



**cphbusiness**

COPENHAGEN BUSINESS ACADEMY



# **CPHBUSINESS COURSE CATALOGUE**

## ***SEMESTER DESCRIPTIONS SPRING 2018***

Please note that semester packages described in this course catalogue are subject to change.  
We will do our best to notify students in good time, should changes occur.



# TABLE OF CONTENTS

TABLE OF CONTENTS.....	1
STRUCTURE OF PROGRAMMES AT CPHBUSINESS.....	3
TEACHING METHODS.....	3
EXAM FORMS AND GRADING SYSTEM.....	4
Courses in Marketing Management.....	5
S-MEC-1-F-18 (Marketing Management 1 Søerne).....	5
1. An illustration of the level of the semester package .....	5
2. Admission requirements.....	5
3. Information about exams .....	5
4. Description of subjects.....	5
S-MEC-2-F-18 (Marketing Management 2 Søerne) .....	7
1. An illustration of the level of the semester package .....	7
2. Admission requirements.....	7
3. Information about exams .....	7
4. Description of subjects.....	7
L-MEC-2-F-18 (Marketing Management 2 Lyngby) .....	8
1. An illustration of the level of the semester package .....	8
2. Admission requirements.....	9
3. Information about exams .....	9
4. Description of subjects.....	9
S-MEC-3-F-18 (Marketing Management 3 Søerne).....	10
1. An illustration of the level of the semester package .....	10
2. Admission requirements.....	11
3. Information about exams .....	11
4. Description of subjects and teaching.....	11
Courses in Service, Hospitality and Tourism Management.....	13
N-SEM-1-F-18 (Service, Hospitality and Tourism 1 Nørrebro) .....	13
1. An illustration of the level of the semester .....	13
2. Admission requirements.....	13
3. Information about exams .....	13
4. Description of subjects and teaching.....	14
N-SEM-2-F-18 (Service, Hospitality and Tourism 2 Nørrebro).....	15
1. An illustration of the level of the semester .....	15
2. Admission requirements.....	15
3. Information about exams .....	15
4. Description of subjects and teaching.....	16
L-SEM-2-F-18 (Service, Hospitality and Tourism 2 Lyngby).....	19
1. An illustration of the level of the semester .....	19
2. Admission requirements.....	19
3. Information about exams .....	20
4. Description of subjects and teaching.....	20
Courses in Innovation and Entrepreneurship.....	22
*L-INE-1-F-18 (Innovation and Entrepreneurship 2 Lyngby).....	22
1. An illustration of the level of the semester .....	22
2. Admission requirements.....	22

3. Practical information.....	23
4. Information about exams.....	23
5. Description of subjects.....	23
Courses in International Hospitality Management .....	25
*N-IHA-2-F-18 (International Hospitality Management 2 Nørrebro).....	25
1. An illustration of the level of the semester package .....	25
2. Admission requirements.....	25
3. Practical information.....	26
4. Information about exams.....	26
5. Description of subjects.....	26
Courses in International Sales and Marketing .....	27
*S-INS-1-F-18 (International Sales and Marketing 1 Søerne) .....	27
1. An illustration of the level of the semester package .....	27
2. Admission requirements.....	28
3. Practical information.....	28
4. Information about exams.....	28
5. Distribution of subjects: .....	28
6. Detailed description of the course elements:.....	28
*S-INS-2-F-18 (International Sales and Marketing 2 Søerne).....	32
1. An illustration of the level of the semester package .....	32
2. Admission requirements.....	32
3. Practical information.....	32
4. Information about exams.....	33
5. Distribution of subjects: .....	33
6. Detailed description of the course elements:.....	33
Courses in Sport Management.....	42
*L-SPM-2-F-18 (Sport Management 2 Lyngby) .....	42
1. An illustration of the level of the semester package .....	42
2. Admission requirements.....	42
3. Practical information.....	43
4. Information about exams.....	43
5. Description of subjects and teaching .....	43

Semester packages marked with \* are at Bachelor Top-Up level and have special admission criteria. Please read more in the relevant chapters.



# STRUCTURE OF PROGRAMMES AT CPHBUSINESS

At Cphbusiness, we offer business programmes with a flexible structure.

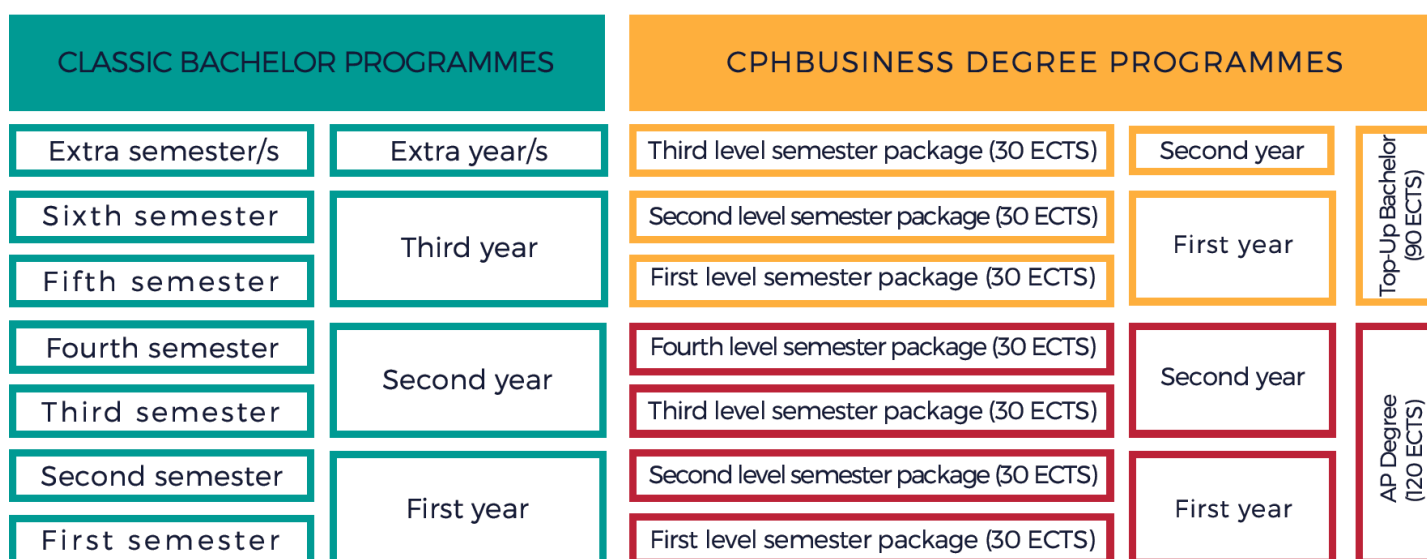
The students start by taking an **AP Degree programme (120 ECTS)**, which is equivalent to the first 2 years of a classic Bachelor programme.

After graduation, they choose a major. This is called **Top-Up Bachelor (90 ECTS)** and is equivalent to the final 1,5 years of a classic Bachelor programme. Thus, the first semester of a Top-Up Bachelor programme is equivalent to the fifth semester of a classic Bachelor programme.

**Incoming exchange students must choose a whole semester package (30 ECTS) for their study abroad period at Cphbusiness.**

Each semester package has a different academic level. A first level on a Top-Up Bachelor Programme is different from a first level on an AP Degree.

The structure of programmes at Cphbusiness is illustrated in the diagram below.



## TEACHING METHODS

The teaching and exams at Cphbusiness are often interdisciplinary. This means that it is not possible for students to select individual courses/classes of one educational programme and combine with other courses/classes of another programme in order to compose a tailor-made study programme.

Interdisciplinary teaching means “classic” subjects might be replaced (both in the curriculum and the time-table) with themes or focus areas. A theme may be “Understanding the market” where students will learn and apply theories and models from different disciplines, applying to the business market.

Students will have responsibility for their own learning. This means they will often have to prepare for teaching in advance by reading relevant literature. They will be placed in a group (usually with students of different nationalities and backgrounds) and together they will have to solve cases inspired by the real business world with the help of the theories and models studied.

Lecturers at Cphbusiness are facilitators and their role is often to guide the students and ensure correct understanding and application of theories and methods. In the learning situation, the lecturer will assist the group in correct understanding of the problem they need to solve and make sure they understand and use correct theories and models.

All semester packages described in this course catalogue will be offered in the spring semester 2018.

Before you start your semester, it is very important to read about the [Study Environment at Copenhagen Business Academy](#). Please click here to access the information.

# EXAM FORMS AND GRADING SYSTEM

## *Exam forms*

Most exams at Cphbusiness are interdisciplinary and they can take many forms:

1. **Written exams**, which can take several forms: short multiple choice exam or written exams with open questions, lasting up to six hours\*.
2. **Oral exams**, which can be based on written work/projects written by a student individually or by a group of students.  
The written work/projects can take different forms, e.g. it can be a specific case given to one student /group of students by a lecturer. Both case / project work and presentations can be made in multicultural groups or individually.\*

*\*Please note these are only examples, several forms of exams may apply, depending on study programme and semester*

“Interdisciplinary” means that students are expected to apply theories and models from several subject areas in order to answer questions, solve cases or write projects.

Sitting exams in groups of several students (“multicultural groups”) means all students in a certain group will be responsible for solving a case, writing (and presenting) a project or answering a question, thus determining (part of) the outcome of the exam (the grade).

The oral presentations (performed either individually or in groups) form the basis of a discussion between students and lecturer (and / or external assessor), which may take its point of departure in the written product (project or case solution) submitted by the students but will not be limited to this.

This means that, regardless of the form of the exam, **students are expected to master all theories and models studied during the semester** and be able to **answer questions, which are not necessarily directly related to the contents of the case/project, they might have submitted.**

## *Exam dates*

Exam catalogues and timetables (dates) will be displayed at the electronic student platform Moodle as soon as possible after semester start.

Students are advised NOT to buy their homebound tickets until they know the exact date of their final exam (or re-exam if necessary, please see below).

## *Failing exams*

In case of failing exams, students have to sit 2 re-exams. Usually the first re-exam is scheduled up to 2 weeks after the (normal) exam and right before the official end date of the semester.

## *More information*

More information is provided in the [“Examination Regulations at Cphbusiness” document available on our website here](#). Programme and semester specific information will be available for students after semester start in the “Exam catalogue” of their own study programme. It is the students’ own responsibility to collect and read relevant information about exams before these take place and in good time to allow proper preparation.

Exams at Cphbusiness are graded according [to the Danish 7-Point Grading Scale](#) or with “pass / no pass”. A “pass / no pass” will be awarded to students at the end of a semester, where no formal exams are organized, according to a specific set of criteria defined by lecturers.

# Courses in Marketing Management

## S-MEC-1-F-18 (Marketing Management 1 Sørerne)

Marketing Management – level 1 – Cphbusiness Sørerne.

The courses of this semester package take place at Cphbusiness Sørerne (Nansensgade 19, 1366 Copenhagen K) during the spring semester 2018.

### 1. An illustration of the level of the semester package

The first semester of the AP Degree in Marketing Management is equivalent to the first semester of a classic Bachelor degree.

CLASSIC BACHELOR PROGRAMMES		CPHBUSINESS DEGREE PROGRAMMES			
Extra semester/s	Extra year/s	Third level semester package (30 ECTS)	Second year	Top-Up Bachelor (90 ECTS)	
Sixth semester	Third year	Second level semester package (30 ECTS)	First year		
Fifth semester		First level semester package (30 ECTS)			
Fourth semester	Second year	Fourth level semester package (30 ECTS)	Second year	AP Degree (120 ECTS)	
Third semester		Third level semester package (30 ECTS)			
Second semester	First year	Second level semester package (30 ECTS)	First year		
First semester		First level semester package (30 ECTS)			

### 2. Admission requirements

#### Language requirements

Students MUST have English qualifications corresponding to TOEFL 550 or IELTS 6.0. - [level B2 on CEFR](#) (Common European Framework for Languages) in order to be able to participate in class. Official language tests are not required, but we recommend our partner institutions ensure that nominated students' level of English meets the above-mentioned criteria.

Please note a student's ability to read, write, speak and understand English will highly influence the quality of the study abroad period and the student's ability to pass exams.

As an extra service to our international exchange students and partners, and to ensure a satisfactory academic outcome of the students' stay here, we may use Skype conversations with nominees before accepting them for a study programme.

### 3. Information about exams

The first semester of the AP Degree in Marketing Management finishes with a group-based case exam, where groups of students get 48 hours to solve a case. This is followed by an individual oral exam. The case and oral exam cover all subjects mentioned in the table below, which means all 30 ECTS points of the semester.

For [general information about exams and grading scale](#), please check the relevant chapter.

### 4. Description of subjects

At Cphbusiness, we use different methods of teaching. The common denominator is that the students get to use the theories and models in a practical context. We do that by working with cases, exercises and projects that incorporate the tools in a real life situation.

As students advance from theme to theme (see the table below), new materials build on the lessons learned from previous themes and advance the student's competencies and knowledge by working with a multidisciplinary approach.

In order to ensure progress, a number of Obligatory Learning Activities (OLA) planned and conducted during the semester. The 5 OLA's per semester allow the students to deliver assignments and/or projects and receive feedback from their teachers, which help them reflect on their progress.

	<b>Theme 1: Business Understanding</b>	<b>Theme 2: Market Understanding</b>	<b>Theme 3: Methodology</b>
<b>Marketing (12 ECTS)</b>	Business model (exemplifying through different types of companies) Mission/vision Value chain Generic strategies  (1 ECTS)	Marketing audit External analysis: PEST Competitors' analysis Porter's 5 Forces Customer analysis Buying behaviour STP; Segmentation, Targeting and Positioning  (5 ECTS)	Marketing research process: Desk research (data search and understanding) Field research (qualitative and quantitative) Statistics Forecasting Population/sampling Determination of sample size  (6 ECTS)
<b>Economics (5 ECTS)</b>	Accounting  (1 ECTS)	Microeconomics: Supply and demand Elasticity Market forms Production and costs Descriptive- and macroeconomics: Population Labour market Income  (2 ECTS)	Use of spreadsheet tools Ratios preparation and analysis Presentation of quantitative data Benchmarking ABC (Activity Based Costing)  (2 ECTS)
<b>Business Law (2 ECTS)</b>		Types of companies Personal data protection Replacement and product responsibility Intellectual property Sources of law and legal information search  (2 ECTS)	
<b>Communication (5 ECTS)</b>		Cultural understanding Internal and external communication Sales cycle Personal selling Sales psychology Negotiation techniques CRM  (5 ECTS)	
<b>Organization and SCM (6 ECTS)</b>	Resources: Organizational structure and resources User involvement and innovation Innovative business models  3 (ECTS)	Project Management Personal Leadership Team work Project writing Presentation techniques Strategic Supply Chain Management Purchasing and distribution  (2 ECTS)	Trend analysis CSR and externalities in Supply Chain Management  (1 ECTS)



# S-MEC-2-F-18 (Marketing Management 2 Sørerne)

Marketing Management – level 2 – Cphbusiness Sørerne.

The courses of this semester package take place at Cphbusiness Sørerne (Nansensgade 19, 1366 Copenhagen K) during the spring semester 2018.

## 1. An illustration of the level of the semester package

The second semester of the AP Degree in Marketing Management is equivalent to the second semester of a classic Bachelor degree.

CLASSIC BACHELOR PROGRAMMES		CPHBUSINESS DEGREE PROGRAMMES		
Extra semester/s	Extra year/s	Third level semester package (30 ECTS)	Second year	Top-Up Bachelor (90 ECTS)
Sixth semester	Third year	Second level semester package (30 ECTS)	First year	
Fifth semester		First level semester package (30 ECTS)		
Fourth semester	Second year	Fourth level semester package (30 ECTS)	Second year	AP Degree (120 ECTS)
Third semester		Third level semester package (30 ECTS)		
Second semester	First year	Second level semester package (30 ECTS)	First year	
First semester		First level semester package (30 ECTS)		

## 2. Admission requirements

### Language requirements

Students MUST have English qualifications corresponding to TOEFL 550 or IELTS 6.0. - [level B2 on CEFR \(Common European Framework for Languages\)](#) in order to be able to participate in class. Official language tests are not required, but we recommend our partner institutions ensure that nominated students' level of English meets the above-mentioned criteria.

Please note a student's ability to read, write, speak and understand English will highly influence the quality of the study abroad period and the student's ability to pass exams.

As an extra service to our international exchange students and partners, and to ensure a satisfactory academic outcome of the students' stay here, we may use Skype conversations with nominees before accepting them for a study programme.

## 3. Information about exams

An individual written case-exam will conclude the second semester, where the students get 24 hours' preparation on a specific business related problem, followed by a 6 hours' written exam.

This exam covers all subjects studied during the semester (described in the table below) and therefore all 30 ECTS of the semester package.

For [general information about exams and grading scale, please check the relevant chapter.](#)

## 4. Description of subjects

At Cphbusiness, we use different methods of teaching. The common denominator is that the students get to use the theories and models in a practical context. We do that by working with cases, exercises and projects that incorporate the tools in a real life situation.

As students advance from theme to theme (see the table below), new materials build on the lessons learned from previous themes and advance the student's competencies and knowledge by working with a multidisciplinary approach.

In order to ensure progress, a number of Obligatory Learning Activities (OLA) planned and conducted during the semester. The 5 OLA's per semester allow the students to deliver assignments and/or projects and receive feedback from their teachers, which help them reflect on their progress.

	<b>Theme 4 Tactical and operational marketing on B2C including digitalizing</b>	<b>Theme 5 Tactical and operational marketing on B2B including digitalizing</b>
Marketing (8 ECTS)	Marketing parameters 4(+) P's Pricing Marketing Plan and budgeting Collection and use of trade parameters offline and online (5 ECTS)	STP Marketing Plan Collection and use of trade parameters offline and online Business Buying Behaviour offline and online (5 ECTS)
Economics (10 ECTS)	Budgeting and follow-up on campaigns Pricing (VAT) Business Case (6 ECTS)	Budgeting / scenarios (Coverage, break-even, sensitivity analysis, ROI, liquidities, etc.) (4 ECTS)
Business Law (3 ECTS)	Act on Contracts Act on Sales of Goods Act on Marketing E-business International Business Law (3 ECTS)	
Communication (5 ECTS)	Marketing communication (campaigns, message, materials, use of media including online marketing) POS (point of sales) measuring effect and ROI (5 ECTS)	
Organization and Supply Chain Management (4 ECTS)	Assortment Distribution Retail / E-commerce (1 ECTS)	Relationship types Supply Chain Management Choice of distribution, storage--control, form of establishment and partner management (3 ECTS)



## L-MEC-2-F-18 (Marketing Management 2 Lyngby)

Marketing Management level 2 – Cphbusiness Lyngby.

The courses of this semester package take place at Cphbusiness Lyngby (Noergaardsvej 30, 2800 Kgs. Lyngby) during the spring semester 2018.

### 1. An illustration of the level of the semester package

The second semester of the AP Degree in Marketing Management is equivalent to the second semester of a classic Bachelor degree.

CLASSIC BACHELOR PROGRAMMES		CPHBUSINESS DEGREE PROGRAMMES		
Extra semester/s	Extra year/s	Third level semester package (30 ECTS)	Second year	Top-Up Bachelor (90 ECTS)
Sixth semester	Third year	Second level semester package (30 ECTS)	First year	
Fifth semester		First level semester package (30 ECTS)		
Fourth semester	Second year	Fourth level semester package (30 ECTS)	Second year	AP Degree (120 ECTS)
Third semester		Third level semester package (30 ECTS)		
Second semester		Second level semester package (30 ECTS)	First year	
First semester	First year	First level semester package (30 ECTS)		

## 2. Admission requirements

### Language requirements

Students MUST have English qualifications corresponding to TOEFL 550 or IELTS 6.0. - [level B2 on CEFR](#) (Common European Framework for Languages) in order to be able to participate in class. Official language tests are not required, but we recommend our partner institutions ensure that nominated students' level of English meets the above-mentioned criteria.

Please note a student's ability to read, write, speak and understand English will highly influence the quality of the study abroad period and the student's ability to pass exams.

As an extra service to our international exchange students and partners, and to ensure a satisfactory academic outcome of the students' stay here, we may use Skype conversations with nominees before accepting them for a study programme.

## 3. Information about exams

The exam on the second semester Marketing Management at Cphbusiness Lyngby will consist of solving a case. Students will have approximately 3 weeks to work on the case and prepare an oral presentation. There will be a 30 minutes oral exam, covering all subjects, at the end of June.

Failing the exam will mean students will not achieve any of the 30 ECTS.

For [general information about exams and grading scale, please check the relevant chapter](#).

## 4. Description of subjects

Teaching at Cphbusiness Lyngby is slightly different from the teaching at Cphbusiness Søerne.

It is highly interdisciplinary and the students will not study the subjects in the classical way (e.g. Marketing, Business Law or Economics as separate disciplines).

Instead, the semester is divided into "theme flows" with different learning objectives. Each learning objective is achieved by learning and working with tools and theories across the traditional disciplines and sometimes across different programmes. This means that students sometimes solve cases and write projects together with fellow-students from other programmes of study.

Although structured differently, the workload is similar to the description below.

In each flow, students will work in groups, solving cases or real problems for companies. Teaching is hands-on, quite intensive and students are responsible for preparing well for classes and cases, in order to both supply the case company with the best possible solution and to maximize their own learning.

To be noted: each flow will mix elements of the different subjects mentioned in the table above. The workload per subject will vary from module to module but at the end of the semester, students will have achieved the relevant ECTS.

### IMPORTANT INFORMATION

The work starts on the very first day of the semester and students will be placed in a group already then. Sometimes students will be asked to prepare for the first day (read some chapters from the relevant books).

It is therefore important students plan their arrival in Copenhagen the week before semester start, so they manage to pick up their books and get all relevant information in good time.



Subject	ECTS
Marketing	8
Economics	10
Business Law	3
Communication	5
Organization	4

#### Theme flows of the second semester:

The semester consists of 15 weeks. These are divided into five flows, each lasting 3 weeks. A short description of each flow can be seen below.

##### Flow 1:

Product-, price- and distribution strategies based on segmentation, targeting and positioning.

##### Flow 2:

Communications strategy; Understanding market communication theory and models and making a communications strategy; Creative strategy; Trade marketing and shopper marketing.

##### Flow 3:

Communications strategy and media planning; Marketing budget; Big Data and Content Marketing.

##### Flow 4:

B2B Sales strategy; sales organization and negotiation.

##### Flow 5:

The Marketing Plan and sales budgeting.



## S-MEC-3-F-18 (Marketing Management 3 Sørerne)

Marketing Management level 3 – Cphbusiness Sørerne.

The courses of this semester package take place at Cphbusiness Sørerne (Nansensgade 19, 1366 Copenhagen K) during the spring semester 2018.

### 1. An illustration of the level of the semester package

The third semester Marketing Management is equivalent to the third semester of a classic Bachelor programme.

CLASSIC BACHELOR PROGRAMMES		CPHBUSINESS DEGREE PROGRAMMES		
Extra semester/s	Extra year/s	Third level semester package (30 ECTS)	Second year	Top-Up Bachelor (90 ECTS)
Sixth semester	Third year	Second level semester package (30 ECTS)	First year	
Fifth semester		First level semester package (30 ECTS)		
Fourth semester	Second year	Fourth level semester package (30 ECTS)	Second year	AP Degree (120 ECTS)
Third semester		Third level semester package (30 ECTS)		
Second semester	First year	Second level semester package (30 ECTS)	First year	
First semester		First level semester package (30 ECTS)		

## 2. Admission requirements

### Language requirements

Students MUST have English qualifications corresponding to TOEFL 550 or IELTS 6.0. - [level B2 on CEFR](#) (Common European Framework for Languages) in order to be able to participate in class. Official language tests are not required, but we recommend our partner institutions ensure that nominated students' level of English meets the above-mentioned criteria.

Please note a student's ability to read, write, speak and understand English will highly influence the quality of the study abroad period and the student's ability to pass exams.

As an extra service to our international exchange students and partners, and to ensure a satisfactory academic outcome of the students' stay here, we may use Skype conversations with nominees before accepting them for a study programme.

## 3. Information about exams

Each subject mentioned in the table below will be evaluated by an exam graded using the 7-point Grading Scale. Exam form depends on subject.

For [general information about exams and grading scale, please check the relevant chapter](#).

## 4. Description of subjects and teaching

The third semester Marketing Management is split in 3 periods of 6 weeks each. During the first period, students will cover the mandatory courses described in the table below. During the second and third period students will cover elective subjects.

Students will receive an Elective Subjects Catalogue from Cphbusiness after signing up for the semester together with more information about the registration process for the relevant electives.

Each period ends with an exam.

Subject	ECTS
<b>International Marketing (mandatory)</b>	5
This course digs into the different strategies a company can employ for internationalisation (from an overview of the benefits and possible pitfalls of internationalisation to working in depth with market assessment and selection to choice of entry strategies.)	
<b>International Economics (mandatory)</b>	5
This course supports the marketing subject in providing tools for describing and assessing economic factors relevant to the company's internationalization efforts, and goes further in determining the financial effects of investing in new markets.	
The criteria for selecting international markets are investigated using trade theories, exchange rate formation, causes of inflation and employment as well as looking into the sources of financing internationalization.	
<b>Elective subject</b> (You will have to choose 4 from a list of offers. The final list will be sent to students separately. The list below can be used for inspiration. Please note changes may occur.)	(4x) 5

Examples of possible elective subjects.

Do NOT use the below for your learning agreement. Contact us at [incoming@cphbusiness.dk](mailto:incoming@cphbusiness.dk) for an updated list over elective subjects for your semester.

- Statistics
- Managerial Economics
- Business law
- Entrepreneurship
- Export marketing
- Retail management
- Marketing in practice
- Digital marketing and SoMe



# Courses in Service, Hospitality and Tourism Management

## N-SEM-1-F-18 (Service, Hospitality and Tourism 1 Nørrebro)

Service, Hospitality and Tourism Management level 2 – Cphbusiness Nørrebro.

The courses of this semester package take place at Cphbusiness Nørrebro (Blaagaardsgade 23B, 2200 Copenhagen N) during the spring semester 2018.

### 1. An illustration of the level of the semester

The first level semester package of the Service, Hospitality and Tourism Management programme is equivalent to the first semester of a classic Bachelor programme.

CLASSIC BACHELOR PROGRAMMES		CPHBUSINESS DEGREE PROGRAMMES			
Extra semester/s	Extra year/s	Third level semester package (30 ECTS)	Second year	Top-Up Bachelor (90 ECTS)	
Sixth semester	Third year	Second level semester package (30 ECTS)	First year		
Fifth semester		First level semester package (30 ECTS)			
Fourth semester	Second year	Fourth level semester package (30 ECTS)	Second year	AP Degree (120 ECTS)	
Third semester		Third level semester package (30 ECTS)			
Second semester	First year	Second level semester package (30 ECTS)	First year		
First semester		First level semester package (30 ECTS)			

### 2. Admission requirements

#### Language requirements

Students MUST have English qualifications corresponding to TOEFL 550 or IELTS 6.0. - [level B2 on CEFR](#) (Common European Framework for Languages) in order to be able to participate in class. Official language tests are not required, but we recommend our partner institutions ensure that nominated students' level of English meets the above-mentioned criteria.

Please note a student's ability to read, write, speak and understand English will highly influence the quality of the study abroad period and the student's ability to pass exams.

As an extra service to our international exchange students and partners, and to ensure a satisfactory academic outcome of the students' stay here, we may use Skype conversations with nominees before accepting them for a study programme.

### 3. Information about exams

There is no exam after the first semester of Service, Hospitality and Tourism Management. Instead, students' performance will be assessed with the help of obligatory activities, portfolio elements and logbook performance. Students will receive "pass / no pass".

The minimum requirements for getting a pass grade – and 30 ECTS – at the end of this semester are that students participate in and pass all OLAs of the semester as well as submit the minimum required portfolio elements and logbook entries, which live up to the criteria mentioned in the guidelines (guidelines will be available to students at the beginning of the semester).

For [general information about exams and grading scale](#), please check the relevant chapter.

## 4. Description of subjects and teaching

Educational Element	ECTS
Service and Experiences	15
<p><b>Content:</b> The Services &amp; Experiences subject area includes analyses of the hospitality concept and the understanding of the concept of guests, including customer behaviour in relation to the company's services.</p> <p><b>Learning objectives:</b></p> <p><i>Knowledge</i> The students should have acquired knowledge of:</p> <ul style="list-style-type: none"><li>• The practice and development of the service and experience industry</li><li>• What characterise services and experiences</li><li>• The development of the demand for experience products</li><li>• The sustainable financial operation of service and experience companies</li><li>• The development of the hospitality concept and the understanding of the concept of guests</li></ul> <p><i>Skills</i> The students should be able to:</p> <ul style="list-style-type: none"><li>• Identify and assess customer satisfaction, customer behaviour and market situation in respect of the company's services and experiences</li><li>• Apply creative techniques to design, develop, assess, plan and communicate services and experiences</li><li>• Set up the financial basis for decisions as well as communicate proposed decisions</li><li>• Use service management as a framework for assessing and communicating practice-related solution models</li><li>• Use the hospitality concept in practice</li></ul> <p><i>Competencies</i> The students should be able to: Handle new knowledge, skills and competences within services and experiences in an interdisciplinary cooperation as well as structure data collection as a basis for new solutions</p>	
Business Understanding	15
<p><b>Contents:</b> The Business understanding subject area includes an analysis of the company's livelihood. Focus is on the internal and external situation with a view to developing the company's financial operations and creating a holistic understanding of the company's present situation.</p> <p><b>Learning Objectives:</b></p> <p><i>Knowledge</i> The students should have acquired knowledge of:</p> <ul style="list-style-type: none"><li>• The service and experience industry's company, organisation, market and competition forms as well as an understanding of the vision, mission, goals and values of companies</li><li>• The legal matters of importance to the service and experience company</li></ul> <p><i>Skills</i> The students should be able to:</p> <ul style="list-style-type: none"><li>• Analyse and assess the company's financial situation as well as set up a total budget for an experience or service company</li><li>• Set up and communicate a basis for decisions based on the company's positioning, target groups and micro- and macroeconomic situation</li></ul> <p><i>Competencies</i> The students should be able to:</p> <ul style="list-style-type: none"><li>• Take part in interdisciplinary work on drawing up and assessing the internal and external analysis with a view to the running of the company</li><li>• Acquire new knowledge, skills and competences concerning the running of service and experience companies at a tactical and operational level</li></ul>	



# N-SEM-2-F-18 (Service, Hospitality and Tourism 2 Nørrebro)

Service, Hospitality and Tourism Management level 2 – Cphbusiness Nørrebro.

The courses of this semester package take place at Cphbusiness Nørrebro (Blaagaardsgade 23B, 2200 Copenhagen N) during the spring semester 2018.

## 1. An illustration of the level of the semester

The second semester of the AP Degree in Service, Hospitality and Tourism is equivalent to the second semester of a classic Bachelor programme.

CLASSIC BACHELOR PROGRAMMES		CPHBUSINESS DEGREE PROGRAMMES		
Extra semester/s	Extra year/s	Third level semester package (30 ECTS)	Second year	Top-Up Bachelor (90 ECTS)
Sixth semester	Third year	Second level semester package (30 ECTS)	First year	
Fifth semester		First level semester package (30 ECTS)		
Fourth semester	Second year	Fourth level semester package (30 ECTS)	Second year	AP Degree (120 ECTS)
Third semester		Third level semester package (30 ECTS)		
Second semester		Second level semester package (30 ECTS)	First year	
First semester	First year	First level semester package (30 ECTS)		

## 2. Admission requirements

### Language requirements

Students MUST have English qualifications corresponding to TOEFL 550 or IELTS 6.0. - [level B2 on CEFR](#) (Common European Framework for Languages) in order to be able to participate in class. Official language tests are not required, but we recommend our partner institutions ensure that nominated students' level of English meets the above-mentioned criteria.

Please note a student's ability to read, write, speak and understand English will highly influence the quality of the study abroad period and the student's ability to pass exams.

As an extra service to our international exchange students and partners, and to ensure a satisfactory academic outcome of the students' stay here, we may use Skype conversations with nominees before accepting them for a study programme.

## 3. Information about exams

Two exams will conclude the second semester of Service, Hospitality and Tourism Management:

- The first year exam, covering "Cooperation and Relations" graded according to the 7-point grading scale
- Elective exam 1 (see details below) covering both Elective subject 1 and Elective subject 2 – graded on the 7-point grading scale.

For [general information about exams and grading scale, please check the relevant chapter](#)

## 4. Description of subjects and teaching

### Compulsory elements

Subject	ECTS
Cooperation and Relations	15
<p><b>Content:</b> The Cooperation &amp; Relations subject area includes communication and management forms in an intercultural perspective, with focus on the interaction with the guest and the employee. Focus is on analysis and data material as the basis of developing internal and external communication in a national and international perspective.</p> <p><b>Learning objectives:</b></p> <p><i>Knowledge</i> The students should have acquired knowledge of:</p> <ul style="list-style-type: none"> <li>• Management within service and experience industries</li> <li>• The applied practice concerning intercultural interaction and communication with the national as well as the international guest, customer, employee, volunteer, etc.</li> <li>• Recruitment, employment, retention and dismissal of employees and volunteers</li> </ul> <p><i>Skills</i> The students should be able to:</p> <ul style="list-style-type: none"> <li>• Build up a personal and professional network with a view to strengthening relations with the labour market</li> <li>• Identify and assess managerial issues and set up suggested solutions</li> <li>• Develop internal and external communication, digitally, in writing and orally to guests, customers, colleagues and business partners</li> <li>• Apply knowledge of intercultural aspects in relations with the company's internal and external partners and stakeholders</li> </ul> <p><i>Competencies</i> The students should be able to:</p> <ul style="list-style-type: none"> <li>• Take part in interdisciplinary cooperation with internal and external partners and stakeholders in an international environment</li> <li>• Take part in the development of the professional communication</li> </ul> <p>Acquire new knowledge, skills and competences concerning management and communication within the service and experience industry at a tactical and operational level</p>	
Elective Educational Element A	10
Please see descriptions in the table below.	
Elective Educational Element B	5
Please see descriptions in the table below.	

### Elective Educational Element A

Students must choose one of the below.

<b>Elective Educational Element A</b>	
<p><b>Assessment:</b> Individual assessment. One single grade is given according to the 7- point grading scale. The exam will test Elective educational element A &amp; B (15 ECTS in total).</p>	
Hotel and Restaurant Management	10
<p><b>Content:</b> Understanding of the hotel and restaurant industry's practice with the guest in focus, including an understanding of the individual hotel and restaurant company's role in the industry</p> <p><b>Learning objectives</b></p> <p><i>Knowledge</i> The students should have acquired knowledge of:</p> <ul style="list-style-type: none"> <li>• The practice and development of the hotel and restaurant industry, including ownership structures</li> <li>• The organisation and operation of the hotel as well as the interaction between the different internal and external business partners</li> <li>• The characteristics of hotel and restaurant services, including international and Danish concepts</li> <li>• International and Danish classification systems within the hotel and restaurant industry</li> </ul> <p><i>Skills:</i> The students should be able to:</p> <ul style="list-style-type: none"> <li>• Apply the hotel and restaurant industry's professional financial terminology</li> <li>• Set up and select options for menu plans along with calculations</li> <li>• Apply the industry's average numbers and key figures to set up and simulate options</li> <li>• Identify and apply the hotel and restaurant industry's distribution channels</li> <li>• Assess digital possibilities and suggest a solution within digital marketing</li> <li>• Identify critical control areas in production and set up plans for self- monitoring</li> </ul>	



<b>Competences</b> The students should be able to: <ul style="list-style-type: none"> <li>Identify and take part in developing and changing processes and deliveries with respect to the service concept</li> </ul> Take part in pricing the services of the hotel and restaurant	
<b>Tourism Management</b>	10
<b>Content:</b> Understanding of the practice of tourism with the destination as the central component, including an understanding of the individual tourism company's role in the tourism system <b>Learning objectives</b> <b>Knowledge</b> The students should have acquired knowledge of: <ul style="list-style-type: none"> <li>The practice, development and strategy of tourism in the public – private interaction</li> <li>What characterise tourism products</li> <li>Tourism supply and demand – Incoming &amp; Outgoing</li> </ul> <b>Skills:</b> The students should be able to: <ul style="list-style-type: none"> <li>Collect and process data with a view to preparing a destination analysis</li> <li>Identify the tourism distribution and marketing channels</li> <li>Turn strategy into practice, involving relevant business partners</li> </ul> <b>Competences</b> The students should be able to: <ul style="list-style-type: none"> <li>Take part in planning and developing destinations, including a destination analysis</li> <li>Take part in planning and developing new and existing tourism products</li> </ul> Use the tourism distribution and marketing channels	
<b>Event Management</b>	10
<b>Content:</b> The student is to acquire an understanding of the practice of the event with the overall aim of being able – in cooperation with others – to handle the development, planning, and implementation of small and medium-sized events <b>Learning objectives</b> <b>Knowledge</b> The students should have acquired knowledge of: <ul style="list-style-type: none"> <li>What events are and what development they have undergone</li> <li>What tasks are connected with the life cycle of events</li> </ul> <b>Skills:</b> The students should be able to: <ul style="list-style-type: none"> <li>Draw up and assess the suitability of a concept with respect to target group and stakeholders</li> <li>Identify and assess potential sponsorships and fundraising options</li> <li>Assess whether the event is financially sustainable</li> <li>Assess which persons and competences are required to run the event, including volunteers</li> <li>Assess the suitability of different communication channels for the promotion of events</li> <li>Apply digital planning tools to develop of events</li> <li>Assess practice-related risks and legal aspects</li> </ul> <b>Competences</b> The students should be able to Take part in the operational, tactical, and strategic tasks in developing, planning, and implementing sustainable small and medium-sized events	

## Elective Educational Element B

Students must choose one of the below

<b>Elective Educational Element B</b>	
<b>Assessment (exam):</b> Individual assessment. One single grade is given according to the 7- point grading scale. The exam will test Elective educational element A & B.	
Study Trip (to another country than Denmark)	5
<b>Objectives:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>The graduate will gain knowledge of culture, that will result in the ability to participate in different interactions with people from other cultures.</li> <li>The development in the service industry in an international context</li> </ul> <b>Skills:</b> The graduate will be able to: <ul style="list-style-type: none"> <li>Cooperate with companies / other students / teachers in an international context</li> <li>Perform in professional situations in English.</li> <li>Acquire new knowledge and skills and use these in “real-life situations”.</li> </ul>	

<i>Competencies</i> The graduate will be able to: Use tools from the education and the study trip to produce solutions to practical problems within the service industry in an international context.	
<b>Trend Forecasting</b>	5
The purpose of Trend Forecasting is for the student to be able to work with trends in different industries (restaurants, retail, tourism and others) and in different categories (physical products, services, and experiences) <b>Learning objectives</b> <i>Knowledge</i> The graduate will <ul style="list-style-type: none"> <li>• Have knowledge about the historical development of trend research</li> <li>• Be able to understand the trend process</li> <li>• Have knowledge about trend forecasting techniques</li> </ul> <i>Skills</i> <ul style="list-style-type: none"> <li>• The graduate will</li> <li>• Be able to apply trend forecasting techniques</li> <li>• Be able to evaluate a trend's place in the trend cycle</li> </ul> <i>Competence</i> The graduate will Be able to take part in innovation processes using trend forecasting techniques	
<b>Sales within Service</b>	5
<b>Content:</b> The purpose of Sales within Service is to create an understanding of sales in practice with the customer as a focal point, including an understanding of sales phases and negotiation for sales purposes in the industry's areas. <b>Learning objectives</b> <i>Knowledge</i> <ul style="list-style-type: none"> <li>• The graduate will gain knowledge about:</li> <li>• Basic sales and sales structures within the service industry</li> <li>• Sales Management in the service industry</li> <li>• The various phases of sale</li> <li>• Sales in intercultural contexts</li> </ul> <i>Skills</i> The graduate will be able to: <ul style="list-style-type: none"> <li>• Apply basic sales tools</li> <li>• Set up and choose options for specific sales situations</li> <li>• Apply the industry's key figures to set goals</li> <li>• Prepare a sales meeting</li> </ul> <i>Competencies</i> The graduate will be able to: <ul style="list-style-type: none"> <li>• Prepare and participate in sales meetings in all sales phases of small and medium-sized sales.</li> <li>• Analyse, evaluate and come up with solutions for specific sales issues in the service sector</li> </ul> Participate in the planning and conducting outreach sales meetings and telephone sales	
<b>IT Project Management</b>	5
<b>Content:</b> IT Project Management will focus on different project management systems in relation to service industry, and how these may be helpful for service companies and organizations. <b>Learning objectives</b> <i>Knowledge</i> The graduate will possess knowledge of: <ul style="list-style-type: none"> <li>• Different principles of project management systems and how this can be used in the service industry.</li> <li>• Different IT tools and their application for service organizations.</li> </ul> <i>Skills</i> The graduate will be able to: <ul style="list-style-type: none"> <li>• Apply different principles of project management to a specific service company</li> <li>• Apply IT tools in project management</li> <li>• Communicate an IT based project plan to relevant stakeholders</li> </ul> <i>Competencies</i> The graduate will be able to: <ul style="list-style-type: none"> <li>• In collaboration with others undertake and perform job tasks and roles in a project</li> </ul> In a structured manner, to obtain new knowledge, skill and competences in relation to IT project management tools.	
<b>Hotel Wellness and Spa</b>	5
<b>Content:</b> The purpose of this elective is for the students to develop knowledge, skills and competencies of wellness & spa operations within hotels. <b>Learning objectives</b> <i>Knowledge</i> The graduate will: <ul style="list-style-type: none"> <li>• Be knowledgeable of recent trends and developments of the wellness &amp; spa industry</li> </ul>	

- Understand the role of facility management in the design of wellness & spa outlets
- Be knowledgeable of the different services offered by wellness & spa facilities

#### Skills

The graduate will:

- Apply experience economy within wellness & spa operations
- Evaluate the role that other departments play in wellness & spa management
- Be able to communicate how co-branding can create lasting relationships with wellness & spa suppliers
- Evaluate the opportunity costs connected to wellness & spa outlets within the hospitality industry

#### Competencies

The graduate will obtain new knowledge in relation to designing and developing successful wellness & spa packages and experiences



## L-SEM-2-F-18 (Service, Hospitality and Tourism 2 Lyngby)

Service, Hospitality and Tourism level 2 – Cphbusiness Lyngby.

The courses of the second level AP Degree in Service, Hospitality and Tourism take place at Cphbusiness Lyngby (Noergaardsvej 30, 2800 Kgs. Lyngby) during the spring semester 2018.

### 1. An illustration of the level of the semester

The second semester of the AP Degree in Service, Hospitality and Tourism is equivalent to the second semester of a classic Bachelor programme.

CLASSIC BACHELOR PROGRAMMES		CPHBUSINESS DEGREE PROGRAMMES			
Extra semester/s	Extra year/s	Third level semester package (30 ECTS)	Second year	Top-Up Bachelor (90 ECTS)	
Sixth semester	Third year	Second level semester package (30 ECTS)	First year		
Fifth semester		First level semester package (30 ECTS)			
Fourth semester	Second year	Fourth level semester package (30 ECTS)	Second year	AP Degree (120 ECTS)	
Third semester		Third level semester package (30 ECTS)			
Second semester	First year	Second level semester package (30 ECTS)	First year		
First semester		First level semester package (30 ECTS)			

### 2. Admission requirements

#### Language requirements

Students MUST have English qualifications corresponding to TOEFL 550 or IELTS 6.0. - [level B2 on CEFR](#) (Common European Framework for Languages) in order to be able to participate in class. Official language tests are not required, but we recommend our partner institutions ensure that nominated students' level of English meets the above-mentioned criteria.

Please note a student's ability to read, write, speak and understand English will highly influence the quality of the study abroad period and the student's ability to pass exams.

As an extra service to our international exchange students and partners, and to ensure a satisfactory academic outcome of the students' stay here, we may use Skype conversations with nominees before accepting them for a study programme.

### 3. Information about exams

At the end of this semester one exam will be organized: the first year exam, covering all subjects mentioned below, graded according to the 7-point grading scale.

For [general information about exams and grading scale, please check the relevant chapter.](#)

### 4. Description of subjects and teaching

Subject	ECTS
<b>Cooperation and Relations</b> <b>Content:</b> The Cooperation & Relations subject area includes communication and management forms in an intercultural perspective, with focus on the interaction with the guest and the employee. Focus is on analysis and data material as the basis of developing internal and external communication in a national and international perspective. <b>Learning objectives:</b> <i>Knowledge</i> The students should have acquired knowledge of: <ul style="list-style-type: none"> <li>• Management within service and experience industries</li> <li>• The applied practice concerning intercultural interaction and communication with the national as well as the international guest, customer, employee, volunteer, etc.</li> <li>• Recruitment, employment, retention and dismissal of employees and volunteers</li> </ul> <i>Skills</i> The students should be able to: <ul style="list-style-type: none"> <li>• Build up a personal and professional network with a view to strengthening relations with the labour market</li> <li>• Identify and assess managerial issues and set up suggested solutions</li> <li>• Develop internal and external communication, digitally, in writing and orally to guests, customers, colleagues and business partners</li> <li>• Apply knowledge of intercultural aspects in relations with the company's internal and external partners and stakeholders</li> </ul> <i>Competencies</i> The students should be able to: <ul style="list-style-type: none"> <li>• Take part in interdisciplinary cooperation with internal and external partners and stakeholders in an international environment</li> <li>• Take part in the development of the professional communication</li> </ul> Acquire new knowledge, skills and competences concerning management and communication within the service and experience industry at a tactical and operational level	5
<b>Service and Experiences</b> <b>Content:</b> The Services & Experiences subject area includes analyses of the hospitality concept and the understanding of the concept of guests, including customer behaviour in relation to the company's services. <b>Learning objectives:</b> <i>Knowledge</i> The students should have acquired knowledge of: <ul style="list-style-type: none"> <li>• The practice and development of the service and experience industry</li> <li>• What characterise services and experiences</li> <li>• The development of the demand for experience products</li> <li>• The sustainable financial operation of service and experience companies</li> <li>• The development of the hospitality concept and the understanding of the concept of guests</li> </ul> <i>Skills</i> The students should be able to: <ul style="list-style-type: none"> <li>• Identify and assess customer satisfaction, customer behaviour and market situation in respect of the company's services and experiences</li> <li>• Apply creative techniques to design, develop, assess, plan and communicate services and experiences</li> <li>• Set up the financial basis for decisions as well as communicate proposed decisions</li> <li>• Use service management as a framework for assessing and communicating practice-related solution models</li> <li>• Use the hospitality concept in practice</li> </ul> <i>Competencies</i>	10

The students should be able to:	
Handle new knowledge, skills and competences within services and experiences in an interdisciplinary cooperation as well as structure data collection as a basis for new solutions	
<b>Business Understanding</b>	<b>15</b>
<p><b>Contents:</b></p> <p>The Business understanding subject area includes an analysis of the company's livelihood. Focus is on the internal and external situation with a view to developing the company's financial operations and creating a holistic understanding of the company's present situation.</p> <p><b>Learning Objectives:</b></p> <p><i>Knowledge</i></p> <p>The students should have acquired knowledge of:</p> <ul style="list-style-type: none"> <li>• The service and experience industry's company, organisation, market and competition forms as well as an understanding of the vision, mission, goals and values of companies</li> <li>• The legal matters of importance to the service and experience company</li> </ul> <p><i>Skills</i></p> <p>The students should be able to:</p> <ul style="list-style-type: none"> <li>• Analyse and assess the company's financial situation as well as set up a total budget for an experience or service company</li> <li>• Set up and communicate a basis for decisions based on the company's positioning, target groups and micro- and macroeconomic situation</li> </ul> <p><i>Competencies</i></p> <p>The students should be able to:</p> <ul style="list-style-type: none"> <li>• Take part in interdisciplinary work on drawing up and assessing the internal and external analysis with a view to the running of the company</li> </ul> <p>Acquire new knowledge, skills and competences concerning the running of service and experience companies at a tactical and operational level</p>	



# Courses in Innovation and Entrepreneurship

## \*L-INE-1-F-18 (Innovation and Entrepreneurship 2 Lyngby)

Innovation and Entrepreneurship level 2 – Cphbusiness Lyngby.

The second level courses take place at Cphbusiness Lyngby (Noergaardsvej 30, 2800 Kgs. Lyngby) during the spring semester 2018.

### 1. An illustration of the level of the semester

The second semester Top-Up Bachelor Degree in Innovation and Entrepreneurship is equivalent to the sixth semester of a classical Bachelor programme.

CLASSIC BACHELOR PROGRAMMES		CPHBUSINESS DEGREE PROGRAMMES			
Extra semester/s	Extra year/s	Third level semester package (30 ECTS)	Second year	Top-Up Bachelor (90 ECTS)	
Sixth semester	Third year	Second level semester package (30 ECTS)	First year		
Fifth semester		First level semester package (30 ECTS)			
Fourth semester	Second year	Fourth level semester package (30 ECTS)	Second year	AP Degree (120 ECTS)	
Third semester		Third level semester package (30 ECTS)			
Second semester	First year	Second level semester package (30 ECTS)	First year		
First semester		First level semester package (30 ECTS)			

### 2. Admission requirements

#### Academic requirements

##### BEFORE YOU APPLY FOR THIS SEMESTER PACKAGE

###### PLEASE NOTE

Only students who have already attended the first semester of the same programme during the autumn semester can sign up for this semester package.

###### MAKE SURE YOU HAVE THE FOLLOWING:

At least 2-3 years (120 ECTS) of undergraduate studies e.g. within the fields of design, finance, graphics, computer science, marketing or service

#### Language requirements

Students MUST have English qualifications corresponding to TOEFL 550 or IELTS 6.0. - [level B2 on CEFR](#) (Common European Framework for Languages) in order to be able to participate in class. Official language tests are not required, but we recommend our partner institutions ensure that nominated students' level of English meets the above-mentioned criteria.

Please note a student's ability to read, write, speak and understand English will highly influence the quality of the study abroad period and the student's ability to pass exams.

As an extra service to our international exchange students and partners, and to ensure a satisfactory academic outcome of the students' stay here, we may use Skype conversations with nominees before accepting them for a study programme.

### 3. Practical information

Places on our top-up bachelor programmes are limited. Students who apply for a semester on a top-up bachelor programme will be required to send extra documentation to prove they fulfil the above-mentioned criteria. Only students with the relevant background and highest grades will be admitted.

**Make sure your second option is a semester package at AP Degree level and that both your options are approved by your home institution before applying.**

### 4. Information about exams

Both compulsory subjects will be evaluated by one interdisciplinary exam. The elective subject will also conclude with an exam. Both exams will be graded according to the 7-point grading scale.

For [general information about exams and grading scale, please check the relevant chapter](#).

### 5. Description of subjects

Subject	Contents	ECTS
Growth	<b>Summary:</b> Strategic growth opportunities; Realization and operationalization	10
<b>(Key subject area: Innovation, Development and Growth)</b> <b>Contents:</b> The aim is to develop the students' entrepreneurial mind-set in order to be able to manage the creative and the unpredictable and to be goal-orientated and structured in their work. In this connection, the student will gain insight into his/her own strengths and weaknesses in relation to creating the best solutions in collaboration with others. The purpose of the educational element is furthermore to enable the student to identify, assess and deal with strategic growth opportunities for a newly started as well as an established company. Taking the company's development stage as a point of departure, the student must be able to assess, justify, select and implement the structure needed to support growth. <b>Learning Objectives:</b> <i>Knowledge</i> The student will gain knowledge about: <ul style="list-style-type: none"><li>• development-based practice for growth in new and already established companies</li><li>• methods for identifying, analyzing, evaluating and developing concrete business and growth possibilities</li><li>• cost benefit analyses and various financing alternatives</li><li>• the possibilities for counselling and sparring in connection with the identification of growth opportunities</li></ul> <i>Skills</i> The student will get the skills to: <ul style="list-style-type: none"><li>• identify, analyze, assess and communicate opportunities with potential within innovation and entrepreneurship</li><li>• identify, analyze and assess the company's organizational situation and come up with concrete proposals for organizational development which supports the growth potential</li><li>• assess, select, communicate and manage growth opportunities for new and established companies</li><li>• identify and assess the specific risks associated with the identified growth opportunities</li><li>• prepare financial impact calculations and on that basis, assess the sustainability of identified growth opportunities</li><li>• assess, justify and select various financing opportunities and offers</li><li>• argue for the choice and composition of the advisory board and board</li><li>• be able to reflect on the advisory board's and the board's roll and composition</li><li>• during various stages of the company's development</li></ul> <i>Competencies</i> The student will learn to: <ul style="list-style-type: none"><li>• handle complex and development-orientated situations in connection with identification, critical assessment and strategic application of growth</li><li>• opportunities and the execution of these</li><li>• independently and/or in collaboration with others be able to manage the process for growth in a newly started or an already established company</li></ul>		
Change Management	<b>Summary:</b> Strategic Management; Communication; Development of the company	5
<b>(Key subject area: Management and Network)</b> <b>Contents:</b> The aim of this component is to provide the student with the necessary tools for handling the transition from start-up to growth company, and to be able to perform innovative projects in already existing companies. <b>Learning Objectives:</b> <i>Knowledge</i> The student must:		



- have knowledge and understanding of various theories and methods regarding organization development and managing change processes
- have knowledge about the significance of corporate culture and values for change processes and intervention opportunities
- be able to reflect on theories, concepts and methods in connection with change management

#### *Skills*

The student must:

- be able to handle corporate communication in relation to the establishment and development of the company
- be able to participate in managing change processes

#### *Competencies*

The student must:

- be able to handle management challenges in connection with growth based on key theories, concepts and methods tied to change management

### **Elective Educational Elements**

The below are only examples and not a definite indication of content. It is only possible to choose one elective subject per student.

Electives	<b>Examples of elective subjects offered previously:</b> Intrapreneurship Experience economy and events Emerging markets and social entrepreneurship E--Business	15
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#### **Content:**

The optional educational component consists of a series of classes, self-study and project work. Instruction treats relevant and general topics and issues within the specific element. With his/her study group and the supervisor, the student defines relevant topics for further reflection. During the project work, the students, in groups, develop proposals for innovation and entrepreneurship based on the content of their instruction and self-study.

The lecturer of the specific optional element acts as teacher, supervisor and examiner. In the role of supervisor, the lecturer assists the study groups by helping to structure the chosen topics and demarcate the parts of relevant disciplines that can contribute to the immersion process. As well, the supervisor will assist in setting aims for the specific knowledge, skills and competences that the students in the study group must achieve. At a series of milestone seminars the study group's project work is discussed and evaluated.

#### **Learning objectives:**

The optional educational component must bring perspectives to the core areas of the program.

The following general learning aims must be fulfilled:

#### *Knowledge*

The student must:

- have development-based knowledge about theory and methodology within the chosen component and specific topic, which puts into perspective one or more of the core areas of the program

#### *Skills*

The student must:

- be able to professionally disseminate knowledge in both oral and written forms
- be able to apply the achieved knowledge as input towards developing new action plans, concepts, services or products

#### *Competencies*

The student must:

- be able to professionally identify and address his/her learning and development needs within the specific area
- be able to individually and in cooperation with others plan and carry out the process of achieving new knowledge
- Specific learning aims will be prepared separately for the proposed components and study group's specific topics.



# Courses in International Hospitality Management

## \*N-IHA-2-F-18 (International Hospitality Management 2 Nørrebro)

International Hospitality Management level 2 – Cphbusiness Nørrebro.

The courses of this semester package take place at Cphbusiness Nørrebro (Blaagaardsgade 23B, 2200 Copenhagen N) during the spring semester 2018.

### 1. An illustration of the level of the semester package

The second semester of the Top-Up Bachelor in International Hospitality Management is equivalent to the sixth semester of a classic Bachelor programme.

CLASSIC BACHELOR PROGRAMMES		CPHBUSINESS DEGREE PROGRAMMES		
Extra semester/s	Extra year/s	Third level semester package (30 ECTS)	Second year	Top-Up Bachelor (90 ECTS)
Sixth semester	Third year	Second level semester package (30 ECTS)	First year	
Fifth semester		First level semester package (30 ECTS)		
Fourth semester	Second year	Fourth level semester package (30 ECTS)	Second year	AP Degree (120 ECTS)
Third semester		Third level semester package (30 ECTS)		
Second semester	First year	Second level semester package (30 ECTS)	First year	
First semester		First level semester package (30 ECTS)		

### 2. Admission requirements

#### Academic requirements

#### BEFORE YOU APPLY FOR THIS SEMESTER PACKAGE

##### MAKE SURE YOU HAVE THE FOLLOWING:

At least 2 years (the equivalent of an AP Degree - 120 ECTS) of undergraduate studies within Hospitality, Marketing, Economics, Organisation and Management, including

- Marketing - 15 ECTS
- Management, Organisation - 15 ECTS
- Economics - 15 ECTS

#### Language requirements

Students MUST have English qualifications corresponding to TOEFL 550 or IELTS 6.0. - [level B2 on CEFR](#) (Common European Framework for Languages) in order to be able to participate in class. Official language tests are not required, but we recommend our partner institutions ensure that nominated students' level of English meets the above-mentioned criteria.

Please note a student's ability to read, write, speak and understand English will highly influence the quality of the study abroad period and the student's ability to pass exams.

As an extra service to our international exchange students and partners, and to ensure a satisfactory academic outcome of the students' stay here, we may use Skype conversations with nominees before accepting them for a study programme.

### 3. Practical information

Places on our top-up bachelor programmes are limited. Students who apply for a semester on a top-up bachelor programme will be required to send extra documentation to prove they fulfil the above-mentioned criteria. Only students with the relevant background and highest grades will be admitted.

**Make sure your second option is a semester package at AP Degree level and that both your options are approved by your home institution before applying.**

### 4. Information about exams

Each subject will be evaluated through an exam graded on the 7-point grading scale. More information about the form of the exams will be provided during the semester.

### 5. Description of subjects

Subject	ECTS
Economics	15
<p><b>Content:</b> Includes the following:</p> <ul style="list-style-type: none"><li>• Test of academic level (1 ECTS)</li><li>• Financial management through key figures and annual report (3 ECTS)</li><li>• Budget (the 3 budgets) and budget control (4 ECTS)</li><li>• Costs and cost-related pricing (3 ECTS)</li><li>• Forecasting and revenue management (4 ECTS)</li></ul> <p><b>Learning Objectives:</b></p> <p><i>Knowledge</i> The student will be able to demonstrate knowledge of:</p> <ul style="list-style-type: none"><li>• fundamental accounting principles, how to draw up budgets and accounts for analysis of the corporate key figures</li><li>• establishing a company from an economic point of view, including how to obtain a trade license</li><li>• various principles for cost analyses (calculations) and their application within the industry</li><li>• central concepts of yield and revenue management in the international hospitality context</li><li>• mixed costs and (in-)direct costs and methods for the distribution of these</li></ul> <p><i>Skills</i> The student will have acquired skills in:</p> <ul style="list-style-type: none"><li>• developing departmental- and activity budgets and accounts for further analysis preparing cost calculations according to recognized methods in the industry and calculations for specific industry key figures</li><li>• using different methods for the distribution of mixed and indirect costs</li><li>• creating well-founded alternative proposals for investment and financing</li><li>• justifying mixed costs and cost structure within the IHM industry</li><li>• applying the principles of yield and revenue management in order to give input for improving the turnover of the company on both the short and long term</li><li>• assess internal control systems and motivate relevant solutions</li></ul> <p><i>Competencies</i> The student must have obtained competences in:</p> <ul style="list-style-type: none"><li>• producing budget proposals and key figures as part of the company's financial management, based on inputs from the company's various departments and activities</li><li>• analysing the company's situation as part of a team, as well as making and assessing various proposals for optimizing its operations</li></ul> <p>Assessment: 2<sup>nd</sup> semester Economics exam</p>	
Strategy	10
<p><b>Content:</b> Includes the following:</p> <ul style="list-style-type: none"><li>• Strategic analysis (3 ECTS)</li><li>• Strategy, concept and product development (5 ECTS)</li><li>• Strategic implementation and management (2 ECTS)</li></ul> <p><i>Knowledge</i> The student will be able to demonstrate knowledge of:</p> <ul style="list-style-type: none"><li>• models and theories for strategic analysis</li><li>• strategic models and tools within the hospitality sector</li><li>• development and implementation of strategies</li><li>• strategic management</li></ul>	

### Skills

The student will have acquired skills in:

- analysing the strategic challenges of a company
- developing strategies for new and existing markets
- developing and assessment of practice-based concepts and substantiate the chosen solution models
- analysing the company's strategic leadership perspective
- communicating a plan for the implementation of a company's strategy

### Competencies

The student must have obtained competences in:

- handling critical success factors for the individual company or organisation as well as communicating the company's strategy with the goal of developing the company or organisation
- being part of a professional cooperation with management and staff members about the strategic challenges of the company

### Elective

5

The elective educational element on the study programme amounts to 5 ECTS points.

The student can choose one of two electives, which are offered as a means for students to specialize themselves in subjects related to hospitality.

Elective catalogue will be available after semester start.



## Courses in International Sales and Marketing

### \*S-INS-1-F-18 (International Sales and Marketing 1 Sørerne)

International Sales and Marketing level 1 - Cphbusiness Sørerne

The courses of this semester package take place at Cphbusiness Sørerne (Nansensgade 19, 1366 Copenhagen K) during the spring semester 2018.

#### 1. An illustration of the level of the semester package

The first semester of the Top-Up Bachelor in International Sales and Marketing is equivalent to the fifth semester of a classic Bachelor programme.

CLASSIC BACHELOR PROGRAMMES		CPHBUSINESS DEGREE PROGRAMMES		
Extra semester/s	Extra year/s	Third level semester package (30 ECTS)	Second year	Top-Up Bachelor (90 ECTS)
Sixth semester	Third year	Second level semester package (30 ECTS)	First year	
Fifth semester		First level semester package (30 ECTS)		
Fourth semester	Second year	Fourth level semester package (30 ECTS)	Second year	AP Degree (120 ECTS)
Third semester		Third level semester package (30 ECTS)		
Second semester	First year	Second level semester package (30 ECTS)	First year	
First semester		First level semester package (30 ECTS)		

## 2. Admission requirements

### Academic requirements

#### BEFORE YOU APPLY FOR THIS SEMESTER PACKAGE

##### MAKE SURE YOU HAVE THE FOLLOWING:

At least 2 years (the equivalent of an AP Degree (120 ECTS)) of undergraduate studies within Marketing, Economics and Management, Organisation, Supply Chain Management and Logistics, including:

- Marketing - 20 ECTS
- Management, Organisation, Supply Chain Management, Logistics - 10 ECTS
- Economics - 15 ECTS

### Language requirements

Students MUST have English qualifications corresponding to TOEFL 550 or IELTS 6.0. - [level B2 on CEFR](#) (Common European Framework for Languages) in order to be able to participate in class. Official language tests are not required, but we recommend our partner institutions ensure that nominated students' level of English meets the above-mentioned criteria.

Please note a student's ability to read, write, speak and understand English will highly influence the quality of the study abroad period and the student's ability to pass exams.

As an extra service to our international exchange students and partners, and to ensure a satisfactory academic outcome of the students' stay here, we may use Skype conversations with nominees before accepting them for a study programme.

## 3. Practical information

Places on our top-up bachelor programmes are limited. Students who apply for a semester on a top-up bachelor programme will be required to send extra documentation to prove they fulfil the above-mentioned criteria. Only students with the relevant background and highest grades will be admitted.

Make sure your second option is a semester package at AP Degree level and that both your options are approved by your home institution before applying.

## 4. Information about exams

One interdisciplinary exam will be organized at the end of the semester covering subjects described below. One grade will be awarded according to the 7-point grading scale.

For [general information about exams and grading scale, please check the relevant chapter](#).

## 5. Distribution of subjects:

	International Marketing and Sales	Organisation, Management, Supply Chain	Economics	Law	Methodology	Total ECTS
Theme 1: The Company's Strategic Basis (Business Model)	2,5	2,0	2,0	1,0	2,5	10
Theme 2: The Customer as the Starting Point	9,0	3,5	3,0	3,0	1,5	20
Total	11,5	5,5	5	4	4	30

## 6. Detailed description of the course elements:

Course element contents:	ECTS
The Company's Strategic Basis (Business Model)	10
Content: The subject element includes strategic analyses of companies, including strategic directions and business models for B2C, B2B and B2G, and analyses of the company's resources and competencies, including in relation to the company's	

innovative platform, processes and driving forces. The analyses also incorporate the company's economic and financial foundation, cost perceptions, capacity utilisation and product mix optimisation.

The subject element covers an understanding of the supply chain/SCM and the geographical location of production and competence centres, including choices for distribution channels, partnerships and outsourcing. The subject element also covers various legal aspects, including sources of law, international private law, types of conflict resolution and distribution forms.

The subject element also includes a review of the scientific theory paradigms and perspectives on knowledge, insight and knowledge recognition.

### **Learning objectives:**

#### *Knowledge*

The student must:

- Have knowledge of different types of business models and of models and theories used to understand a company's strategic base
- Have knowledge about different strategic directions related to the concept of innovation
- Have knowledge of disruption as a concept and development direction
- Have knowledge and understanding of relevant theories and models to analyse the company's strategic platform, including resources and competences
- Have knowledge and understanding of theories about the company's innovative platform, creative processes and management
- Have knowledge of the elements of a company's supply chain (both functional and innovative products)
- Have knowledge of theories and models to assess insourcing and outsourcing
- Have knowledge and understanding of relevant economic models and theories in relation to the business model
- Have knowledge of localization analysis and distribution strategy (both digital and physical – omni-channel)
- Have knowledge and understanding of relevant economic models in relation to business models
- Have knowledge of important perspectives on knowledge, insight and cognition
- Have knowledge and understanding of key paradigm shifts in business economics
- Have a solid understanding of what knowledge is in a sociological sense and be aware of the role of knowledge in a business economics perspective
- Have a basic knowledge of major theoretical issues and schools within a social science perspective and particularly in the core areas of marketing, organisation/management and economics
- Have knowledge of international sources of law and their mutual relations as well as relations with national legal sources
- Have knowledge of international dispute resolution

#### *Skills*

The student must:

- Be able to apply and discuss the different strategic directions
- Be able to use disruption and innovation to challenge a company's existing business model
- Be able to analyse and evaluate the company's strategic and innovative platform and development opportunities
- Be able to assess the impact of a company's site selection and form of distribution/channel
- Be able to assess the consequences of the choice of external partners
- Be able to assess the company's economic and financial base using relevant indicators
- Be able to carry out an economic analysis, assessment and prioritisation of product mixes in different cost models
- Be able to critically apply empirical-analytical theory and discuss what knowledge is, how it is generated and how it interacts with practice
- Be able to communicate theoretical issues and consequences to peers
- Be able to assess theoretical and practical issues in relation to the philosophy of science
- Be able to apply rules of applicable law and jurisdiction in international sales and assess the consequences of the choices made
- Be able to apply the rules of the different distribution forms in an analysis and assessment of the choice of distribution form

#### *Competencies*

The student can:

- Independently participate in interdisciplinary cooperation in order to assess a company's strategic position
- Make recommendations for the optimization of a company's business model
- Work with innovation in all phases of the business model
- Participate in the multidisciplinary development of a company's innovative foundation
- Identify elements of value creation in the supply chain
- Develop economic decision making options related to corporate strategy, business cases, cost and price structure
- Discuss different epistemological paradigms
- Discuss hypotheses in relation to different epistemological paradigms

Discuss the consequences of the epistemological choice	
<b>The Customer as the Starting Point</b>	<b>20</b>
<p>Content:</p> <p>The subject element covers analyses of current and potential customers, including their strategic situation, needs and wishes. These analyses provide the basis for developing the company's strategies and market offerings for existing and potential customers. In this connection, the element covers work on the development and retention of the customer base through relationship strategies.</p> <p>The subject element also covers analyses of the company's sales organisation in relation to the sales team and purchase centre, including relations to other corporate functions and business partners. It also covers work with international strategies for the company's supply chain and logistic support for sales, and the integration of various sales channels – omni-channel, digital and physical. Strategies are based on an analysis of the company's financial situation, including product and customer mix, economic customer life cycle analyses and the legal context, including international purchasing and contract law, transport law and public procurement law.</p> <p>The subject element's analyses and strategies are based on the students' ability to combine commercial theory with methodology in scientific projects.</p> <p><b>Learning objectives:</b></p> <p><i>Knowledge</i></p> <p>The student must:</p> <ul style="list-style-type: none"> <li>• Have knowledge and understanding of relevant theories and models to analyse a company's competencies, customer base and development of a customer portfolio including profitability reports</li> <li>• Have knowledge and understanding of the company's market opportunities and possible marketing strategies</li> <li>• Have knowledge of general strategic approaches and models in structuring and organising sales</li> <li>• Have knowledge and understanding of implementability and its relationship to other departments and partners, including competence assessment and communication structure</li> <li>• Understand important implications for the company's logistics and supply chain of internationalization and innovative projects</li> <li>• Be able to understand the theoretical tools in relation to the company's supply chain for the development of international sales bases – strategic, tactical and operational</li> <li>• Have knowledge and understanding of tools and methods for the assessment of customer and product portfolios in relation to profitability, as well as alternative methods for profitability calculations</li> <li>• Have gained an understanding of the application of methodology in project and report writing following the principles of scholarly work</li> <li>• Have knowledge about how to collect, interpret and analyse data</li> <li>• Have knowledge of the general principles of EU procurement rules for sales to public authorities</li> </ul> <p><i>Skills</i></p> <p>The student must:</p> <ul style="list-style-type: none"> <li>• Be able to analyse and evaluate both the overall customer base and the individual customers in relation to the company's value proposition using methods and tools for analysing customer behaviour, including the use of big data and profitability reports</li> <li>• Be able to carry out an assessment of customers profitability and future earnings potential and evaluate the relevance of a resource-based approach or a market approach</li> <li>• Be able to develop the company's marketing strategies</li> <li>• Starting from the customer, be able to analyse and assess the organization of the sale, including relationships with other business functions</li> <li>• Be able to analyse and assess skill needs in the sales function in relation to customer requirements</li> <li>• Be able to analyse and assess an internationally focused company's choice of supply chain with the involvement of relevant theory in the field</li> <li>• Be able to analyse and organize the company's supply chain in relation to the sales organization and development of partnerships with a focus on ensuring customer satisfaction and quality of experience</li> <li>• Be able to apply relevant models for the development of solutions for the company's supply chain in innovative projects</li> <li>• Be able to evaluate and use methods and tools for the company's supply chain to support the tactical and operational sales</li> <li>• Be able to calculate and assess the profitability of alternative cost allocation methods: Activity-Based Costing and traditional standard cost</li> <li>• Be able to identify relevant total life cycle costs (TLCC)</li> <li>• Be able to reflect on and engage in discussion about business financial perspectives in scientific contexts</li> <li>• Be able to develop problem analysis and perform problem definition and put forward problems and hypotheses</li> <li>• Be able to assess and select ideal survey forms for a given issue and compare critically to the survey forms used in practice</li> <li>• Have knowledge of the transportation contract in maritime and road transport, with particular emphasis on carrier liability</li> </ul>	



### Competencies

The student can:

- Independently participate in multidisciplinary teams in relation to the company's marketing intelligence, with customers as a starting point
- Select relevant data for analysis of the company's customer care and customer development structure
- Enter into a discussion about the company's ability to match the sales function to customer expectations
- Identify challenges in the company's supply chain in innovative projects
- Ensure the involvement of the company's supply chain in developing the sales strategy
- Prepare a reasoned decision presentation on the basis of alternative cost allocation models
- Evaluate a customer profitability portfolio and expected future earnings potential
- Critically assess opportunities and constraints related to quantitative and qualitative data
- Collect, process and interpret quantitative and qualitative data and relate it critically to existing or new data material, including knowledge of measurement scales and being able to judge the relevance, timeliness, validity, reliability and generalizability
- Prepare scientific reports and projects, including disseminating findings and solutions etc. in a clear and easily readable report containing a clear problem definition, methodology considerations and an evaluation of findings and prerequisites, reliability and validity
  - Independently participate in professional and interdisciplinary cooperation on the conclusion of international sales agreements, with special emphasis on: CISG (International contracts and the international sale); Terms and conditions; INCOTERMS
- Securing the purchase price



# \*S-INS-2-F-18 (International Sales and Marketing 2 Sørerne)

International Sales and Marketing level 2 – Cphbusiness Sørerne

The courses of this semester package take place at Cphbusiness Sørerne (Nansensgade 19, 1366 Copenhagen K) during the spring semester 2018.

## 1. An illustration of the level of the semester package

The second semester of the Top-Up Bachelor in International Sales and Marketing is equivalent to the sixth semester of a classic Bachelor programme.

CLASSIC BACHELOR PROGRAMMES		CPHBUSINESS DEGREE PROGRAMMES			
Extra semester/s	Extra year/s	Third level semester package (30 ECTS)	Second year	Top-Up Bachelor (90 ECTS)	
Sixth semester	Third year	Second level semester package (30 ECTS)	First year		
Fifth semester		First level semester package (30 ECTS)			
Fourth semester	Second year	Fourth level semester package (30 ECTS)	Second year	AP Degree (120 ECTS)	
Third semester		Third level semester package (30 ECTS)			
Second semester	First year	Second level semester package (30 ECTS)	First year		
First semester		First level semester package (30 ECTS)			

## 2. Admission requirements

### Academic requirements

#### BEFORE YOU APPLY FOR THIS SEMESTER PACKAGE

##### MAKE SURE YOU HAVE THE FOLLOWING:

At least 2 years (the equivalent of an AP Degree (120 ECTS)) of undergraduate studies within Marketing, Economics and Management, Organisation, Supply Chain Management and Logistics, including:

- Marketing - 20 ECTS
- Management, Organisation, Supply Chain Management, Logistics - 10 ECTS
- Economics - 15 ECTS

### Language requirements

Students MUST have English qualifications corresponding to TOEFL 550 or IELTS 6.0. - [level B2 on CEFR](#) (Common European Framework for Languages) in order to be able to participate in class. Official language tests are not required, but we recommend our partner institutions ensure that nominated students' level of English meets the above-mentioned criteria.

Please note a student's ability to read, write, speak and understand English will highly influence the quality of the study abroad period and the student's ability to pass exams.

As an extra service to our international exchange students and partners, and to ensure a satisfactory academic outcome of the students' stay here, we may use Skype conversations with nominees before accepting them for a study programme.

## 3. Practical information

Places on our top-up programmes are limited. Students who apply for a semester on a top-up programme will be required to send extra documentation to prove they fulfil the above-mentioned criteria. Only students with the relevant background and highest grades will be admitted.

Make sure your second option is a semester package at AP Degree level and that both your options are approved by your home institution before applying.

## 4. Information about exams

Theme 3 and Theme 4 will be evaluated with the help of two exams. Each exam will be graded on the 7-point grading scale and an overall grade will be calculated to cover both themes.

Elective subjects will also conclude with an exam each and an overall grade (7-point grading scale) will be calculated as above.

For [general information about exams and grading scale, please check the relevant chapter.](#)

## 5. Distribution of subjects:

	International Marketing and Sales	Organisation, Management, Supply Chain	Economic s	Law	Methodology	Total ECTS
Theme 3: Industry and Competitors	2,0	1,0	1,0	0,5	0,5	5
Theme 4: Sales Management and the Sales Development of the Company	4,0	3,5	1,5	0,5	0,5	10
Elective subject	*	*	*	*	*	15
Total						30

\* The subject-related workload within the elective subjects varies and it is therefore not possible to illustrate in the table above. Please see descriptions of the elective subjects in the table below.

## 6. Detailed description of the course elements:

### OBLIGATORY SUBJECTS

Contents	ECTS
<b>Industry and Competitors</b>	5
<p>Content:</p> <p>The subject element covers analyses of competition, competitors and cluster and network collaboration, whereby the company can benchmark in relation to the supply chain, social responsibility and sustainability, including CSR, and the international economic environment, and seen in relation to competition law. The subject element also requires a methodical approach to acquiring knowledge based on the theoretical standpoint.</p> <p><b>Learning objectives:</b></p> <p><i>Knowledge</i></p> <p>The student must:</p> <ul style="list-style-type: none"><li>• Have knowledge of relevant theories and models about competitive positions in the market and how these are implemented</li><li>• Have knowledge about different benchmarking models</li><li>• Have knowledge of CSR, social responsibility and sustainability</li><li>• Have knowledge about basic benchmarking theory and models in SCM</li><li>• Have knowledge of financial and non-financial benchmarking</li><li>• Have an understanding of international macroeconomic industry environment influences</li><li>• Have knowledge of the theory of science, theoretical assumptions and methodological approaches that support the generation of knowledge</li><li>• Have knowledge of Danish and European competition law and the interaction between the rules</li></ul> <p><i>Skills</i></p> <p>The student must:</p> <ul style="list-style-type: none"><li>• Be able to analyse and evaluate a company's competitive position as a basis for development and adaptation of the company's market offerings. In relation to this, be able to benchmark a company in relation to an industry and to the company's closest competitors, including strategies</li><li>• Be able to analyse the company's social dimension in relation to the company's strategic position</li><li>• Be able to apply relevant theories and models in connection with benchmarking of an international company's supply chain</li><li>• Be able to assess international macroeconomic factors that may affect the competitive situation in the industry for a given company</li><li>• Be able to assess the risks of international commerce</li></ul>	

- Be able to benchmark a company against a competitor or industry and
- Be able to make an assessment of identified international economic conditions in the external environment and assess the impact of such an industry and company
- Collect, process and interpret quantitative and qualitative data and relate it critically to existing or new data material, including knowledge of measurement scales and being able to judge the relevance, timeliness, validity, reliability and generalizability

#### *Competencies*

The student can:

- Participate in the company's marketing intelligence with a focus on design and analysis of information about competitive position in the market
- Identify and analyse the specific competitors
- Identify a company's main CSR challenges
- Identify areas for improvement in the company's supply chain, based on benchmarking
- Identify and manage risk and hedging in connection with international trade
- The student has gained experience in the scientific method's limitations

### **Sales Management and the Sales Development of the Company**

**10**

#### **Content:**

The subject element covers insight into the development of international sales strategies, including online and offline strategies, CRM for new and existing customers, customer follow-up, and key account and global account management.

The subject element also covers insight into organisational development and change management, taking into account employment law, and measuring efficiency and risk assessment for the company's supply chain. The subject element covers budgeting, balanced scorecard and the triple bottom line in the selection of strategies for the company. The subject element also requires students to incorporate and reflect on the significance of the theoretical standpoint for projects.

#### **Learning objectives:**

##### *Knowledge*

The student must:

- Understand and be able to reflect on key theories for the development of the company's sales base using different approaches
- Have knowledge of models and methods for customer follow-up
- Have knowledge and understanding of relevant theories and models related to business models, where sales are the starting point
- Have knowledge and understanding of the organizational consequences of growth
- Have knowledge of the management theories which may support the development of the company's sales base
- Have knowledge about different theories on motivation and incentive strategies
- Have knowledge and understanding of different types of conflict and conflict resolution options
- Have knowledge of situational leadership
- Have knowledge of the criteria for the evaluation of the sales department's efforts
- Have knowledge of tools for measuring the effectiveness of a company's supply chain
- Have knowledge of methods and models for risk assessment of the supply chain
- Understand alternative budget models
- Have knowledge of alternative financial and non-financial reporting forms, including understanding frameworks and legislation related to the company's economic, environmental and social reporting
- Be able to assess the epistemological and methodological issues and integrate an understanding of academic work and methods with professionalism in project and report writing

##### *Skills*

The student must:

- Be able to analyse, develop and implement international sales strategies for different business types (industry, sizes, resources etc.).
- Be able to develop and adapt a company's marketing mix for individual clients
- Be able to justify and communicate selected strategies in a sales plan to relevant stakeholders
- Be able to evaluate the activities linked to the company's general marketing mix for customers, and for individual customers, and be able to propose possible changes in strategy and approach
- Be able to develop a plan for the organizations development and assess the impacts when compared with the organizations complexity
- Be able to assess the development of the sales organization
- Be able to assess the competency requirements for the sales team
- Be able to develop strategies for motivation and coaching of the sales staff
- Be able to identify their own learning needs, so that knowledge and skills are developed
- Be able to be included in the evaluation of employees personal, professional, cultural and social skills
- Be able to develop a follow-up plan for the company's business model in relation to measuring the effectiveness of a company's supply chain

- Be able to prepare budget assumptions and prepare and evaluate a total budget for strategic decisions and assess their economic impact
- Be able to make reflections on their own practice
- Be able to make reflections on the scientific methods limitations
- Be able to apply rules of employment in an international context, including compliance with the rules on jurisdiction and applicable law, with special emphasis on recruitment and retention, relocation and dismissal

#### *Competencies*

The student can:

- Manage and lead the development of sales strategies in complex situations and based on the involvement of relevant stakeholders
- Work with assessments of the company's overall activities for customers
- Work with a holistic approach on the development of the company's strategic base
- Identify their own learning needs in order to develop and maintain appropriate skills to work from a holistic approach
- Independently analyse and participate in the development of an organizational plan of action to ensure implementation of the sales plan
- Independently participate within and across disciplines in organizational development
- Enter into dialogue with the sales department about optimization of the company's total sales efforts from the perspective of efficiency throughout the supply chain
- Establish a basis for decisions regarding the company's strategy implementation

## *ELECTIVE SUBJECTS*

Students will choose one of the below. Each elective subject has a workload of 10 ECTS.

### **PROJECT MANAGEMENT AND PROJECT SALES**

**Purpose & Learning Outcome:**

**Objectives and contents:**

- A general understanding of projects and project sales in a strategic perspective, and how to manage them.
- An in-depth understanding of a business case, both at seller and buyer
- Experience in using theories, models, tools and methods for project sales and management of projects in a professional context
- Understanding the differences in project sales in B2B and B2G.
- Understanding project management in B2C, B2B and B2G.

The topic has two equal foundations: project sales and project management. In the following, both are explicit handled.

#### **Project Sales:**

**Knowledge:**

The student should have acquired knowledge about:

- How to define project sales
- Defining and describing the sellers' role within project sales (consultant vs seller)
- Market segmentation of strategic customers and the competitive environment
- Identification of strategic customers and projects
- Identification of customer buying criteria
- The decision process and buying behavior of the customer (identification of stake holders and value chain)
- The process of project sales ("capture planning" within strategic scope of the company)
- Preparation, planning, execution & follow-up of sales meetings
- Requirement to quotations, requirements for public tenders ("the winning proposal")
- Business Case development (both seller's perspective and customer's perspective)
- Cost calculations and price settings of sales projects
- Requirements to project team
- Closing and follow-up on projects

**Skills:**

The student should be able to:

- Define and build a business case
- Understand and define risk elements
- Analyze the stakeholders of a project (both internally at seller and at customer)
- Communicate to project groups

- Produce offers in a formal way, meeting requirements
- Understand the strategic positioning at the customer
- Act as consultant in the seller role

#### Competences:

The student should have obtained competences in regards to:

- Plan professional project sales by using relevant tools and methods
- Implement project sales and adjusting the sales/customer process continuously

#### Project management:

#### Knowledge:

The student should have acquired knowledge about:

- How to define a project and what parameters the project manager can adjust
- Project portfolio management in a company strategic perspective
- How to define the work streams, deliverables, milestones and activities of a project (Stage-Gate and SCRUM)
- How to plan a project by using tools such as a Gantt Chart and the Work Break Down Schedule
- How to define the stakeholders of a project and how to handle their influence by communication
- The role of the project manager and the different roles in a project organization, including the roles of the project team and the steering committee
- The risks in relation to implementation of a project and how to handle it
- Different forms of meetings and their purpose
- The business case and budget of a project

#### Skills:

The student should be able to:

- To illustrate the purpose and objective of a project by preparing an Objective Break-Down Schedule
- To plan a project by defining work streams, deliverables, milestones and activities in a Work Break Down Schedule and a Gantt Chart
- To do a risk analysis
- To analyze the stakeholders of a project and make a communication plan
- To plan the relevant meetings throughout the implementation of the project
- To make a budget or business case for a project

#### Competences:

The student should have obtained competences in regards to:

- Plan a project in a professional context by using relevant tools and methods
- Implement a project and adjusting the plan continuously

#### Content and milestones

#### Content:

##### Lesson 1

- The project concept (PM)
- Customer profitability/Buying criteria (PS)

##### Lesson 2

- Success with projects (PM)
- Setting the joint transformation agenda with the strategic customer (PS)

##### Lesson 3

- Planning the project (PM)
- Integrated value chains & guiding customer business transformation (PS)

##### Lesson 4

- Context and types of projects (PM)
- Key Account Management (PS)

##### Lesson 5

- Portfolio management (PM)
- Sales leadership in projects – undertaking the transformative journey (PS)

#### Milestones:

- Group formation/Abstract for the group work
- Preliminary problem formulation for individual work

- Update individual problem
- Hand in of group work
- Hand in of individual work

### Evaluation Criteria

The evaluation criteria of the four mandatory elements that are graded are as follows:

#### *A: Written Element, Part 1: The Group Report (25%)*

The evaluation criteria for the group report are as follows:

- Theoretical knowledge demonstrated
- Relevance of data
- Written presentation

#### *B: Written Element, Part 2: An individual article or creative product (25%)*

The evaluation criteria for the individual article or creative product are as follows:

- Written presentation
- Theoretical knowledge demonstrated
- Relevance of data or creative content

#### *C: Oral Element, Part 1: Group presentation to an audience (10%)*

The evaluation criteria for the group presentation are as follows:

- Structure and content of presentation
- Presentation skills

#### *D: Oral Element, Part 2: Individual oral exam (40%)*

The evaluation criteria for the individual oral exam are as follows:

- Ability to demonstrate knowledge of international project management
- Presentation skills

### Feedback

Verbal feedback will be provided:

- after each milestone
- after the group presentation (no grade)
- after the individual oral exam (including a weighted grade for the entire course)

### Tentative Literature (on Project Sales)

- 1) P.Kotler, M Dingenen & W.Pfoertsch, Transformational Sales
- 2) Articles TBD

### Tentative Literature (on Project Management)

- 1) Alam and Gühl, 2016, Project management in practice, Springer Verlag
- 2) Andersen, E.S., 2016, Do project managers have different perspectives on project management, International Journal of Project Management
- 3) Cicmil et al, 2017, Responsible forms of project management education: Theoretical plurality and reflective pedagogies, International Journal of Project Management
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## EU LAW with a practical approach

### 1. Purpose of the course and learning objectives

#### **Purpose.**

The students will get knowledge, skills and competences about the European Union and the EU law that influences us all every day.

To be serious and professional in business life today, the students must understand the fact that EU law and judgments from the EU-Court have a significant influence on EU citizens and companies .

#### **Learning objectives**

##### **Knowledge:**

The student will get general knowledge about EU and the Treaty of Lisbon. The student will get knowledge about the EU sources of law

The student will get knowledge of the EU institutions and the democratic systems.

The student will get knowledge of the legal principles in EU law and the relationship to national courts.

##### **Skills:**

The student will get skills to understand the important rights for free movement of goods, persons, services and the right to establish a business inside the Internal Market based on the Treaty of Lisbon.

##### **Competences:**

The students will learn how to seek relevant EU legislation and information and how to read, discuss and understand EU Court judgments.

The students should be able to solve concrete legal EU cases

The students should be able to take part in discussions in class about what is happening right now inside the EU e.g. Brexit.

### 2. Content and milestones

#### **Content:**

- EU law including the Treaty of Lisbon
- The rules about the free movement and the prohibition against discriminations and restrictions.
- Search of legal information in the EU
- Case stories e.g. Brexit, Europol or Frontex.

#### **Milestones**

1. individual written assignment about EU in general
2. problem formulation for the group work
3. status updates with tutor

### 3. Teaching form

- Teaching in class
- Written individual assignments to practice
- Groupwork

### 4. Evaluation criteria

#### **A. Written assignment, individual (25%)**

Evaluation criteria are as follows:

- the theoretical knowledge
- relevance of data
- written presentation

#### **B. Written element. Group report about a problem - chosen by the group -inside the EU (25%)**

Evaluation criteria are as follows:

- written presentation
- theoretical knowledge
- relevance of data
- structure

C. Oral element. Group presentation to an audience of a creative product explaining the highlights of the group report. (10%)

Evaluation criteria are as follows:

- structure and content of the presentation
- presentation skills

D. Oral element: Individual oral exam (40 %) Evaluation criteria are as follows:

- ability to demonstrate a good knowledge of EU law and the content of the group report.
- presentation skills

## 5. Feedback

Verbal feedback will be provided

- after milestones
- after the group presentation to an audience ( no grade)
- after the individual exam including a weighted grade for the entire course

Trine Schaldemose 2017

## **PURCHASING, NEGOTIATION AND BIG DATA**

### **Purchasing**

Knowledge:

The student will have achieved knowledge about the following:

- The different steps in the purchasing process
- Developing purchasing strategies per product or product area
- Writing/building requirement specifications
- Competition theory and market forms
- Supplier search and supplier selection
- EU procurement rules
- Relations between buyer and supplier
- Power distance
- Calculation of net purchase price and long term costs (TCA and TCO)
- Contract management
- Use of IT in the purchasing process, including knowledge about specific tools

Skills:

The student will be able to:

- Collect and evaluate requirements in a given purchasing situation
- Execute a requirements specification which can form the basis for obtaining offers
- Compare and evaluate offers
- Develop processes for the daily trade
- Follow-up on deliveries

Perform ongoing evaluation of the selected suppliers' performance

- Initialize renegotiation of existing contracts

Competencies:

The student will obtain the following competencies:

- Plan implementation of purchasing by using relevant tools, theories and methods
- Evaluate suppliers and their performance with the purpose of optimizing the purchase and the purchasing process

### **Negotiation**

Knowledge:

The student will have achieved knowledge about the following:

- Phases and steps in the negotiation process
- Own negotiation profile
- Negotiation strategy and tactics
- Planning and preparing
- Questioning techniques

Skills:

The student will be able to:

Set goals for the negotiation results

- Choose a strategy by choosing relevant models and theories, for example the Kraljic model
- Analyze the supplier's negotiation profile
- Analyze the supplier's negotiation strength
- Controlling the negotiation process
- Complete the negotiation process

**Competencies:**

The student will obtain the following competencies:

- Ability to plan and execute a negotiation process by applying relevant tools, theories and models
- Ability to communicate efficiently during the negotiation process
- Ability to reflect upon the progress of the negotiation process

## Big Data

Knowledge:

The student will have achieved knowledge about the following:

- Theories and models and basic ideas of big data the business value approach
- The role of big data in BtB buyer and supplier relations ships
- Providing data for monitoring the purchasing
- Providing data monitoring quality and performance
- Providing data to be used as input for the negotiation process

Skills:

The student will be able to:

- Analyse data to provide business information
- Analyse big data to draw key patterns
- Evaluate big data to provide input to purchasing negotiation
- Analyse big data with IBM Watson Analytical tools
- Build presentations based on data

Competencies:

The student will obtain the following competencies:

- Plan and evaluate the role of big data in BtB buyer and supplier relations ships
- Evaluate data for monitoring the purchasing
- Evaluate data monitoring quality and performance
- Evaluate data to be used as input for the negotiation process

**Objectives and contents:**

General understanding for the role in a company as well as for the practical implementation, including negotiation at all levels:

- In-depth understanding of the purchasing process
- Ability to apply common theories within the subject area in order to solve practical issues inspired by real life
- Understanding for the specific issues related to purchasing in the public sector
- Understanding project management in B2C, B2B and B2G
- Ability to build information based on data and provide input for the negotiation process and the SLA this is based upon.

Learning outcome:

The topic has three equal foundations: purchasing, negotiation and big data. In the following, all three are explicit handled.

**Literature:** Articles and books. Content:

**Lectures**

- Guest lecturers
- Group work with data Group work based on Cases Negotiation simulations

**Milestones:**

1. Preparing and Participating in a negotiation case
2. Group exam
3. Preliminary problem statement for the individual assignment
4. Status update (individual work) to be discussed with tutor

**Evaluation Criteria:**

The evaluation criteria of graded mandatory elements are as follows:

#### **A: Participating in a negotiation case**

All participating students will take part in a role play in regards to a negotiation case (Mandatory). Students who fail to participate will not be admitted to the exam unless they submit a written report of 9.600 characters including spaces on a topic within negotiation.

#### **B: Written project as group assignment - 25%**

Students will prepare a report that will provide a solid input to the renewal of the next purchasing agreement.

#### **C: Oral Group defence - 10%**

Students will present how they have analyzed and prepared for the next round of contract negotiation.

#### **D: Written individual assignment - 40%**

Written report of max. 20.000 characters including spaces on a relevant topic of students' own choosing covering all 3 topics, and especially how they supplement each other.

#### **E: Individual oral defense - 25%**

Oral defense of 30 minutes including voting.

A total grade weighted as above will be given to the student, in connection to the oral defense

#### **Feedback**

Verbal feedback will be provided:

- After each milestone
- After the individual oral exam



# Courses in Sport Management

## \*L-SPM-2-F-18 (Sport Management 2 Lyngby)

Sport Management level 1 – Cphbusiness Lyngby.

The courses of this semester package take place at Cphbusiness Lyngby (Noergaardsvej 30, 2800 Kgs. Lyngby) during the spring semester 2018.

### 1. An illustration of the level of the semester package

The second semester of the Top-Up Bachelor in Sport Management is equivalent to the sixth semester of a classic Bachelor programme.

CLASSIC BACHELOR PROGRAMMES		CPHBUSINESS DEGREE PROGRAMMES		
Extra semester/s	Extra year/s	Third level semester package (30 ECTS)	Second year	Top-Up Bachelor (90 ECTS)
Sixth semester	Third year	Second level semester package (30 ECTS)	First year	
Fifth semester		First level semester package (30 ECTS)		
Fourth semester	Second year	Fourth level semester package (30 ECTS)	Second year	AP Degree (120 ECTS)
Third semester		Third level semester package (30 ECTS)		
Second semester	First year	Second level semester package (30 ECTS)	First year	
First semester		First level semester package (30 ECTS)		

### 2. Admission requirements

#### Academic requirements

#### BEFORE YOU APPLY FOR THIS SEMESTER PACKAGE

##### MAKE SURE YOU HAVE THE FOLLOWING:

At least 2 – 3 years (equivalent to an AP Degree - 120 ECTS) of undergraduate studies within the field of Business including:

- Marketing/Strategy - 15 ECTS
- Service Management/Organisation etc. - 20 ECTS
- Business Economics/Financial Management - 15 ECTS
- Event Management/Experience Economy or equivalent - 5 ECTS
- Methodology/Research Methods - 5 ECTS

#### Language requirements

Students MUST have English qualifications corresponding to TOEFL 550 or IELTS 6.0. - [level B2 on CEFR](#) (Common European Framework for Languages) in order to be able to participate in class. Official language tests are not required, but we recommend our partner institutions ensure that nominated students' level of English meets the above-mentioned criteria.

Please note a student's ability to read, write, speak and understand English will highly influence the quality of the study abroad period and the student's ability to pass exams.

As an extra service to our international exchange students and partners, and to ensure a satisfactory academic outcome of the students' stay here, we may use Skype conversations with nominees before accepting them for a study programme.

### 3. Practical information

Places on our top-up programmes are limited. Students who apply for a semester on a top-up programme will be required to send extra documentation to prove they fulfil the above-mentioned criteria. Only students with the relevant background and highest grades will be admitted.

**Make sure your second option is a semester package at AP Degree level and that both your options are approved by your home institution before applying.**

### 4. Information about exams

An interdisciplinary exam covering the compulsory elements described in the table below (25 ECTS in all) will be organized at the end of the semester. Students must pass in order to receive the 25 ECTS.

The elective subject will have a separate exam. The form of the exam depends on the elective chosen. One grade on the 7-point grading scale will be awarded.

For [general information about exams and grading scale, please check the relevant chapter.](#)

### 5. Description of subjects and teaching

Subject	Contents	ECTS
Sports Law		5
<b>Contents:</b> The purpose of the subject area is to qualify the student to independently and professionally analyse, understand and evaluate the basic juridical system, the related terminology and the legal principles related to the sports, event and leisure sector. (Both in relation to professional and amateur sports) The focus is on the student's ability to analyse, identify, understand and determine legal problem areas and to use this knowledge to prevent and make operational the legal liability for organisations in the sports, event and leisure sector.		
<b>Learning objectives for the key subject area and educational element:</b>		
<i>Knowledge</i> The student will possess knowledge of:		
<ul style="list-style-type: none"><li>the organisation of sport – at the local (municipal), nationally and globally – as seen in legal perspective.</li><li>Danish Sports legal framework</li><li>dispute processing of sport (the "judicial system" of the sport) – for example, suspensions, fines, exclusion, DIF's Appeal Committee, Anti-Doping Committee etc.</li><li>the ordinary courts and their organisation</li><li>specific legislation within sport</li><li>liability of the sport enterprise in connection with damage both inside and outside the contractual relationship</li><li>sports insurance needs. Which assurances are statutory, and which should it have in order to guard itself against financial ruin in the event of a serious accident or major damage?</li><li>the tax laws and regulations which the sports enterprise is subject to. This is to say its own fiscal status/conditions and rules and obligations at disbursement of salaries, fees, remuneration, etc. to employees and others</li><li>the VAT law in relation to sport. The VAT law contains a number of special procedures in relation to sport, isolated events and letting of immovable property (e.g. sports facilities)</li><li>applicable rules and doping regulations. Including Anti-Doping Denmark's business and work to combat doping</li><li>EU competition law and the Danish Competition Act – including the application of the rules in relation to broadcasting agreements</li><li>What the sports enterprise can do to prevent sexual abuse of children and young people (typically members) and of adults (usually employees). Including having knowledge of the legislation in this area and the obligation to obtain children's certificates on instructors and coaches who are dealing with children under 15 years old</li><li>the contractual liability and rules of conclusion of agreements, for example. sponsorship deals, and who shall be liable for the financial transactions which are carried out in daily life in the sports enterprise</li><li>Immaterial rights and sport. The Marketing Practices Consolidation Act, the Consolidation Act on Copyright, the Danish Trademark Act, etc.</li></ul>		
<i>Skills</i> The student shall be able to:		
<ul style="list-style-type: none"><li>plan, prepare and ensure procedures in the organisation so they adhere to the law and other set of rules in relation to both employees, volunteers, public authorities, athletes, organisations etc.</li></ul>		
<i>Competences</i> The student shall be able to:		
<ul style="list-style-type: none"><li>evaluate and customise procedures in the organisation so that they at all times comply with the applicable legislation and set of rules that are relevant for the company within the field of sports, event and leisure sector</li></ul>		
Sports Marketing 2		5
<b>Contents:</b>		

The student must be able to assess the applicability of the various components of the marketing mix appropriate for sports marketing in order to be able to integrate this knowledge in connection with the solution of practical problems. In addition, the student must be able to communicate the solution of these issues to relevant stakeholders.

#### *Knowledge*

The student will possess knowledge of:

- how sports marketing can be part of an event-oriented context
- the interaction between sport, communications, PR and media.
- new business methods and business development within the field of sports marketing
- sales planning and management within sport

#### *Skills*

The student will be able to:

- apply CSR theories and knowledge to take advantage of the commercial aspect of CSR within sports marketing
- apply theory and knowledge in relation to hybrid sports branding in order to create added value in brand development and brand management within sports marketing
- apply knowledge of sales planning and management within sports and event marketing
- apply knowledge about sports, communication, media and PR as image- generating activities

#### *Competences*

The student will be able to:

- independently integrate hybrid branding processes in order to strengthen the strategic sports marketing work.
- independently capitalise on the use of new business practices and business development within the field of sports marketing.
- independently make use of strategic communication and media platforms as well as planning of communication initiatives
- independently assess how events can be integrated as an active part of the sports marketing process

<b>Sports and Event Management 2</b>	<b>10</b>
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#### **Contents:**

The aim is to qualify the student to be able to analyse, understand and convey the strategic, organisational and management-related issues of a sports enterprise. Understanding must go beyond a traditional functional and operational analytical approach and involve relevant development trends and aspects seen in a strategic context.

#### **Learning Objectives**

#### *Knowledge*

The student will possess knowledge of:

- management concepts and tools related to the sports, events and leisure sector
- event management
- human resource management within sport. Including the challenges in connection with the use of volunteers
- employment and labour laws. The Consolidation Act on the Employer's Obligation to Inform Employees of the Conditions Applicable to the Employment Relationship, The Consolidation Act on the Employers and Salaried Employees (Legal Relationship), The Holiday Act and The Consolidation Act on the Working Environment

#### *Skills*

The student shall be able to:

- use an interdisciplinary and holistic strategic, organisational and management-related approach, and translate this into a development programme and specific development initiatives in a context relating to a specific sports enterprise E.g. in connection with planning, management and evaluation of events.
- communicate and substantiate new development initiatives to the various stakeholders in the field of sports, event and leisure sector
- use dialogue and cooperation-oriented management principles in the field of sports, event and leisure sector
- have an understanding of more complex system theories and other perspectives to understand the function terms, operation and development opportunities of a sports enterprise

#### *Competences:*

The student shall be able to:

- independently identify strategic and organisational challenges and development initiatives within the sports, event and leisure sector

<b>Sports Economics 2</b>	<b>5</b>
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#### **Contents:**

The aim is that the student can analyse, understand and assess the applicability of business economic methods, theories and techniques in relation to sports management and the sports, event and leisure sector. Furthermore the student must be able to analyse and apply sports economic issues in contexts relating to the sports, event and leisure sector.



## Learning Objectives

### *Knowledge*

The student will have:

- knowledge of competition and competitive balance in accordance with a sports economic context.
- basic knowledge of geographically-based sports economic issues, for example league design and competitively in sports economic context in Europe vs. United States
- knowledge of competition policy, privatisation and regulation
- knowledge of market structures and the impact of competition

### *Skills*

The student will be able to:

- analyse, understand, apply and communicate sports economic aspects of competitive conditions and the competitive balance in relation to the sports, event and leisure sector
- understand and analyse the price formation, including price formation in various market forms, the importance of different sizes of elasticities on the price- setting behaviour, as well as the effect of the introduction of various types of taxes on price formation
- analyse, understand and communicate the impact of competition policy, privatisation and adjustments

### *Competences*

The student will be able to:

- independently collect and process relevant macro-economic information and communicate these to relevant stakeholders
- independently use macro-economic knowledge for the development of industry-specific sports economic analyses

Electives	to be announced	5
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# cphbusiness

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Please note that semester packages described in this course catalogue are subject to change.  
We will do our best to notify students in good time, should changes occur.