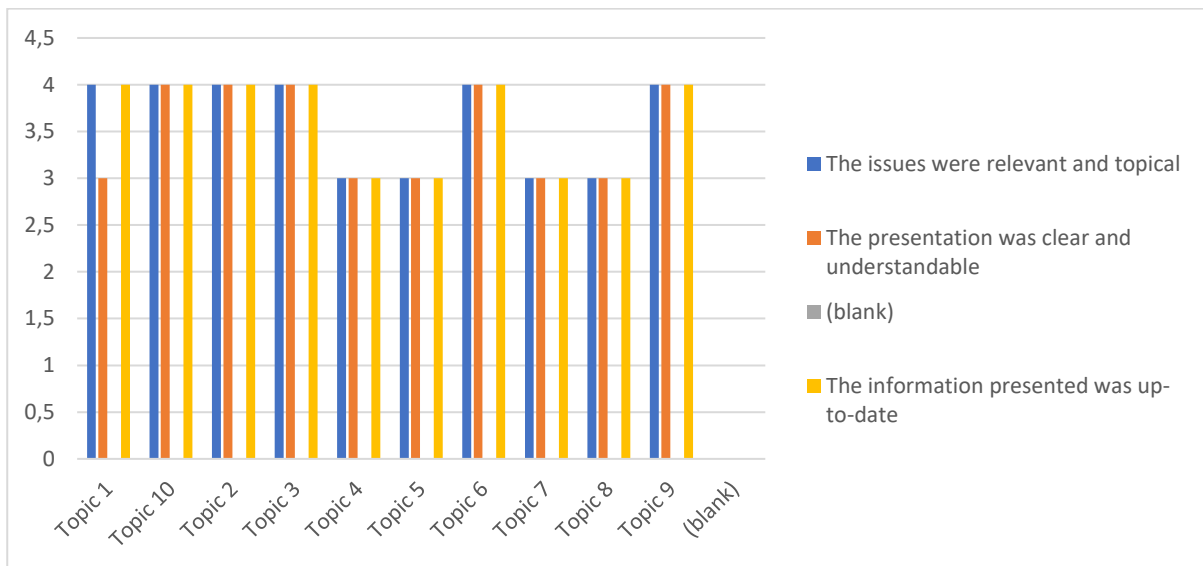


Figure 4: Innovation Management in International Business

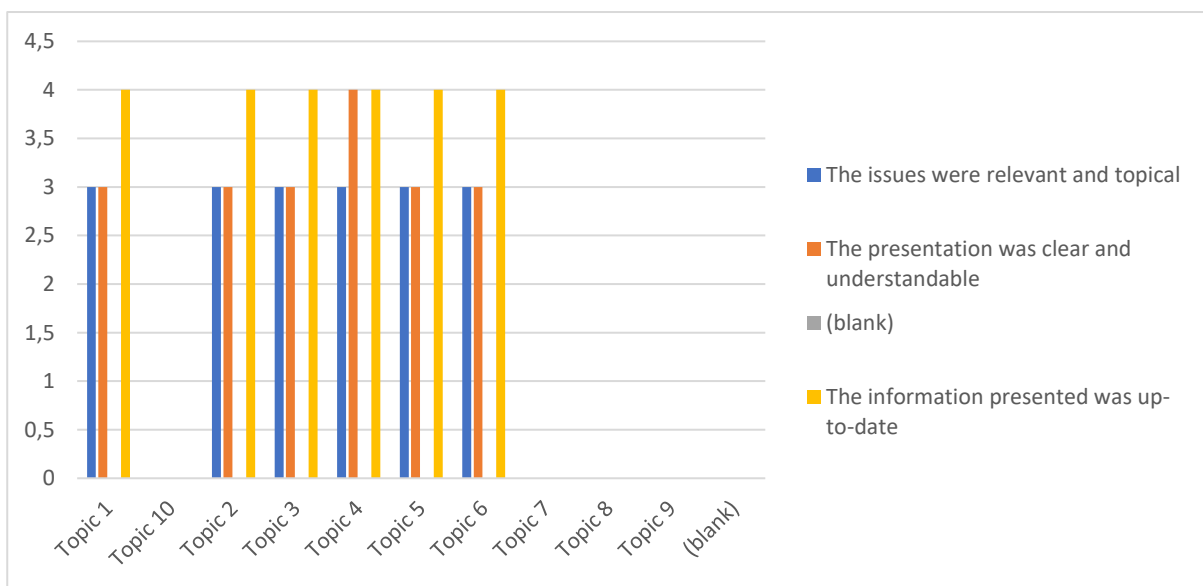


Figure 5: Public Support models in International Business

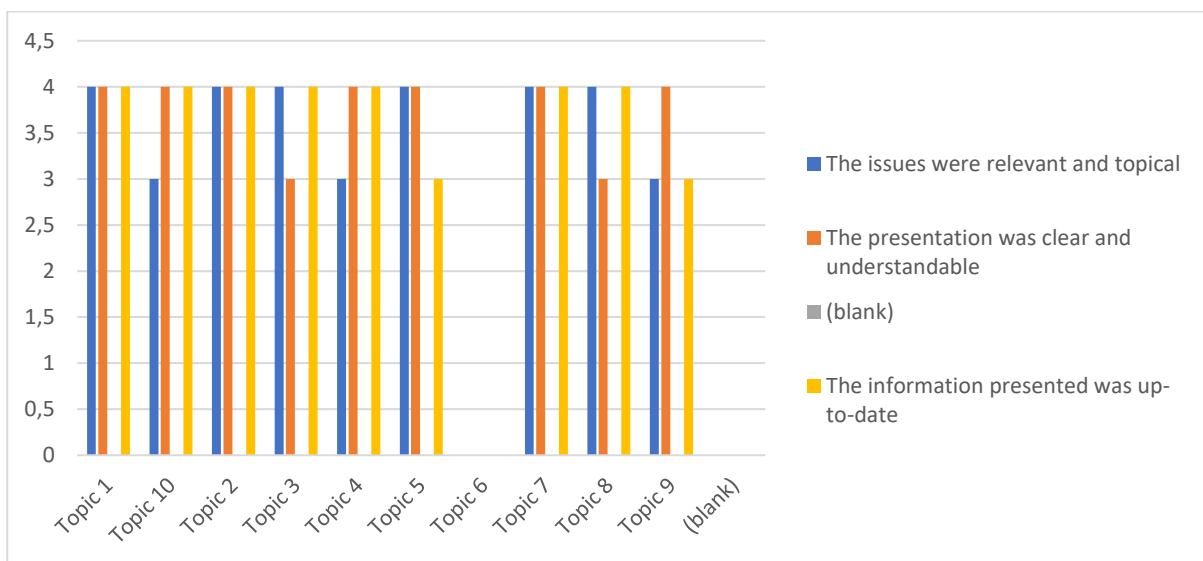


Figure 6: Theory and Management of the Organization

Table 1: Topics of different courses

	Change management	HR management in the international business	Innovation management in international business	Public support models in international business	Theory and management of the organization
Topic 1	Nature and trends of change: in the world, Europe and Latvia.	Introduction to the course, Introduction to HRM, Strategic HRM, Managing HR in international business, Presentation Skills	The nature and role of innovation	1st topic: business environment's and public administration's interaction aspects	Organisation and management theory. Changes in the concept of organization. Managers and its levels
Topic 2	An individual and organisation in change.	HR and legislation, HR department, HR planning	Innovative entrepreneurship	2nd topic: business environment protection mechanisms	Management theories: evolution and development
Topic 3	Problems and approaches to solving them.	Team development and management, Conflicts and motivation	Innovations in latvia and the world	3rd topic: business environment support mechanisms	The essence and types of organizational environment. Organizational development in a changing environment
Topic 4	Basics of system thinking.	HR learning and development, Future competences, Learning abilities	Innovation process and strategy	Public support for start-ups in europe / latvia / germany.	Internal and external environment of an organization
Topic 5	Terminology: stakeholders, learning organisation, organisational well-being, etc.	Rewarding and recognition	Innovation marketing	The rise of the gig economy is beneficial to businesses, workers and the economy as a whole (debate)	The nature and organisation of planning
Topic 6	Impact of the internal and external environment. Their identification, proactivity, prevention.	Talent management, Workshop: International HRM and Global virtual teams	Human and innovation	Progressive tax system	Decision-making process and methods
Topic 7	Change management: conceptual recommendations and models.	Organisational internal and external environment, Health, Safety and Well-being of employees, , New employees' induction	Innovation infrastructure		Basics of organisation, structure formation
Topic 8	The role of a manager/ leader in change.	HR planning, Job analysis, HR External recruitment and selection	Intellectual property		Fundamentals of management: coordination and motivation of employees
Topic 9		Employer Branding, International labour market trends, Unemployment	Protection of innovation		The essence and evolution of motivation
Topic 10		Performance assessment, HR Retention	Social aspects of innovative activities		Basics of control and effectiveness of control

In the free speech answers and interviews of students, some issues were highlighted. Participants found it good to use practical cases and examples as a part of the lessons. They also valued professional background of some teachers and quest lecturers. Some topics and issues were felt to be too theoretic, and English as a teaching language may have caused difficulties to both some teachers and students. Considering the exceptional circumstances and online lessons, the Zoom-environment gained both satisfied and unsatisfied

comments. This was possibly depending to the experience of participant in using the on-line systems. In some of the courses, the schedule itself and lecturer's capability to manage the schedule and timing of the course could have been better. In this issue, however, the opinions were contradictory. Some said that the lessons were too long, that time spent by screen was too long, or that student presentations took too long, whereas others said that in some courses there were too much topics compared to the time available and they wished either less topics or more time (= longer course periods). Although, in common, the on-line learning was considered to be success, some were missing the face-to-face meetings and real physic participation in groups, lessons etc. The transcript of the free speech comments and interviews is in appendix A.

2.2 Teachers opinions

According to the teachers, the contents of the topics were very good, curricula matched the needs and goals of the students, schedule was either very good or excellent, level and motivation of the students was very good and the contents of the education matched to requirements of the qualification either very well or excellently (Figure 7). In this rating scale there was only one exception: The overall content of innovation management was rated to be "Good". It was stated that the overall content was less academic and based on business books, real life stories and examples. According to lecturer, the content should be more connected to the international practice and experience.

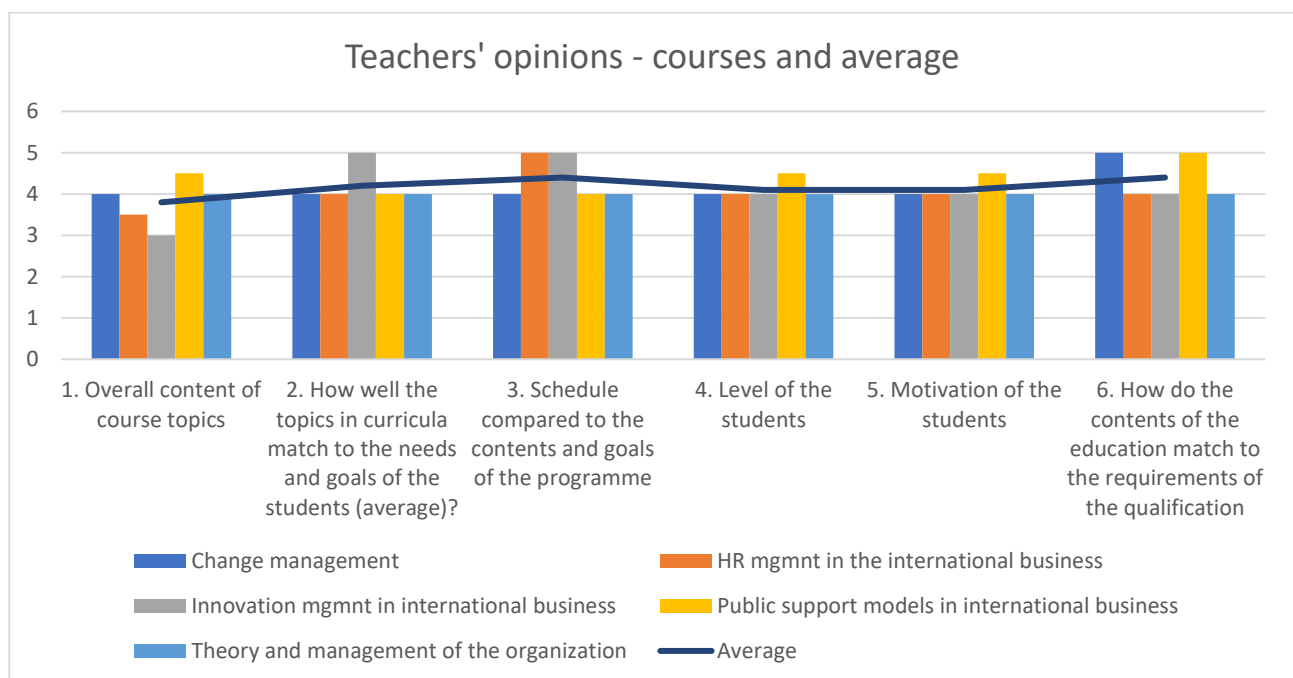


Figure 7: Teachers opinions

In the free speech answers and interviews of the teachers, some issues were emphasized. For example, the course dynamics depend every year on situation and topicalities in business as well as on the group of students. Covid-19 challenged the design of the course, and this did not help students to acquire the contents. The principal ideas of the lessons are sometimes easier to make visible in practice. More real business cases, successful and unsuccessful innovation examples might be needed. In some topics, the schedule and issues did not match very well.

The lecturers believed that the goals of the course were clear and could be reached. The participants were at good level and motivated, and the programme might increase their career opportunities. In common, the facilitations succeeded, although there were some minor problems with online technique. The curricula could be more connected with the practice. The transcript of the free speech comments and interviews is in appendix A.

2.3 The interviews of the enterprises and entrepreneurs

Due to the Covid-19 pandemic and restrictions given by government, no company representatives were involved in the courses.

2.4 Conclusions

The assessment of the Covid-19 impacts on an undergraduate business programme in general and each course in particular shows that the pandemic-induced disruptions and the move to online teaching and learning require flexibility of the course curricula. The curricula should be adaptable to changing circumstances and establish benefits such as increased digitalization and students' ability to work online and to supervise teleworking for the post-pandemic era. In common, the courses' curricula seems to stimulate students and faculty to adapt and adjust to online learning during the post-pandemic era too. However, we still need to identify and evaluate the impact of the pandemic on education and training.

Concerning the courses evaluated, the adaptation from class-based courses to on-line courses seems to have succeeded well, and the problems occurred were either caused by technique or by individual differences in needs of privacy and / or closeness, motivating impact of group spirit, and individual's self-direction. It could be a good idea to consider these issues when designing curricula, and by different what-if –scenarios to test how the designed curriculum would be modified in exceptional circumstances. It would also be worth considering that the curricula could be designed hybrid, i.e. to be taught simultaneously in class and on-line. In such cases moving to totally on-line mode would be very easy, and also the technique would be tested and use learned as a part of normal routine.

The timing of lessons and balancing the schedule are also issues that should be considered. A good practice could be, that those teachers, who already have experience in teaching certain topics both on-line and face-to-face, collect and share their experiences with those designing curricula and modules.

Concerning the material, it is recommended, that obligatory and additional material were clearly specified. This is essential when teaching is in on-line-mode and all the material is available in on-line platform in advance. If the material is available in advance, also the reverse learning (Students read the material before lesson) would be very usable method.

3. Appendix A: Free speech feedback

3.1 Students' comments

A

What was good?

- Evaluation of the practical cases (e.g., Bill Gates prediction on the global pandemics) and discussions on the scenarios how entrepreneurship organization will look like after pandemics.
- Work in smaller groups – practical discussions.
- Professional background of the lecturer who shared the practical experience and real cases.
- Interesting new topics – some of the information was useful and transferable at the workplace/ companies (e.g., the role of a leader / leader in change).
- Virtual consultations with lecturer – good possibility to clarify questions when something was not clear.
- In general, active and lively lectures.

What could have been done better? (E.g. was some topic missing or unnecessary)

- Sometimes too many videos during the class.
- Some of the topics were too theoretical (seemed too complicated).
- Evaluation system has to be clearer and more transparent.
- Course could be a bit longer – to cover more topics related to strategy building for certain type of organizations or companies.
- English language pronunciation of lecturer could be better.
- More theory for some topics.

Would you recommend the course to someone you know? If not, why not?

- Not sure. Maybe.

Was anything missing that you might need in your future profession / occupation / job?

- Don't know. Hard to evaluate at this stage.
- Topics on strategy building for changes would be valuable.

Was the proportion of topics and issues inside each topic suitable or should something be increased / decreased?

- All the topics were enjoyable and seemed sufficient for the short period of the course.

How would you assess the virtual format of the classes? (pls answer, if applicable)

- It was good, all information about the course and materials were available in the e-learning platform, also Zoom platform was arranged quite well.

B

What was good?

- Interesting way on how to learn about HR management mechanisms and other aspects.
- Diversity of the provided study materials, simulations and case studies were specifically interesting.
- Very helpful classes but it would be better to have more time for the content.
- Lecturer provided resources that helped to perform home assignments or team works – for example, there were recommendations on teamwork from the last years students, although in a bit chaotic way.
- Summarized answers of the guest lecturer Sandi's Kondrats on students' questions which were published at the e-studies.
- Comprehensive.

What could have been done better? (e.g. was some topic missing or unnecessary)

- In general, the course was quite difficult to understand and chaotic, a large amount of information was viewed superficially.
- Too detailed info for the short period of time.
- You had to follow lecturer very carefully not to miss anything and to understand the provided information.
- It was not always clear which task has to be just performed and which has to be also presented.
- Feedback on the [student's] summaries could be more concrete.
- List of literature could be more updated.

Would you recommend the course to someone you know? If not, why not?

- Yes, but with some improvements of lectures' organization and time management.

Was anything missing that you might need in your future profession / occupation / job?

- Not all topics were understandable or there was not sufficient time to get deep in each covered topic.

Was the proportion of topics and issues inside each topic suitable or should something be increased / decreased?

- The number of topics could be smaller, or study course could be longer. As it was not enough time to get deep into each of the topics and prepare home tasks. Each could feel that lecturer was keen to give as lot and diverse knowledge, because some lectures were very detailed.
- There was a lot of study material that was good, but I couldn't keep track of everything that was needed and that was extra. There was information that repeated and there were new things and approaches – interesting to learn and improve. We had video materials, various tests, presentation drafting on the specific topics, evaluation of colleagues' performance. There were also simulations that were interesting. Organization of the course were a little chaotic, you had to keep up with everything that was happening. I also liked that there were study cases.
- At times, it was difficult to understand the topic and the related seminar / group work.

How would you assess the virtual format of the classes? (pls answer, if applicable)

- V. unusual feeling to study only online, a bit uncomfortable to have a lot of people [~40 students] in ZOOM.
- A lot of materials were published in the e-studies.
- It was just the beginning of the course, when covid outbreak appeared and everyone had to turn to remote studying. Certainly, digital environment of the university was not ready for that. So technical problems or other shortcomings in ZOOM and e-studies should not be critically evaluated.
- When ZOOM was finally configured, it worked well for study course environment. See also Appendix C, Q6

Other comments

- Some materials were a bit difficult to understand.
- I would recommend continuing tasks of case's reading and to keep these materials in the e-studies for the next participants, as well as to structure lecture with less topics and more details.
- Thank you to the lecturer!

C

What was good?

- very well-thought-out course plan, practically applicable knowledge

- the lecturer has a very original creative approach to the course organization and knowledge structuring, was very interesting, different from other courses
- interesting and varied tasks and study materials and case studies from the own business experience
- the lecturer has a great, perfectly balanced teaching procedure, excellent lecturing, as well as feedback from the lecturer after each submitted work / summary
- Enjoyed this course a lot!
- Thank you for the acquired knowledge

What could have been done better? (E.g. was some topic missing or unnecessary)

- it would be great to get more information about real innovative experiences from real entrepreneurs from Latvia or abroad
- list of literature could be less academic and more practical, related to the modern innovative business practice
- in general, it would be possible to talk more about the creation of innovative ideas, start-up development and management

Would you recommend the course to someone you know? If not, why not?

- Definitely, yes

Was anything missing that you might need in your future profession / occupation / job?

- In general, everything was in its place, perhaps it would make sense to talk a little more about raising funding for start - ups and innovative companies

Was the proportion of topics and issues inside each topic suitable or should something be increased / decreased?

- course is very short, it gives a lot of useful information, competencies and skills, but there was opportunity to go deeper into topics and important questions

How would you assess the virtual format of the classes? (pls answer, if applicable)

- no issues or problems were reported

Other comments

- a great lecturer who really knows how to present information and be interested
- I am very satisfied, the course is well organized; creative atmosphere, it was interesting to listen to the lecturer, and also a pleasure to have the opportunity to discuss various topics! The atmosphere was free and everything was understandable to do in seminars, homework
- The lecturer has a great, perfectly balanced teaching procedure, excellent lecturing, as well as feedback from the lecturer after each submitted work / summary

D

What was good?

See appendix C.

CONTINUE about course. Please indicate 1-3 things that the teacher should continue to do in this course (which was good)?

- Involve students in discussions, lectures and presentations and have exchange students report from their country of origin
- Continue recording short videos about the main idea of the topic; Continue doing exam in this form (online and using our questions)
- I think you are doing everything right

- That we are able to choose our own topic for the Summary Reports!
- I really enjoyed debates. In spite of our group's medium performance, I think debates are good way to develop student's critical thinking and ability to prove their opinion.
- Definitely continue the interactive classes and seminars. That gives great motivation to pay attention and get involved
- You did good lecturer.

What could have been done better? (E.g. was some topic missing or unnecessary)

See appendix C.

- 2x 1,5h - sometimes it was too long
- Stop organizing debate
- I think the course was good and it is possible for students to do everything in time.
- Maybe stop getting carried away in long talks about things that might be outside of the topic, because at times that brings too much information to be absorbed
- Maybe try to explain more about the course, because from the beginning it was really hard to understand what the course is about.
- Large amount of information in too short a period of time.
- What I didn't like most was that in this course one team was given 20+ minutes to present their presentation, but others were limited in time. It was not good and I was really disappointed. Stop to answer your questions yourself, but let at least 3 people express their opinions, where they then tell you how it is or how you should think if there is one correct answer. This is a case about the student involvement in the discussions.
- I am so much into the course, that I cannot even think about any STOP point. Just infinitely large thanks our teacher and his constant interest and the amazing, informative course! Thank you!
- Everything was excellent :)
- Thinking about what you need to stop doing, I don't have specific proposals, since all the information and materials provided were top-notch.
- STOP being very understanding. Lecturer is always very understanding and has a very big heart, but a lot of students use it. I think that being understanding is very good and needed in nowadays study process, but everything has its limits so that students know that there will be discipline but there will also be fun and good atmosphere.

Would you recommend the course to someone you know? If not, why not?

- Yes.

I would like to attend another course with this lecturer.

☐ - Fully disagree (1)

☐ - Partly disagree (2)

Completed: 5; Average: 4.00; Standard Deviation: 0.00

☐ - Partly agree

(3)

☐ - Fully agree (4)

☐ - Non applicable (non applicable)

Was anything missing that you might need in your future profession / occupation / job?

- Interesting new topics

- Not all theoretical concepts have yet clear practical examples

Was the proportion of topics and issues inside each topic suitable or should something be increased / decreased?

- Large amount of information in too short a period of time.
- Continue recording short videos about the main idea of the topic; Continue doing exam in this form (online and using our questions)

How would you assess the virtual format of the classes? (pls answer, if applicable)

- It was v. good. You could feel that lecturer invested his time to make lecture attractive in the virtual environment. Of course, working onsite would be more preferable, but we already got use to online classes.

E:

Comments concerning the common issues

- The content of the study course was topical, modern.
- The theoretical knowledge acquired in the study course could be practically applied in classes, seminars.
- The information and study materials available in the e-learning environment were sufficient and facilitated the acquisition of the study course.
- The literature indicated in the description of the study course was available and appropriate for the acquisition of the content.

Free speech

- The curricula should be adapted to post-pandemic benefits such as increased digitalization and exploitation of different digital platforms for classes and most of all for discussions and work in groups and students' ability to conduct tele-work.
- Overall, the course's curricula are adequate and stimulate students gain knowledge and skills helpful to be successful in job market.
- The course motivated to invest more time in relevant study topics and courses.

What was good?

- Most of students expressed their opinion that the lectures were delivered in a clear and comprehensive way. The topics discussed were relevant to current trends in management and organization of a company (e.g. students answered "It was a good and interesting course, I learned a lot and diverse aspects of management." "This is useful, crucial and in some way attractive study course.").
- The practical part, including discussions on lectures related matters, case studies and evaluation of the current business situation in Latvia.

What could have been done better? (E.g. was some topic missing or unnecessary)

- Students consider that it would be beneficial to have better developed digital content of the course, and more guest experts from the industries.
- Some lecturer's speeches could have been livelier.

Would you recommend the course to someone you know? If not, why not?

- The course is worth to be recommended as it is well-structured, intense, provided knowledge and developed skills required by the labor market.
- I would like to attend another course with this lecturer.

■ - Partly disagree (2)

Completed: 10; Average: 3.20; Standard deviation: 0.63

■ - Partly agree

(3)

■ - Fully agree (4)

■ - Non applicable (non-applicable)

Was anything missing that you might need in your future profession / occupation / job?

- It would be valuable to have some practical experience and/or excretions to companies and discussions at a company and with the company lead management issued of the efficiency and productivity and the role of the company management in reaching these goals. It is important to hear on the spot about skills that are important to be successful in management.

Was the proportion of topics and issues inside each topic suitable or should something be increased / decreased?

- The issues of financial management and organization of finances, management of the IT in the company.

How would you assess the virtual format of the classes? (pls answer, if applicable)

- Overall, it was ok and similar to other classes.

3.2 Teachers' comments

The course dynamics depend every year on situation and topicalities in business as well as on the very group of students. Covid-19 challenged the design of the course, and this did not help students to acquire the contents. There are excellent, yet challenging, real-time aspects of HR, talent, labor aspects in socioeconomics today looked at during the course. Development of ideas is sometimes easy to make visible in practice, and sometimes more difficult to explain, due to rapid change of socio-economic situation, including e.g. Covid-19 effect on remote work and its practical and legal consequences. The total content of the course topics is based on the real business cases, successful and unsuccessful innovation examples. Overall content is less academic, it is based on business books, real life stories and examples. Content could be more connected to the international practice and experience. Few challenges relate to rapidly changing business environment and development of theories, which are sometimes clearly seen in practice, and sometimes harder to explain due to still theoretical concepts of developments. The course's topics are relevant to the title of the course and aims of the educational programme.

4. Interviews

4.1 Students' interviews

A:

1. Schedule: Were the topics and practicing scheduled logically in point of view of your studies

After each lecture it has been organized a practical seminar, where we could apply theoretical information into practice by having regular group discussions. But more practical assignments could be organized.

Topics of the lectures and seminar activities were logically structured. For the most of seminars, list of readings had to be performed, which has its pros and cons.

Overall, course was interesting because its topic fit well to the current global changes in most of economic sectors and organizations. After lecture and, specifically, seminars there were "after taste to think more" on the discussed issues.

2. Timing: How did teachers manage in timing the lecture?

The management of lecture's timing was very good and time for breaks was fully respected. Information about the place and time of lectures and classes was clear and precise

■ - Fully disagree (1)

■ - Partly disagree (2)

Average: 4.00; Standard Deviation: 0.00

■ - Partly agree (3)

■ - Fully agree (4)

■ - Non applicable (non-applicable)

3. Participant / group activities: Did you and your co-students take part into activities?

There were number of group activities where all students were engaged – teamwork in small groups to analyses practical cases and discuss home readings, as well as work in groups when preparing home assignments. Analyses of the practical cases were useful and interesting and could be done even more.

In my opinion, some participating students could be more active and open during the discussions. That would create a bigger pool of different opinions. Some students have shared their job-experience (examples from companies) on approaches of problem-solving and adaptation to covid crises.

4. Facilitation of activities by trainers / lecturers: How did the trainer / lecturer manage in activating all participants?

The students' engagement took mainly through discussions of the home readings, case studies and group work. Lectures and seminars were quite lively, but some students could be more self-confident in their speech.

5. What could have been done differently? What should have been done differently?

Although information on the course plan and requirements were provided during the first meeting, the evaluation system for the performed tasks was not clear. It seems that evaluation on the home readings was more subjective than the point-system based.

Some lectures had too many videos, instead time could be spent for activities having practical, real-cases nature (interactive activities). Part of videos we could watch by ourselves.

No particular suggestions, most of the activities and topics were enjoyable

6. Have you faced any challenges in obtaining this course in virtual format?

No significant challenges faced, except too long time next to the computer (lectures + home assignments). What was uncomfortable – students presentations took too long so we couldn't finish our classes on time.

B:

1. Schedule: Were the topics and practicing scheduled logically in point of view of your studies

I have enjoyed lectures, although sometimes it was challenging to follow the lecturer and the organization of the courses. This course seems valuable to those who work or already have professional experience in the private sector, as the course provides real opportunity to evaluate tactics, apply or recommend various tools for implementation in your company.

I liked topics of gamification and micromanager – which was learned through interesting, practical work-related tasks. And, through groups tasks, which at the beginning were challenging to understand and organize, I feel that I have developed my teamwork skills.

Topics that covered information on different tools, approaches in HR management (examples or rewarding, employees' trainings, retention) were appeared useful, as this kind of tools can be planned and calculated in advance when drafting strategy for employee motivation.

The knowledge that we acquired was relevant, but the topics changed so quickly that there was no time to really perceive them all. In the e-studies there were plenty of information and resources that was not organized or structured.

The diversity of activities [tasks] was broad and undoubtedly valuable. However, some of the seminars' tasks did not seem practical enough to be able to apply theoretical knowledge in practice.

2. Timing: How did teachers manage in timing the lecture?

Time management could be organized better because sometimes classes lasted longer, e.g. a large number of presentations (~20) were allocated for 3h seminar. In the result, those students who didn't manage to present during the seminar had to stay after it or to receive evaluation (mark) based on the slides of the submitted presentation. Also, discussions that day were very limited. Thus, feel unsatisfactory with the course and expected from it more.

It would be preferable to organize longer breaks between the lectures and seminars (5 min break for 3h lecture is a bit too short). In the evening it was a bit harder to focus on the lecture for long hours. In general, course was very good, as different teaching techniques/activities were used. Information about the place and time of lectures and classes was clear and precise.

■ - Fully disagree (1)

Average: 3.47; Standard Deviation: 0.61

■ - Partly disagree

(2)

■ - Partly agree (3)

■ - Fully agree (4)

■ - Non applicable (non-applicable)

3. Participant / group activities: Did you and your co-students take part into activities?

The course covered a lot of activities – home assignments and group tasks – that involved all the students and facilitated discussions, Q&A sessions. There were team summary presentations, feedbacks on colleagues' presentations, team presentations of report, case

studies, simulations and other activities performed during the workshop. Erasmus students appeared very active.

4. Facilitation of activities by trainers / lecturers: How did the trainer / lecturer manage in activating all participants?

One of the main motivations to be active in the course were reporting of the home' assignments in order to discuss results with course mates, to receive their and lectures feedback. These discussions provided possibility to think beyond your limits and generate new ideas for HR management activities.

The lecturer was nice and understanding. She did not impose anything on anyone, which is good. However, the speed of her speeches was fast, that I could not perceive everything properly.

Lecturer provided useful resources that helped to perform home assignments or team works – for example, there were recommendations on teamwork from the last years students.

5. What could have been done differently? What should have been done differently?

My suggestion to improve this course – is to focus on fewer topics, thus giving the student a full idea and understanding of the topics being discussed or prolong course for the longer period. There were a lot of topics in the short period of time to understand all the information. Another suggestion is to think about more structured organization of home assignments and timing for their realization.

Overall, it was good. There could be more modern presentations and materials, as well as visually enjoyable content. At times, it was very difficult to concentrate. The amount of work was also relatively large and complex, I had to find out additional information about what needs to be done from the course mates to understand everything to the end.

6. Have you faced any challenges in obtaining this course in virtual format?

It took a while to install and configure ZOOM platform for this study course. Only during the last classes, lecturer and students didn't have to reconnect to the platform each 40 min. It was a bit irritating, although understandable. We all are now in the same situation right now. And for many of us it was the first experience in studying in the remote format. When ZOOM was finally configured, it worked well for study course environment.

C:

1. Schedule: Were the topics and practicing scheduled logically in point of view of your studies

The course was logically connected with other courses in the study program, but for participating in a course you need to have prior academic knowledge and overall knowledge about innovation trends and business itself. Topics and practicing (seminars) were logically organized, some topics could be considered in more details – for example, star-up development and management, innovative organization management, some topics could be considered more generally – intellectual property, infrastructure of innovation.

2. Timing: How did teachers manage in timing the lecture?

Usually, classes started with the lecturer's feedback on the previous homework or previous discussions, then followed the main part of the lection/seminar – lecturers' presentation, tasks or group work, the classes are finalized with the homework, questions and answers about the organization of the course or any other related issues. Classes started and ended right in time without delays.

In the RSU questionnaire students were also asked:

Information about the place and time of lectures and classes was clear and precise

☐ - Fully disagree (1)

☐ - Partly disagree (2)

Participants: 6; Average: 4.00; Standard deviation: 0.00 ☒ - Partly agree (3)

☐ - Fully agree (4)

☐ - Non-applicable (0)

3. Participant / group activities: Did you and your co-students take part into activities?

During the course a number of group activities was held, practically, shorter or longer group activities were held during every lecture or seminar. Those activities included facilitated discussions, games, practical tasks, presentations etc. All the students took part in the group activities, lecturer gave an opportunity for students to self-organize the group work. After the work was very interesting to discuss how the group was working, what have noticed the lecturer and group participants.

4. Facilitation of activities by trainers / lecturers: How did the trainer / lecturer manage in activating all participants?

The lecturer was very good, he was able to answer every question and discuss various topics connected with innovations, it was very easy to communicate, lecturer gave everyone constructive feedback on the summaries and homework's and we also receive our grades quickly. There was a creative atmosphere, you had to go outside the box and think more broadly than during other courses.

5. What could have been done differently? What should have been done differently?

Overall, the course was very good. Maybe there could be more practical links with real innovative business world.

6. Have you faced any challenges in obtaining this course in virtual format?

The course was well organized in digital and virtual format, it was held fully remotely, using various digital solutions – Zoom, Miro, KahoolIT, etc. It was very interesting to use mobiles phones and other digital devices parallelly with personal laptops, it was necessary in some group and individual tasks. The exam was organized remotely, using the random digit "lottery" for delivering the tickets. Sometimes it was hard to remember to make a digital registration for the course, but lecturer and classmates reminded to do it every time.

No challenges faced.

D:

1. Schedule: Were the topics and practicing scheduled logically in point of view of your studies?

In this course I gained a lot of new information, especially about themes that I worked on in my summaries (Latvian education system) and group presentation about energy markets and, of course, about progressive tax too, which was ours groups debate theme. Overall, I refreshed my knowledge that I already know about competitiveness theories. Then I also learned about public support models in international business; what is sharing economy; private and public values and of course other things as well, that don't come right know in

mind. Everything in this course was as expected to be and I really enjoyed the studying process.

During the course I looked at the topic of environment policy from various perspectives what now makes me feel strong and free enough to discuss this area, supporting my ideas both with theoretical and practical knowledge. Having deepened in the policy area of the environment, now I finally have quite wide understanding what kind of impact the public administration has on the international businesses and how do they interact.

First, what I appreciate was that we could choose our topic therefore could become experts in our chosen area. On the one hand, it might be difficult for some students, but on the other hand, it will help us for all the possible scientific articles which we will write during our studies and learn more than if we just got one topic or if everybody has to write about the same theme. A fact which I have not thought before is, the change of the public administration over the last decades and I tend to think that it will be quite useful for the next years. Besides, I could learn some new aspects during our debates as a participant and judge. All in all, we always had a good atmosphere in the class. I felt well involved and liked the interaction in the lessons. To clarify why I am outlining this point so much is because we are so many students in Germany that we will just sit and listen to the lecturer and there is no space for discussions and often only one point of view. So, I would say that I could present my strengths at RSU better than at my home university even in Covid-19 times.

By being active, I can probably say, that the topics, that I needed to write/present/talk about, have stayed in my memory more strongly. The policy of employment also gave me more knowledge about my rights as an employee. I think I developed more management skills, because I was paraphrasing and describing what needs to be done to our dear German students and I took responsibility by structuring the possible points for the presentations and suggesting points.

I gained more knowledge about my chosen topic - innovations, how you can look at them from the side of the state, business and society. Also, I gained some new knowledges about topics - gig economy, shared economy, energy market, TTIP, CETA, public support for start-ups.

During the presentation about the shared economy, I gained more knowledge and information about Bolt Food and Wolt, as well as this economic model in general. I very enjoy this type of learning that you teach, because it means not just theory, but also a lot of practice.

The idea of a debate is very interesting in my opinion, it gives the students themselves the opportunity to express themselves, as well as to express their opinion and argue with each other without the intervention of the teacher.

2. Timing: How did teachers manage in timing the lecture?

The timing of the lecture was organized v. well, no complaints. In the RSU questionnaire students were also asked: Information about the place and time of lectures and classes was clear and precise

☐ - Fully disagree (1)

☐ - Partly disagree (2)

Average: 3.71; Standard deviation: 0.49

☐ - Partly agree (3)

☐ - Fully agree (4)

☐ - Non applicable (non applicable)

3. Participant / group activities: Did you and your co-students take part into activities?

There were number of group activities – small group works during seminars for brief case studies. Deeper research at the library and home with peers. Group presentations. Debates. All groups participated actively.

4. Facilitation of activities by trainers / lecturers: How did the trainer / lecturer manage in activating all participants?

First of all, I would like to thank you in general for the opportunity to express my thoughts, suggestions and observations. From the opportunity to speak, discuss and share experiences during lectures, to summaries, in which I had to put a part of myself. I would say that this was one of the few courses that really gave each participant a chance to speak and, unlike other courses - it was not forced - everyone wanted to share their experience and thoughts.

In the RSU questionnaire students were also asked: At the beginning of the study course, the lecturer introduced the aim of the course, content, results to be achieved, evaluation criteria and type of examination.

☐ - Fully disagree (1)

☐ - Partly disagree (2)

Average: 4.00; Standard Deviation: 0.00

☐ - Partly agree (3)

☐ - Fully agree (4)

☐ - Non applicable (non applicable)

5. What could have been done differently? What should have been done differently?

Responses below are given based on the PSMiB 2020 --- START. STOP. CONTINUE. Reflection:

https://docs.google.com/forms/d/1LdBMZYG-HRBTenmIAS4S2wjbWcAGX_SUzxpvsBE_X8o/edit#responses

START about the course. Please indicate 1-3 things that would be worthwhile for the teacher to change, do otherwise, start doing in this course next year? As a suggestion.

- Set 15 minutes for the presentation from the beginning and set a timer for all groups.
- Nothing
- It is possible to add other interesting topics to the debate
- A better schedule for the presentations, just decide groups faster or upload a document in e-studies that the groups can write their names and preferred topic in this document. I guess it will save some time
- Maybe one of the lecture could be with any expert like person, who is competent, for example, in startup environment, to discuss with him about any interesting topic.
- This is a hard question, and I think that Romāns has much more experience than me and knows what he's doing :) that's why I don't see anything that should be started
- I don't really know. I liked the course.
- Very hard question in this world situation, i think - nothing, good job.

- I was very confused by the fact that I understand what summaries should be written about, but at the same time I do not understand. During the lecture, the teacher could explain in more detail about the work to be done, what is expected of us, because although I always caught the idea myself, it took me quite a long time to get on the right track to the summary to the mark 9 or 10 :) I would definitely involve more students in the discussions because others are talking but others are not. A good motivating factor would be 5-10% for really active involvement in discussions, which would increase the mark, where the teacher records it during lectures.
- I know that being a professor requires a colossal amount of energy both moral and physical. I really do hope that our course supervisor, Roman, pays enough attention to the time for rest. If not, START doing it. This is more than essential.
- Make an extra classes for research presentations
- It is very difficult to suggest what to start doing, all the work done by the teacher was at the highest level.
- More interaction between students like in this course the debates. Something that makes the student listen to short information from the lecturer but tends to keep him concentrated for the next interactive part.
- Can't really think of any, because teacher was doing his job really well, always answered to questions and provided his help if needed.

STOP about the course. Please indicate 1-3 things that the teacher should not continue to do in this course (which was not good)?

- 2x 1,5h - sometimes it was too long
- Stop organizing debate
- I think the course was good and it is possible for students to do everything in time.
- Maybe stop getting carried away in long talks about things that might be out side of the topic, because at times that brings too much information to be absorbed
- Maybe try to explain more about the course, because from the beginning it was really hard to understand what the course is about.
- Large amount of information in too short a period of time.
- What I didn't like most was that in this course one team was given 20+ minutes to present their presentation, but others were limited in time. It was not good and I was really disappointed. Stop to answer your questions yourself, but let at least 3 people express their opinions, where they then tell you how it is or how you should think if there is one correct answer. This is a case about the student involvement in the discussions.
- I am so much into the course, that I cannot even think about any STOP point. Just infinitely large thanks our teacher and his constant interest and the amazing, informative course! Thank you!
- Everything was excellent :)
- Thinking about what you need to stop doing, I don't have specific proposals, since all the information and materials provided were top-notch.
- STOP being very understanding. Lecturer is always very understanding and has a very big heart, but a lot of students use it. I think that being understanding is very good and needed in nowadays study process, but everything has its limits so that students know that there will be discipline but there will also be fun and good atmosphere.

CONTINUE about course. Please indicate 1-3 things that the teacher should continue to do in this course (which was good)?

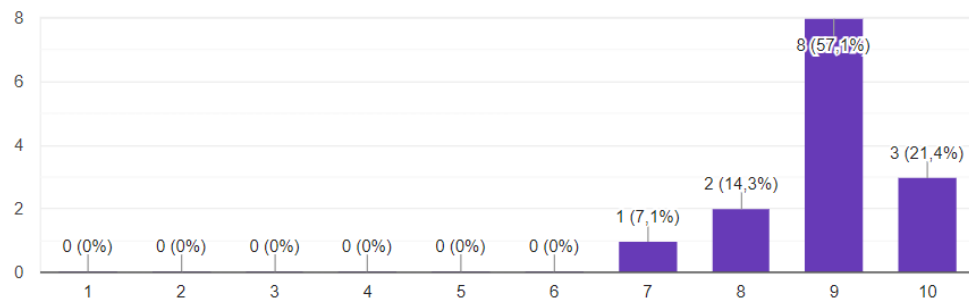
- Involve students in discussions, lectures and presentations and have exchange students report from their country of origin
- Continue recording short videos about the main idea of the topic; Continue doing exam in this form (online and using our questions)
- I think you are doing everything right

- That we are able to chose our own topic for the Summary Reports!
- I really enjoyed debates. In spite of our group`s medium performance, I think debates are good way to develop student`s critical thinking and ability to prove their opinion.
- Definitely continue the interactive classes and seminars. That gives great motivation to pay attention and get involved
- You did good lecturer.

Please rate the overall path of the course on a scale of 1-10 (1 – very bad, 10 – outstanding).

Please rate the overall path of the course on a scale of 1-10.

14 atbildes



6. Have you faced any challenges in obtaining this course in virtual format?

Sometimes because of the lack of on-site interaction, but the teacher was able to engage everyone and make activities that involved all in talking, discussing, learning.

E:

1. Schedule: Were the topics and practicing scheduled logically in point of view of your studies

- Topics and practicing scheduled logically from the specialization point of view.
- The content of the course is logical and does not overlap with other courses.
- The sequence of topics was logical and correct.
- Practical excesses could include visits to companies and more meeting with experts from companies.

2. Timing: How did teachers manage in timing the lecture?

- The timing was managed correctly.
- The theoretical information was in correct proportion with practical exercises.
- Topics of the course were presented in line with the course`s programme.
- From students` questionnaire: Information about the place and time of lectures and classes was clear and precise

■ - Fully disagree (1)

Average: 3.47; Standard Deviation: 0.61

■ - Partly disagree (2)

■ - Partly agree (3)

■ - Fully agree (4)

■ - Non applicable (non-applicable)

3. Participant / group activities: Did you and your co-students take part into activities?

- Yes, activities included mostly case studies and group discussions.

- Exchange of point of views and knowledge during discussions between groups was useful.
- More practical information from the companies directly will be useful.

4. Facilitation of activities by trainers / lecturers: How did the trainer / lecturer manage in activating all participants?

- The lecturer managed to activate my groupmates by asking questions and discussing home tasks.
- Discussions were moderated by the teacher, which was good.
- Students were leaders in some activities and this helped a lot to have interesting activities.
- It would be good to involve more students in leading seminars and workshops.
- At the guest lecture a guest lecturer were involved in our despite about new skills required to be successful in the labour market.

5. What could have been done differently? What should have been done differently?

- Meetings with industry experts could be provided on a regular basis.
- On-line course was different in my studies than studies in previous years.
- New topics should be included, for example related to innovation and green economy.
- Visits to companies could be included in the curricula.
- International experiences should be included more often.

6. Have you faced any challenges in obtaining this course in virtual format?

- The virtual format does not always provide necessary conditions for active communication and discussions.
- It was not easy to arrange debates in Zoom.
- Zoom classes helped to save time for traveling to the university and back home.
- Lectures of the course have been properly conducted in Zoom platform.
- Zoom platform needs improvements in relation to discussions.

4.2 Teachers' interviews

A:

1. Goals: What do you think about the goals of the course? Will they be reached? If not, why?

The major goal of the course is to acquaint students with the nature of change management, key theories and development trends. To familiarize themselves and analyze the experience accumulated in Europe and Latvia, raise awareness of business processes in terms of change management.

The major learning outcomes are:

Knowledge: Students will have learned terminology and read the required literature (both books and current articles), understand the ongoing processes, and the nature and current issues of change management; they will be able to use the acquired knowledge creatively and in accordance with the situation.

Skills: Students will be able to apply the acquired knowledge to the needs of the organization and situation will be ready to conduct Political, Economic, Socio-Cultural and Technological and Threats, Opportunities, Weaknesses and Strengths analysis.

Competence: Understand, plan and guide changes in organizations.

I believe the goals shall be reached. Change management is more and more taking a crucial significance in business environments. Crisis and changes are appearing more and more often, even the ones that at first sight may be seemingly distant from the e.g. SME in trade. Side effects, ripple effects, supply chains connect all the changes. So, I can surely say that the

contents of the education match to the requirements of the qualification of the students who have chosen to study business and economics

2. Participants: What do you think about the participants' level of skills, their motivation and their future opportunities in the labor market?

These are 3rd bachelor level students, who thrive for practical application of knowledge and understanding, thus their interests and previous knowledge from other courses, their extra-curricula interests contributed well to their participation in the course.

3. Schedule: What do you think about the schedule of the course?

The schedule of the course was fully sufficient. Students also showed that they spent on average 3 h per week on their individual tasks, which fully conforms with the schedule and value gain in the course. Also students say that "After each lecture it has been organized a practical seminar, where we could apply theoretical information into practice by having regular group discussions. But more practical assignments could be organized. Topics of the lectures and seminar activities were logically structured."

4. Facilitations: What do you think about the facilitations, were they succeeded, what was good, what could have been arranged in other way.

Overall – fully sufficient. Although Covid and remote online meetings add their share of challenge at times, but overall both, the university and the students' group were well equipped with the resources necessary.

5. What was good, what could be improved, what would you do in a different way?

The course evaluation system shall be improved to make it slightly more simple based on students' suggestions. Depending on the size of group next years, also the balance between group and individual tasks and evaluation might be reviewed.

B:

1. Goals: What do you think about the goals of the course? Will they be reached? If not, why?

The major goal of the course is to form students' understanding of human resource management functions. The major learning outcomes are:

Knowledge: Knowledge of Human Resource Management (HRM) concepts, processes, functions (HR planning, recruitment and selection, performance assessment, motivation, engagement, learning and development, rewarding and recognition, health, safety and well-being; employee retention).

Skills: Able to give an overview of the basic HRM processes in international organizations and understand organizational processes as well as develop HR recruitment and selection.

Competence: HR recruitment and selection; teamwork and development, critical information analysis; adaptation to the teaching/learning process; public speaking, presentation skills. Understanding of the HRM role in organizations nowadays. Critical thinking; understanding of organizational processes.

Overall, I'd like to assume the objectives of the course are met and will be valuable for both, undergrad and grad students. Their input shows they've learned particular information as well as created transversal aptitudes to be connected in dissecting the commerce environment, particularly HR in international economics and business.

2. Participants: What do you think about the participants' level of skills, their motivation and their future opportunities in the labor market?

2nd year students of the bachelor study program “International Business and Sustainable Economy”, “International Marketing and Advertising” and “Start-up Entrepreneurship Management” with few Erasmus exchange students were attending the class.

As I’ve mentioned earlier students are well motivated, many do work already and can relate the topics personally, which sometimes may be challenging when e.g. contradictory opinions meet, but overall it fuels the gain of value added and actual use of awareness, skills, knowledge in their working environments. Thus, it is definitely increasing their level of competitiveness and opportunities in the labor market.

3. Schedule: What do you think about the schedule of the course?

In order to provide a full or at least good understanding of the HR management, which is very broad topic, the course should be organized for a bit longer period of time.

4. Facilitations: What do you think about the facilitations, were they succeeded, what was good, what could have been arranged in other way.

Well organized. I’ve been a senior lecture for RSU for few years now and was one of the first to deliver classes online, which gave me a slight competitive advantage when covid-19 restrictions started and pushed us all to online and remote studies. At the same time, it has been a bit challenging with almost no time to transform onsite learning into online with all the set of materials. Also, ZOOM platform were not sufficiently arranged. As for improvements, the structure should be slightly changed, and the contents slightly decreased to adapt better to short module formats. Also, for the next course there will be more highlighted on the remote HR management (e.g., “learning mistakes from the past”).

5. What was good, what could be improved, what would you do in a different way?

For the next year I’ve already planned to split seminars into smaller groups. This year of ~40 students was a bit of a challenge and less individual approach which reflected also in course evaluation forms by students

C.

1. Goals: What do you think about the goals of the course? Will they be reached? If not, why?

From my point of view, the goals of the course are clear and concentrated, understandable for students and potential employers. Definitely the goals of the course are reached, in the result students are provided with knowledge and skills, that allow to start and manage innovation processes in international business environment. This is also demonstrated in the students’ feedbacks.

2. Participants: What do you think about the participants’ level of skills, their motivation and their future opportunities in the labor market?

Participants of the course had a very good background and knowledge level in economics and management acquired from the previous courses and real-life practice. From my point of view, the level of participant’s motivation is directly related with the lecturer’s manner of teaching and teaching methods. The level of motivation of the participants of my course was on high level, every student was involved in discussions and group works. Participants of the course have very good opportunities in the labor market, using the knowledge gained during the course, in IT or other innovative fields.

3. Schedule: What do you think about the schedule of the course?

The course scheduled was organized taking into account the logical sequence of the course topics, combining similar topics in one day or organizing lectures and seminars on one theme within one day. The sequence of the topics is logical and consecutive.

4. Facilitations: What do you think about the facilitations, were they succeeded, what was good, what could have been arranged in other way.

As the author of this course and the lecturer, who organizes and performs all the activities of the course, I am trying to engage participants of the course in creating, discovering, and applying learning insights. From my point of view the most important is climate in the classroom, Zoom meeting etc. Free, inclusive and creative atmosphere, an opportunity to be involved, to share the thoughts and opinions is the most important and valuable activities. I think that involvement principles could be changed or arranged in better way – every participant must have equal opportunity to participate in course activities.

5. What was good, what could be improved, what would you do in a different way?

Definitely, the communication between the course participants and lecturer was very good, there were no problems in understanding each other, in talking in common understandable way. The one important thing that could be improved – the link between the real innovative business and course activities. It could be great to organize the study visit and lecture/seminar at the site of the innovative company. The opportunity to touch real things and to feel real innovative business spirit is much more valuable than academic lectures and formalized studies.

D:

1. Goals: What do you think about the goals of the course? Will they be reached? If not, why?

The course aims to provide students with knowledge and expertise on a variety of public (national, supranational, transnational) support and protection models, instruments and mechanisms for international business.

Knowledge: Understanding of different models of public support in international business and differences in their implementation.

Skills: Presentations of reports strengthen student ability to reasonably explain and discuss current issues of public support in international business. Group work and discussions improve students' reasoning and critical thinking skills.

Competences: Ability to independently analyze, compare, describe and evaluate public support models and projects in international business.

I believe the goals of the course are met and will be useful for students further. Their feedback shows they've learned a lot of specific knowledge as well as developed transversal skills to be applied in analyzing the business environment in international economics.

2. Participants: What do you think about the participants' level of skills, their motivation and their future opportunities in the labor market?

Participants were mostly 3rd year students of the bachelor study programs "International Business and Sustainable Economy" and "Start-up entrepreneurship management", plus several Erasmus students from bachelor programs at the universities in France, the Netherlands, Germany and Spain. 26 students in total. 3rd year students – usually have their interests focused thus adding to course contents through their own motivation. Vast majority to all is responsible, responsive, engaging and strengthen the group spirit, dynamics, discussion.

3. Schedule: What do you think about the schedule of the course?

I always design the schedule to cover more topics, but not too much to avoid big confusion. Students understand and engage in the intensity of the course and appreciates it throughout

and at the end. Also, what helps a lot, is that in the first class we discuss students' expectations and interests – I take them into account in the specifics of the course. Students are engaged a lot and share the responsibility of the course, and they like it (see feedback) – they can choose their own topics, related of course, for summary reports, research and their presentations, as well as we jointly and extensively decide on debate topics.

4. Facilitations: What do you think about the facilitations, were they succeeded, what was good, what could have been arranged in other way.

I think students' feedback talk on it clearly. See Appendix C. Facilitation is very well evaluated. I think it is because I engage students a lot and they do feel both, responsible and also motivated to make the course count according to their interests. I'll try to incorporate more and more practical examples and new learning methods.

5. What was good, what could be improved, what would you do in a different way?

I will try to structure more detailed the concepts of the course. Students also liked the short videos on each concept. I'll make them more. I would also like to develop e-learning tools e.g. H5P tool than includes quizzes, tests and even the exam in the video – combines watching videos with answering test questions, that makes the knowledge more sustainable.

E:

1. Goals: What do you think about the goals of the course? Will they be reached? If not, why?

We consider that goals of the course are realistic and appropriate. The goals have been reached according to the results of the course. The content of the course was careful developed and thoroughly delivered.

2. Participants: What do you think about the participants' level of skills, their motivation, and their future opportunities in the labor market?

Participants were second year students, and their motivation varies. Moreover, the academic year 2020/2021- was a year of pandemic due to Covid-19 with studies on-line. The online education does not allow to have meetings with experts in places where they work, visits to enterprises were excluded from the curricula, which to a large extent works against students' motivation. For some students working on-line courses difficulties to ask questions and discusses openly some matters of their concern.

Nevertheless, most of students put additional efforts to study even though the situation was very unusual. Those students tried to get most from on-line education and to gain new skills. Their chances to be successful in the labor market are high.

3. Schedule: What do you think about the schedule of the course?

The schedule of the course was appropriate, and the course was implemented according to the university rules and regulations.

4. Facilitations: What do you think about the facilitations, were they succeeded, what was good, what could have been arranged in other way?

The major facilitator was a lecturer, and this was fundamental in the course delivery. However, different types of activities, such as group projects, discussions on different topics including exchange of opinions on related videos, for example have been used. The necessary reading resources were provided, including additional information to support students to complete tasks of the course.

5. What was good, what could be improved, what would you do in a different way?

As organizers and a teacher of this course, we consider putting emphasis in future on the following topics:

- socio-economic situation and labor market needs
- green entrepreneurship and innovation
- sustainable social entrepreneurship perspective
- strategic and change management
- digital innovation and entrepreneurial leadership.

We consider that students should be able to specialize in entrepreneurship and innovation as well as technology to acquire more knowledge about family business, entrepreneurship, strategic management of technology, etc.

In addition, we think that one of the improvements could be an idea that while teaching issues on management – innovative and entrepreneurial dimensions should be both considered allowing to carry out a wide variety of projects and acquire a more global perspective.

Moreover, after the pandemic is over, we foresee visits to enterprises, closer cooperation with businesses and business experts.

It would be useful to expand the course to international experience and cooperated with Erasmus students.