



Georgian National University SEU

# MASTER OF BUSINESS ADMINISTRATION

*2022*

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## GENERAL INFORMATION

**Study Cycle:** Master/II

**Direction:** Business Administration

**Qualification:** Master of Business Administration

**Study Language:** English

**Duration of study:** 2 years/ 4 academic semesters

**Program Volume:** 120 ECTS/ 3000 astronomical hours

**Head of Program:** Alfredo Moscardini  
Prof. Teona Maisuradze

## The Mission of Georgian National University SEU is to:

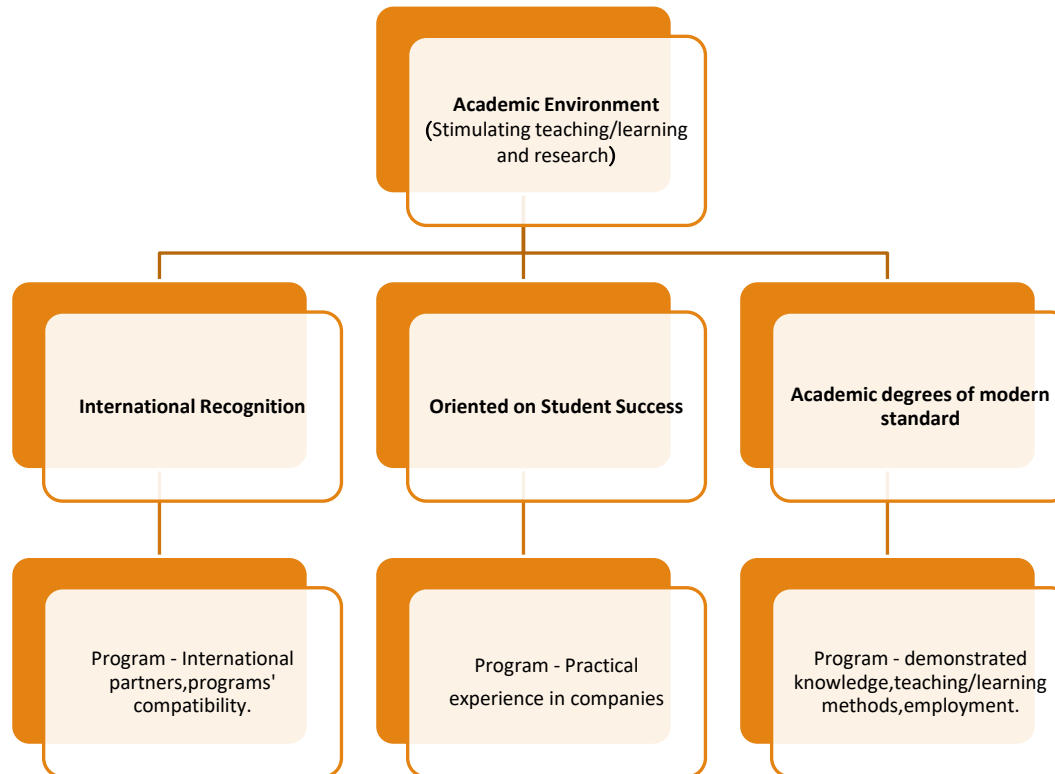
Create an internationally recognized academic environment that is centred on students and their success in a high-quality modern setting that stimulates learning, teaching and research and thereby provides the opportunity for everyone to achieve their full potential and prepares competitive and highly qualified specialists for the labour market.

Providing education based on the principles and values of the European Higher Education Area and using innovative and flexible approaches to respond to the different needs and demands of all students and society, anticipating trends and focusing on quality improvement is the constant goal of SEU.

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## THE VISION OF GEORGIAN NATIONAL UNIVERSITY SEU IS TO:

Be a prestigious and value-based university serving society through high-quality education and research, putting personal development at the core



## RATIONALE FOR THE PROGRAM

Our programme's **vision** is to create an inclusive society that is at ease with itself and respects the interests of all citizens;

Our programme's **mission** is to provide the opportunity for active learning and uses the experiences of new trends and best practices. It requires no prerequisite of being a graduate of business or economics field to study and promotes the idea of lifelong learning. The novelty of this MBA program is in its vision, its values, its design and its teaching methodology.

Our programme's **values** are operational excellence and continuous self-improvement which are built on respect and equality

Our programme's **design** is a menu of core and elective courses plus a major project of master thesis. The core courses are centred around two pillars of learning - Organisational Development and Operational Excellence but all courses are grounded in Systems Thinking. The electives and master thesis may be studied at one of the international partner institutions. The thesis will tackle a real problem and will normally be based in a company.

Our programme's **teaching methodology** concentrates on critical thinking and independent study placing the responsibility on the student to learn rather than on the staff to teach. Students are encouraged to work together and there will be some assessments that are jointly assessed. All lectures will be backed by articles and videos from experts in the field.

The world is faced with an unpredictable and chaotic environment. It is faced with open-ended problems which need new ways of thinking and have no unique solutions. There are concerns about the depletion of natural resources, abounding political tensions, a widening gap between the wealthiest and the poorest and an increasing dissatisfaction in the workforce. These are substantial problems that require changes in practice which will not happen overnight, but, we believe, can be solved by cooperative actions and changes in values. There is a need to "shape the agenda" and create a new generation of managers who will inspire and lift others.

Although the last fifty years have seen exponential advances in technology, management practices have not changed at the same pace. There are problems with globalisation, inefficient management techniques, outdated organizational structures, data management and ignoring the future generation's (Gen Z) needs and expectations especially with regard to depleting energy resources and climate change.

Faced with these challenges, the **SEU MBA** offers a program will address these problems by producing a new type of manager who will have academic integrity, an ability for independent thinking and a desire to continuously improve his/her performance in the pursuit of excellence.

## PROGRAMME AIM AND OBJECTIVES

The aim of the SEU MBA is to provide a new type of manager.

Achieving the following objectives will produce:

1. A new type of manager who is not necessarily an expert in narrow specialty but is aware of the interconnected nature of all problems. Who, in a systemic way, can identify problems, interpret and assess the quality of data, critically reflect on situations, develop and implement plans and, using the knowledge of best current practices, resolve problems.
2. A new type of manager who is aware of differences of the 21<sup>st</sup> century for the need of operating and communicating in a global environment and dealing with the challenges of existing ecosystems, environments and social dimensions that every organization must address.
3. A new type of manager who understands that the aspirations and practices of the workforce have changed creating a more value-based working environment in constant communication with others. This requires new type of leadership which is more people centric.
4. A new type of manager who believes that learning is a lifelong endeavour and is constantly improving and aspiring towards excellence.

## LEARNING OUTCOMES

### **Learning Outcomes of the Program**

A graduate from this MBA will have gained the following skills and abilities:

1. Thinks systemically i.e., understands that all problems are related and cannot be isolated and solved independently;
2. Is well aware of different problem-solving techniques and selects the appropriate technique for a specific problem;
3. Analyzes global and market trends to discover, research and explore new business opportunities considering global ecosystem, development trends in production, supply and trade;
4. Tackles day-to-day operation problems, facilitate operational excellence, uses a variety of performance indicators and implements operational change;
5. Develops and implements business growth strategies to achieve operational excellence, enhanced communication, engagement of human personnel and improved market position;
6. Forms and develops strategic procedures and policies, tracks legislation changes, interprets external reports and seeks ways of improvement of the operations, communication and partnerships;
7. Uses and interprets different performance indicators, estimates the employee morale and prepares the teams for planned and continual changes, ensures their engagement in the operations and provides professional development opportunities;
8. Employees new leadership management style that is an essential element of the corporate culture;
9. Knows that learning is a never-ending process of life-long learning;
10. Engages in continual self-improvement;



## MAP OF COMPETENCES

### MATCHING PROGRAM OBJECTIVES WITH LEARNING OUTCOMES

Learning Outcomes Program Objectives		Learning Objectives Enumerated									
		LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8	LO9	L10
I	Objective One: Problem-Solving	√	√	√	√	√	√	√	√		√
II	Objective Two: Environment	√	√	√	√	√			√		
III	Objective Three: People	√			√	√	√	√	√	√	√
IV	Objective Four: Lifelong Learning	√	√	√		√	√	√	√	√	√

LO1 – Systemic thinking

LO2 – Problem-solving techniques

LO3 – Global and Market Trends

LO4 – Day-to-day Operations

LO5 – Growth strategy

LO6 – Procedures and policies

LO7 – Performance indicators

LO8 – Leadership style

LO9 – Life-long Learning

L10 – Self Improvement



## PROGRAM STRUCTURE

### DISTRIBUTION OF PROGRAM COMPONENTS

#### Study Component **Obligatory Courses**

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- Core Courses - 60 ECTS
- Courses that form Masters' key competences

#### Study Components **Elective Courses**

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- Electives - 20 ECTS
- Aims to offer subject specified and/or interdisciplinary courses to individualize students' academic profile

#### Study Components **Free Component**

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- Free credits - 10 ECTS
- From any other program



**Research Component** **Master Thesis - 30 ECTS** Written Thesis summarizing graduate's independent research

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## STUDY PLAN

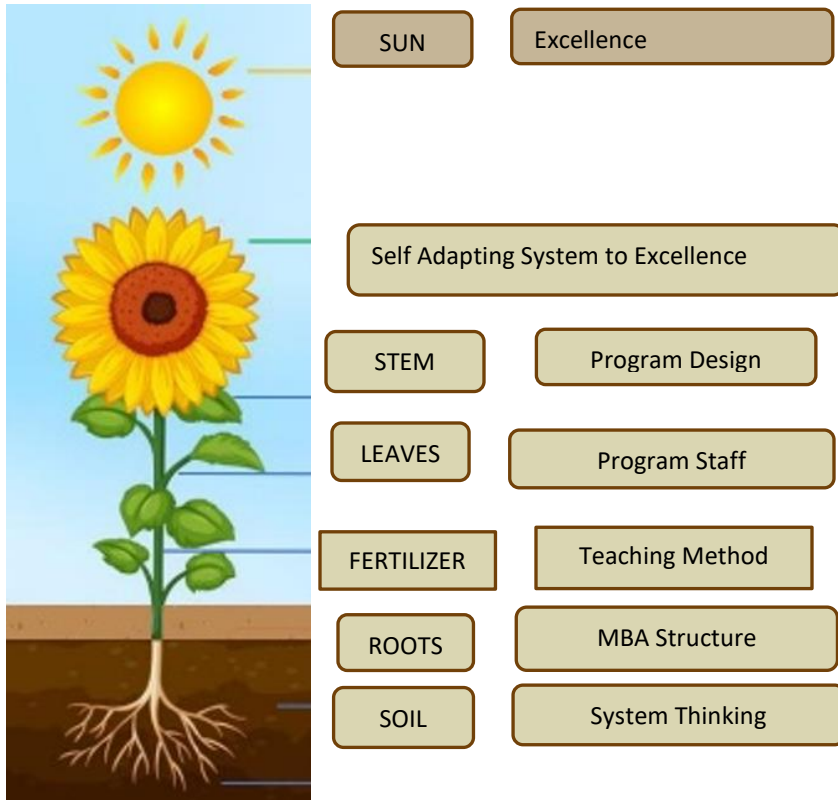
	Name of the Course	ECTS	Total Hours	Prerequisites	Student Load						Credit Distribution for Semesters			
					Lecture	Seminar	Mid-term Exam	Final Exam	Contact Hours	Individual Work	I	II	III	IV
<b>Main Field Obligatory Courses</b>														
N	Obligatory Courses	60	Credits and Hour Distribution								I	II	III	IV
											28	32	30	30
1.	Systems Thinking	6	150	None	13	26	2	3	44	106	6			
2.	Organizational Development	6	150	None	14	26	2	3	45	105	6			
3.	Knowledge Management	4	100	None	13	22	2	3	40	60	4			
4.	Making Decisions	4	100	None	13	25	2	3	43	57	4			
5.	Managerial Economics	4	100	None	13	26	2	3	44	56	4			
6.	Research Methodology	4	100	None	13	24	3	3	43	57	4			

7.	Operational Excellence	6	150	Organizational Development	14	29	2	3	48	102		6			
8.	Green Agenda	4	100	None	13	19	2	3	37	63		4			
9.	Leadership and Strategy	6	150	None	13	25	2	3	43	107		6			
10.	Consulting and Delivering Projects	8	200	Research Methodology	26	26	2	3	57	143		8			
11.	Investment Process Analysis	4	100	None	10	26	2	3	41	69		4			
12.	Sales and Marketing Management	4	100	None	13	20	2	3	38	62		4			
	<b>Elective Courses</b>	<b>20</b>	<b>Credits and Hour Distribution</b>									<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>
														<b>20</b>	
<b>Electives in Management Direction:</b>															
13.	Corporate Social Responsibility Strategy for Business	4	100	None	26	14	2	3	45	105			4		
14.	Public Relations Management	4	100	None	13	14	2	3	32	68			4		
15.	Managing Brand	4	100	None	13	14	2	3	32	68			4		
16.	Innovations and New Product Management	6	150	None	10	36	2	3	51	99			6		
<b>Electives in Administration Direction:</b>															
17.	Resource Planning ERP Systems	4	100	None	13	13	2	3	31	69			4		

18.	Event Management	4	100	None	13	14	2	3	32	68			4	
19.	Six Sigma Green Belt	4	100	None	14	21	2	3	40	60			4	
<b>Electives in Human Resources Management Direction:</b>														
20.	Personnel Selection Process	6	150	None	14	24	2	3	43	107			6	
21.	Transformational Coaching	6	150	None	14	12	2	3	31	119			6	
22.	Performance Appraisal and Control	6	150	None	14	12	2	3	31	119			6	
<b>Electives in Law Direction:</b>														
23.	Corporate Governance	5	125	None	13	12	2	3	30	95			5	
24.	Business Disputes and Legal Practice	5	125	None	13	12	2	3	30	95			5	
25.	International Trade Law	5	125	None	14	25	2	3	44	81			5	
26.	Europeanization of Energy Law and Climate Change	5	125	None	13	12	2	3	30	95			5	
<b>Electives in Finance Direction:</b>														
27.	International Finance	6	150	None	13	26	2	3	44	106			6	
28.	Insurance System and Regulations	6	150	None	13	26	2	3	44	106			6	
29.	Principles of International Taxation	6	150	None	13	26	3	3	45	105			6	

30.	Blockchain Technology in a Modern Enterprise	4	100	None	12	14	2	3	31	69			4		
<b>Electives of practical workshops coordinated by Entrepreneurial Center:</b>															
31.	Customer Service Workshop	2	50	None	5	10		3	18	32			2		
32.	Career Management Workshop	2	50	None	5	14		2	21	29			2		
33.	Digital Marketing Workshop	2	50	None	10	10		2	22	28			2		
34.	Time Management Workshop	2	50	None	5	8		2	15	35			2		
	<b>Master Thesis</b>	<b>30</b>	<b>Credits and Hour Distribution</b>									<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>
														30	
35.	Master Thesis	30	750	All Obligatory Courses										30	
	<b>Free Component</b>	<b>10</b>	<b>Credits and Hour Distribution</b>									<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>
	Any Course from other programs or partner institutions	10	250										10		
	<b>Total</b>	<b>120</b>									<b>28</b>	<b>32</b>	<b>30</b>	<b>30</b>	

## STUDY DESIGN



The SEU MBA is an organic entity, which grows and learns. As such, we have adopted a sunflower as our logo. Although this may seem at first a strange choice, there are many similarities.

- The **head** of a sunflower always turns towards the sun and our sun is “Excellence”. Thus, we wish our MBA always to turn towards the latest ideas and methods of achieving excellence.
- A healthy sunflower needs good fertile soil, deep roots and a strong stem with leaves. Our “**soil**” is System Thinking, which provides the opportunity for creative methods of solving current global problems.
- The **roots** represent the structure of the MBA, which designed around modern organisational techniques such as the Toyota Way and Lean methodology.
- The **leaves** of a sunflower capture the rays of the sun and through photosynthesis provide the energy for growth. For the MBA this is our staff who through their enthusiasm and shared values will generate a culture of continuous learning.
- The **stem** is the channel whereby nutrients are transported throughout the Sunflower. Our stem is our unique design where all members work as a team and contribute to a common purpose.
- Sometimes a **fertilizer** (or rain) is needed, and this is provided by the teaching methods.

All in all, we feel we have planted a seed that will flourish and help to provide Georgia with the managers it needs for the 21<sup>st</sup> century



## GENERAL DESCRIPTION

The innovation about the program design is that a **Learning Organisation** which includes policy makers, top management, academic staff, students, and businessmen has been created. A learning organisation concentrates on developing a shared vision between all its members – in our case, this is the pursuit of excellence. It encourages the sharing of mental models whilst developing the individual skills of the members. It also actively promotes team learning. A repository of knowledge will be created where existing knowledge is stored for access by all staff. New knowledge and practices will also be sought out and incorporated into this repository. Thus, the SEU MBA will have its own knowledge management system where all knowledge and innovation is transferred into the program structure. If team members change or leave, the knowledge remains, and the MBA culture pervades. In this way, the program keeps its identity and can “grow”. In this sense, it can be called organic. It is the fact that the SEU MBA has been designed as such a learning organisation that gives the SEU MBA its distinctive, unique identity.

A feature of the learning organisation will be an annual bootcamp of two days, which will take place before the start of the academic year. Attendance will be compulsory for all academics teaching on the course. The bootcamp will consolidate the vision of the SEU MBA and how they are all part of a unique team. Staff will share their courses; discover where and how they complement each other and introduce new ideas. They will also discuss feedback from students and any problems with teaching or assessing. Sharing of best practice will be mandatory. Each bootcamp will have a theme connected to the MBA and wherever possible experts will be invited to disseminate latest practices. These bootcamps will guarantee sustainability, freshness and flexibility to the program.

**Our program structure and design** fits the working practices of the modern world and is open to traditional as well as lifelong learning students. The structure of the program consists of core components, elective courses and a research project in the form of master thesis.

System Thinking is regarded as the fifth discipline in the learning organisation as it underpins the other four disciplines of shared vision, personal mastery, mental models and team building. It stresses relationships and encourages new ideas. The whole (the MBA) is

greater than the sum of its parts. (courses, staff) All academic staff have attended a short course in Systems thinking, each course is explored to find instances of such thinking. Staff has debated how to encourage students to use system thinking in the assignments. As the program starts functioning, feedback form students will also be scrupulously examined, and any mistakes will be acknowledged and remedied

- **Systems thinking and making decisions**

The modern corporate world is global, interconnected and complex. To deal with the problems that arise, a new way of thinking is needed away from the deterministic, logical, analytic approach used (successfully) by science. The central core course is **Systems Thinking**, which encourages thinking about the wider issues of any problem and incorporates the ideas of feedback and continuous change. The course explores different ways of thinking and examines in detail “System Thinking” as an answer to the problems of today. Three major System tools (Soft Systems methodology, System Dynamics and Viable Systems) are introduced. The course of **Making Decisions** complements the course of systems thinking helping students understand and overcome psychological as well as cultural obstacles in making decisions. It explores the biases and noise and shows the ways of how to overcome them. These two courses prepare a student’s mind set for right thinking and good decision-making.

- **Organizational Development and Knowledge Management**

Advances in technology and operational practice are making great demands on a company’s ability to survive. The message of the course of **Organizational Development** is that the culture of a company is heavily dependent on the way it is structured i.e. organisational design is a major contribution to its operational efficiency. Treating a company as an interconnected system is promoted as a useful way of managing organization based on this new approach. The collection, storage and interpretation of knowledge is crucial to the operational excellence of a company or corporation. There is therefore a need for a course on **Knowledge Management** which explores these issues. There is currently a move to embed the knowledge into the institution itself - called the learning organisation. This safeguards the company against the power of individual workers who could control key areas of knowledge and also promotes a culture

where the institution promotes and provides the opportunities for teamwork as well as encouraging personal mastery. It also aims at common mental models and a shared company vision.

- **Managerial Economics and Research Methodology**

We understand that our students might not have a background in business or economics based on their bachelor, so the course of Managerial Economics is a specially designed course that provides students with the appropriate economical necessary to complete the MBA. This course provides analytic tools that are needed to analyze the data. The course also includes applied economic theory and practice for managers and aspects of international trade and its regulations. The course integrates with the course on Research methodology. This course covers two directions, academic research (which prepares students for writing their master thesis) and applied research which enables students to investigate problems to be solved in the context of a company.

- **Organizational Development and Operational Excellence**

The program uses latest technologies in process of teaching but it is not enough. Businesses are still run by humans, not robots and thus a new way of thinking is needed which can see the big picture, is creative and flexible and involves feedback and growth. Core courses in the first year of the study include **Organizational Development** and **Operational Excellence**, which cover the latest business practices from all over the world. Our program regards change as inevitable, it does not try to eliminate but it looks at ways of dealing with it, so all core courses cover the aspects of managing and implementing change. While organizational development analyses the structure that drives the behaviour, the operational excellence proposes well-established directions towards excellence that have been proven successful with leading companies. The course sets performance measures and indicators so that the transformation towards change is well understood and measured and done while engaging the people in the given organization, as the change starts from the change of a mindset.

- **Knowledge Management, Leadership and Strategy and Green Agenda**

Courses of **Knowledge Management** and **Leadership and Strategy** enable students to grasp the framework of organizational memory and establishing learning organizations and incorporating the principles into business strategy supported by the necessary degree and involvement of leadership. **Green Agenda** is a significant part of the core courses that teaches students how to assess the company footprint and adjusting operations to grasp frontiers and alternatives of investing in green economy.

- **Research Methodology and Consulting and Delivering Projects – Master Thesis**

As the course of **Research Methodology** teaches students how to conduct both academic as well as applied research for existing company problem, the course on **Consulting and Delivering Projects** is a uniquely structured course that allows students to learn from practice by being a part of an actual business project. This course is a continuation of the research methodology course which connects students to real business projects and provides necessary mentorship as they play assigned roles in the projects. Content, teaching methodology and assessment is co-coordinated by research specialist responsible for the quality of the applied research delivered and a specialist of project management responsible of students' behaviour during planning and implementing the projects assigned. This creates a solid experience for the final stage of the MBA, a business-related research project, a **Master Thesis**, which is a significant part of the curriculum. This component explores the process and steps of planning and conducting research and uses modern software for analysis of the findings. An ideal thesis is one that is agreed between the student, the university and a business. We believe that the course of Consulting and Delivering Projects is an excellent preparation for high quality Master Thesis that can be applied to real business problem. The students will work independently under a supervision of an academic mentor and a consultant from the business to deliver the analysis, solution and recommendation to the problem posed.

## **Elective Courses**

The MBA program offers a range of **elective courses** that provide a wider knowledge of current issues and problems, as well as concrete skillset to support their wider knowledge and skills. The program coordinates with existing master programs in the university and offers electives from Finance, Human Resources and Law. Other electives are created in Management and Administration to cover relevant local as well as global issues connected to the green agenda climate change, global resource depletion, new product development.

Towards the end of the second semester, there will be a student week, where SEU program academic staff will present the electives that are on offer in Semester three. Students will be able to question staff and then make a decision relevant to their personal needs. The International Office of SEU will circulate details of international universities (who are partners of SEU) which will include courses that could be accepted on the SEU MBA. The International Office will also handle all bureaucratic procedures to enable SEU students to attend the International University of their choice.

## **Compliance with Six Sigma Certification**

Six Sigma is a process that helps the company optimize its process by achieving efficiency. Companies all over the world have adopted Six Sigma process to increase their profits and reduce the defects. The certificates for Six Sigma are provided by different institutions like American Society for Quality, International Six Sigma Institute, Lean Six Sigma Institute and others, as well as Universities around the world. The assessment for the certificate can be taken with associated institutions. Online formats are also available.

Certification helps validate the professional's skill of identifying risks, defects and errors in a business process and removing them. The Six Sigma certificate has following levels: White belt, yellow belt, green belt, black belt and master black belt.

The **White Belt** covers the basic principles of six sigma, supporting change in an organization and its management. At this level, the professional demonstrates skills of engaging in local teams of problem-solving that assist projects. In our program, these skills are obtained during the course of Organizational Development.

The **Yellow Belt** is the level which teaches specifics of Six Sigma, how and where it is applied.. The professional can support project teams in decision-making process. In our program these skills are obtained through the course of Operational Excellence.

The **Green Belt** involves advanced analysis that enables professionals to solve problems that are linked to quality. Green belt holders lead the projects in organizations and assist black belt holders. In our program, these skills are obtained through an elective course of Six Sigma Green Belt.

**Black Belts** are change agent experts, providing training as well as leading projects.

The **Master Black Belt** is the highest level of achievement, where the professional is able to shape strategy, develop key metrics, be a consultant and coach candidates for lower belts.

Our program strives for excellence and is an organic developing program. We are therefore planning to expand the choice of electives to offer students the possibility to obtain a black belt.

### **SEU Tech and Entrepreneurial Lab**

A unique elective course of **Innovations and New Product Development** is offered in coordination with Tech and Entrepreneurial Lab, where students are given an opportunity to not only learn about the process of innovation, but also practically go through all the steps of product development, where they have a prototype and a ready pitch for the investors. The assessments of different components of the course are done additionally by practitioners involved in the course.

Among the elective courses program also offers a course of International taxation which uses the companies' real tax cases provided by the **Grant Thornton** team. Consequently, students will have the opportunity to gain as much practical experience as possible. Students will be asked to review the real cases presented by Grant Thornton and present their position on taxation principles based on the theoretical material discussed in the lecture.

Program also offers elective courses as a set of **workshop courses** coordinated by Tech and Entrepreneurial Lab through mentors and industry practitioners aimed to developing specific practical skills of the choice. The academic quality and teaching methodology is provided by the program itself and Tech and Entrepreneurial Lab coordinates the involvement of practitioners in the skills development during the course. The assessments of different components of the course are done additionally by practitioners involved in the course.

The **key asset** of any MBA program is the network opportunities it opens to students. Within Georgia, our MBA aims to attract students with varied interests. The international experience will allow students to build a multicultural environment and networks where people from places that are widely apart can meet and share their ideas, opinions and goals.

## ADMISSION TO PROGRAM

### **Entry Requirements:**

The profile of people working in business and industry is increasingly diverse. Modern recruitment agencies are looking for graduates with an open mind. The requirement of SEU MBA program are fresh minds who can think independently, critically reflect and recognize biases, create solutions to new problems. The Program is thus open to all students with a bachelor degree in any field as core courses that are compulsory develop basic elements of independent thinking, learning and research and enable students to achieve the learning outcomes set by the program. Employees and managers already working in Business, having background in business field are welcome to join the program to accelerate their careers.

A person with a bachelor's degree or an equivalent academic degree is eligible to study for a master's degree program, who will be enrolled in the Unified Master's Examination and the Georgian National University (SEU) as a result of passing a specialty and passing an entrance exam in a foreign language (English)<sup>1</sup>. Proof of competence in foreign language communication is possible with an international certificate of foreign language proficiency at B2 level.

<sup>1</sup>A candidate who presents a certificate of foreign language proficiency at B2 level is exempted from foreign language testing, as well as a candidate who has completed a bachelor's or master's degree in the relevant language.



**Enrolling in master program without passing the general master exams:**

- A) for master's degree candidates who have received a document certifying the academic degree of higher education in a foreign country;
- B) for foreign citizens (except for students participating in a joint higher education program) who are studying / have studied and received credits / qualifications in a master's degree at a higher education institution recognized in a foreign country in accordance with the legislation of that country;
- B1) for Georgian citizens (except for students participating in the joint higher education program and students participating in the exchange education program) who live / have lived, studied / studied and received credits / qualifications recognized abroad in accordance with the legislation of this country for a period determined by the Ministry of Education and Science In a master's degree at an educational institution;
- C) for Master's degree candidates who have been admitted to a higher education institution without the Unified National Examinations;
- D) for foreign citizens who have obtained the right to continue their education in a higher education institution of Georgia before the enactment of the Law of Georgia on Higher Education and have a document certifying higher education recognized by the state in Georgia.
- E) The higher education institution is obliged to conduct an interview to determine the language proficiency of the persons envisaged without the unified master's exams and to provide access to the video recording of the interview for the Ministry.

### **Mobility enrollment**

Admission of students from other higher education institutions / programs to the master's program through mobility is carried out in accordance with the rules established by the order N 10 / N of the Minister of Education and Science of February 4, 2010.

A person whose enrollment in a higher education institution has been carried out in accordance with the rules established by law and is a student of the institution wishing to register for mobility on the electronic portal of the Education Management Information System has the right to mobility.

The right to mobility is also granted to a person whose student status has been suspended at the time of registration on the electronic portal or to a person whose status has been terminated within 12 months of the termination of the status.

Enrollment in the master's educational program or enrollment by transfer from a recognized higher education institution abroad is carried out on the basis of the order of the Minister of Education and Science of Georgia. Based on the decision / consent of the Ministry of Education and Science of Georgia.

## TEACHING METHODS

**Master level academic experience** can be quite intensive compared to an undergraduate degree. The teaching method depends less on the lecturer, and more on the ability of the students to conduct their own learning. This involves critical thinking, reflective thinking and independent learning. Thus, the mechanisms that support the learning process must be carefully designed and followed in every course. They include teaching staff, learning objectives, expected behavior, structured activities, student-led discussions, peer learning and follow-up.

**Teaching staff** in our Program are carefully selected not only for their expertise in their fields but also for their pedagogical skills involving the teaching and presentation skills that can motivate the students. The staff will act as mentors and guides to learning and they, themselves, will be on their own learning pathway. All staff are committed to encouraging the students to develop independent thought. In doing so, mistakes may be made. This is allowed on the understanding that students learn from their mistakes and do not repeat them. The evaluation process is designed to reflect this and consists of three stages: problem identification, problem context and reflection of the solution provided.

**Learning objectives** exist at two levels. There are the learning objectives for the MBA, which define its vision and its mission. It is a clear declared statement about what a successful graduate student will be able to contribute to management. At the lower level, each individual course will be defined by its own set of learning objectives. This enables performance measures to be set and monitoring procedures to be put in place.

**Expectationson the behavior, attitudes and ideas** that are planned to addressed in each teaching components are clearly defined and communicated, so that student can meet the expectations and be able to receive evaluation.

Practical activities like discussions, case study analysis and presentations are **structured activities** in every course, especially the practical activities, in order to ensure the discussion or activities do not lead away from course goals, as there is a limited time for intensive learning. For example, **student- led discussions**, are included in every course rather than simply presenting facts. These will be based on published papers or topics they have researched is. The Lecturer will coordinate, facilitate and comment on their

presentation, as well as consider the self-reflection of the student on the knowledge acquired. This interactive format is very important for developing critical thinking.

**Peer-learning** is encouraged. The interactive seminars build upon skills that each student brings to the seminar. Through these interactions, graduate students become each other's professional colleagues.

**Follow-up** with every activity in the course provides a continuous evaluation, which is an opportunity to develop and grow with the course, not only be evaluated at the end of the semester. Follow-up mechanisms are included in every course as an opportunity to make recommendations and encouragement to improve rather than concentrating on flaws and marking with a grade. An important part of this follow-up mechanism is to encourage the self-reflection of the student, which makes every component a learning opportunity.

The university has introduced an **electronic learning management system** [emis.seu.edu.ge](http://emis.seu.edu.ge), which is designed for weekly assessment of students; To monitor the conduct of the learning process by the lecturer; To ensure the transparency of student assessment; To inform students and lecturers about the progress of the learning process. In addition to the students' weekly assessments, the assessment sheet also reflects the results of the presentations, midterm, final and additional examinations. The electronic learning process management system automatically summarizes the student's current academic achievement scores, admits them to the final and re-examination, and issues a final grade. The assessment sheet reflects all the assessments each student has earned during the semester. Any student can log in to his / her website and view his / her grades with a login and password.

#### **Supporting Academic Integrity:**

SEU Objectives of University's Research Activities involve promoting the development of students' scientific-research skills and coaching a new generation of scientists. University on its part creates favorable environment for master's studies providing them with academic articles' search possibilities and necessary resource provision for the research. According to the University Academic Standards Act, plagiarism is prohibited and it is contrary to the Code of Ethics of the University Society. Academic standards act defines plagiarism and the process of detection of it, as well as provides details on the Faculty Ethics Committee and how it makes decisions.

The act covers the aspects of self-prevention of the plagiarism to help students avoid unintentional plagiarism and explains referencing and citation standards in details. Students are encouraged to maintain academic integrity throughout each course and plagiarism check program Turnitin is provided to check and detect any unintentional plagiarism in different assignments in the course.

### Teaching Method – Active Learning

Studying at master's level involves a greater emphasis on **self-directed study**, individual thinking, conducting more extensive background reading and defending ideas in seminars and discussions. Therefore, independent study is a key element of a master's learning process. Students are expected to take responsibility for their own learning and manage their time effectively to fit this around given timelines. **Independent study** does not necessarily imply solitariness because there are plenty of opportunities to study in groups, many courses actively promote peer mentoring and peer-assisted study schemes and all courses offer consulting hours.

**Value for students** created by active learning is the increased students' retention and comprehension of the course material. Active learning utilizes the students' data and knowledge base. Students have an opportunity to provide personal insights and interpretation, thereby developing their own answers. The process allows students to experiment with ideas, to develop concepts, and to integrate concepts into systems. Furthermore, it positively affects the attitude of students toward self and peers in the learning process. Active learning develops social experiences between students and between teacher and students. It can build community within the classroom.

**Value for lecturers** created by active learning is concentration on the teaching function. It helps select objectives at the correct level of difficulty to meet the students' needs. Lecturers encourage the students to be responsible for their own learning. Active learning brings students into the organization, thinking, and problem-solving process of the discipline. Active learning also gives time to perform the helping functions of coach, listener, and advocate.

Considering that the method of active learning is not widespread in Georgia, the program offers learning **support mechanisms** in the form of personal time with lecturer, providing learning communities, offering collaborative study opportunities and taking advantage of the classroom diversity, as well as the partnership abroad.

The ability and opportunity to reflect on individual activities, the course and the program is an essential part of the MBA experience. Evaluation consists of three stages: problem identification, problem context and reflection of the solution provided. Every task is designed so that students can dig beneath the surface and identify the real problem using systems thinking and

decision-making methods. At stage two, every task allows the students to put a problem into the correct context and choose an appropriate solution process. The most important stage of every activity is the third stage when the students analyze what done and what has been learnt which could include the mistakes made in the process. Here students use self-reflection to evaluate themselves and their individual contribution to the problem solution. In this way, every activity is a learning opportunity.

**Learning Support** is provided through a consulting hour. We promote building a lasting relationship with academic staff during master studies, so each lecturer has appointed consulting hour (online/offline) when a student can approach with any issue related to reading or practical element of the course.

**A Learning community** attached to the program is the SEU Entrepreneurial Center. This provides the opportunity for students to connect to real business projects and provides necessary individual mentorship for developing specific skills as they are assigned to perform different projects. The Center, in the elective course context, connects like-minded students and offers a chance to develop their business ideas, and bring them into life. Additionally, the center organizes workshops that are led by industry practitioners to develop practical skills of the choice.

**Collaborative learning** is encouraged in courses to help the students learn and solve the problems in the company of others, developing skills of listening and consideration of the insights of others, especially the ones with different backgrounds and life experiences they bring to the classroom.

**International experience** within the classroom or opportunity to study abroad is a key feature of the program as it increases networking opportunities. Studying abroad in partner institutions allows students to work in a multicultural environment where people from places that are widely apart can meet and share their ideas, opinions and goals.

The final stage of learning is a **business-related research project**. This is preceded with a core course called Research Methodology that explores the process and steps of planning and conducting research using modern software for analysis of the findings. An ideal project is the one that is agreed between the student, the university and a consultant from the business.

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## TEACHING METHODS OVERVIEW

### **M1: Lecture—Showing/Telling**

Direct instruction is a widely used and effective instructional strategy that is strongly supported by research. In direct instruction, the teacher models an interaction with the subject, demonstrates an approach to an issue, or shows example solutions to problems; provides opportunities for guided practice, often assigning small group work in class with an emphasis on constructive feedback; and assigns independent practice with an emphasis on mastery learning.

### **M2: Worked Examples**

Worked examples are step-by-step demonstrations of how to complete a problem or perform a task. Concepts are first introduced in their simplest form, then the teacher gradually progresses from simple to complex procedures. Worked examples are a way to impart information. Therefore, the process is considered a form of lecturing. Worked examples are most effective when learners are not already familiar with the processes being presented. Students must actually work their way through the examples, rather than skip over them to homework problems, in order to see real benefit.

### **M3: Interactive Lecture**

Many instructors build their lectures around questions that students, individually or in small groups, can answer using colored flashcards or polling technologies like clickers or BYOD apps. The advantage to using polling technologies is their scalability, ease of providing collective feedback on student performance, and integration with the online gradebook for uploading participation or quiz points. Other interactive techniques involve short writing exercises, quick pairings or small group discussions, individual or collaborative problem solving, or drawing for understanding.

### **M4: Flipped Classroom**

In the basic structure of a “flipped classroom,” the students first engage the content online (through readings, video lectures, or podcasts), then come to class for the guided practice. It requires explicit communication of learning objectives, procedures, roles, and assessment criteria.



### **M5: Socratic Questioning**

Socratic questioning involves the teacher's facilitation of critical thinking in students by dint of carefully designed questions. The classic Greek philosopher, Socrates, believed that thoughtful questioning enabled students to examine questions logically. His technique was to profess ignorance of the topic in order to promote student knowledge. R. W. Paul has suggested six categories of Socratic questions: questions for clarification, questions that probe assumptions, questions that probe evidence and reasoning, questions about viewpoints and perspectives, questions that probe implications and consequences, and questions about the question.

### **M6: Brainstorming method**

This method means to promote as much as possible about a particular issue / problem within a specific topic, preferably to radically different, to promote the formation of an opinion, idea and expression. This method helps to develop a creative approach to the problem. This method is effective in the presence of a large group of students and consists of several main stages - creatively define the problem / issue; Mark from the audience for a certain period of time without criticizing the ideas around the issue; Identify the ideas that are most relevant to the issue at hand; Define evaluation criteria to determine the relevance of the idea to the purpose of the research; Evaluate selected ideas according to pre-defined criteria; Identify the highest rated idea as the best way to solve the problem.

### **M7: Discussion-Based Learning**

One of the primary purposes of discussion-based learning is to facilitate students' meaningful transition into the extended conversation that is each academic discipline. Discussions allow students to practice applying their learning and developing their critical-thinking skills in real-time interactions with other viewpoints.

### **M8: Case-Based Learning**

Case-based learning is used widely across many disciplines, and collections of validated cases are available online, often bundled with handouts, readings, assessments, and tips for the teacher. Cases range from scenarios that can be addressed in a single setting, sometimes within minutes, to sequential or iterative cases that require multiple settings and multiple learning activities to arrive at multiple valid outcomes. They can be taught in a one-to-many format using polling technologies or in small teams with group reports. Ideally, all cases should be debriefed in plenary discussion to help students synthesize their learning.

### **M9: Inquiry-Based Learning**

Inquiry-based learning encompasses a range of question-driven approaches that seek to increase students' self-direction in their development of critical-thinking and problem-solving skills. As students gain expertise, the instructor decreases guidance and direction and students take on greater responsibility for operations. Effective teaching in this mode requires accurate assessment of prior knowledge and motivation to determine the scaffolding interventions needed to compensate for the increased cognitive demands on novices. This scaffolding can be provided by the instructor through worked scenarios, process worksheets, opportunities for learner-reflection, and consultations with individuals or small groups. Students are generally allowed to practice and fail with subsequent opportunities to revise and improve performance based on feedback from peers and/or the instructor.

### **M10: Problem-Based Learning**

Often referred to as PBL, this method is similar to the case study method, except the intention is generally to keep the problem, the process, and the outcomes more ambiguous than is comfortable for students. PBL asks students to experience and struggle with radical uncertainty. The role as the teacher is to create an intentionally ill-structured problem and a deadline for a deliverable, assign small groups (with or without defined roles), optionally offer some preparation, and resist giving clear, comfortable assessment guidance.

### **M11: Project-Based Learning**

Project-based learning is similar to problem-based learning, and both can be referred to as PBL, but in project-based learning, the student comes up with the problem or question to research. Often, the project's deliverable is a creative product, which can increase student engagement and long-term learning, but it can also result in the student investing more time and resources into creative production at the expense of the academic content. When assigning projects to groups that include novice students, you should emphasize the need for equitable contributions to the assignment. Assessments should address differences in effort and allow students to contribute to the evaluations of their peers.

**M12: The method of analysis** helps us to break down the study material into one whole. This simplifies the detailed coverage of individual issues within complex problems.

**M13: The method of synthesis** involves grouping individual issues into a single whole. This method helps to develop the ability to see the problem as a whole.

**M14: Project development and presentation** is a combination of learning-cognitive techniques that enable problem solving in the context of the student's independent actions and the necessary presentation of the results obtained. Teaching with this method increases students' motivation and responsibility. Work on the project involves the stages of planning, research, practical activity and presentation of results according to the chosen topic. A project will be considered an implementation if its results are presented in a visible, convincing and concrete way. It can be performed individually, in pairs or in groups; Also, within one or more subjects (integration of subjects). Upon completion, the project will be presented to a wide audience.

**M15: Visiting companies: is a type of laboratory and practical learning** by doing is an essential part of many courses. These sessions aim to give students an insight into a working environment, knowledge of experimental methods and techniques and an understanding of the academic material taught on the course. Students may be asked to work independently, in pairs or as part of a small team and for most courses, where a practical element is incorporated, students will be required to submit a piece of work, which will count towards overall result. Visiting companies can range from one-day visits to companies to longer, more in-depth expeditions, in case of project participation. This allows students to explore specific areas or learn particular techniques.

**M16: E-learning:** Many courses include online components, which can be an assessed part of course evaluation. Students have virtual learning environment, they might study online, use material created by lecturers, download papers and take online tests, or access relevant audio and video material. SEU creates technology-rich learning spaces across campus, including library access to a wide range of digital resources available only at postgraduate study level.

Forms of study:

- Attended when the teaching process takes place within the contact hours of the professor and the students, and the transfer of the teaching material is done through an electronic course.
- Hybrid (attendance/distance), most of the training is done remotely, while a small part is done within contact hours.
- Completely distance learning involves conducting the learning process without the physical presence of the lecturer. The training course is conducted electronically from beginning to end.

**M17: Master Thesis:** Students complete a final component, which is master thesis. Master Thesis - is a research component of the program, which provides independent research around a selected topic, processing of information and data obtained from the research, structuring and submission of an academic paper for public protection.

## EVALUATION SYSTEM

### Assessment System

Student assessment system includes:

**a) Five positive assessments:**

- a.a) (A) excellent – 91 and more grade points;
- a.b) (B) very good - 81-90 grade points;
- a.c) (C) good - 71-80 grade points;
- a.d) (D) satisfactory - 61-70 grade points;
- a.e) (E) enough - 51-60 grade points;

**b) Two types of negative grades are considered:**

- b.a) (FX) not passed - 41-50 grade points. It means that a student needs more individual work to cover material, and is given one more possibility to pass the exam.
- b.b) (F) failed – 40 and less grade points. It means that work done by the student was not enough and the subject should be learnt again.

**In case student gets FX evaluation, he/she can take additional exam in the same semester at least 5 days after declaration the results of the final exam.**

**Grade gained by the student on FX is not added to final grade. Grade gained by the student on FX is the final grade and is added to the program database.**

**Considering the FX grade if the sum of all gained grades by student is 0-50, student automatically is evaluated with F-0.**

**Prerequisite for the allowance of the student on final exam is to pass minimum %of midterm grade.**

**Competency level for final exam is-%.**

**Prerequisite for the grant of credit from 100 to less than 51 points and to overcome the minimum competency level of midterm and final exams.**

### **Minimal Competency for Assessment**

The final exam score, the prerequisite for admission to the final exam and the competency level of the final exam are different in each course and are detailed in the syllabi of the courses.

Prerequisite for admission of a student to the final exam is to pass the competency threshold with midterm evaluation assessments (defined by the lecturer and written in the syllabus of each course.)

The competency threshold for the final exam is defined by the lecturer and is written in the syllabus of each course.

# Course Syllabus Rubric Examples

## **Class Participation**

- Material and reading, Interaction and participation in discussion/learning activity, Professional attitude

## **Presentation**

- Content, Organization, Level of presentation, Audience contact

## **Written Report/Paper**

- Organization and style, Content and knowledge, Format and aesthetics, Spelling and grammar, References

## **M-term and Final Paper**

- Knowledge, Requirement, Format, Spelling and grammar, References

## **Report**

- Research hypothesis, Appropriate statistics, Tables and figures, Written style

## **Homework**

- Evaluation of findings, Recognized sources, Data and theory link, Proper conclusions

## **Essay (content and organization)**

- Comprehension, Analysis, Knowledge, Answer, References

## **Multiplechoice**

- Knowledge, Understanding, Applying

## **Quiz**

## **Case Study**

- Position developed, assumptions and supporting evidence, conclusions

## **Groupproject**

- Reading, Research topic, Format and style, Speaking, Interaction

## **Peer Assessment in Group activity**

- The contribution of each group member anonymously assessed by other group members

## **Peer Assessment in Discussion**

- The contribution of each group member anonymously assessed by other group members

## **Self-reflection on individual contribution**

- Student reflects on knowledge received, skills developed and progress made during the course, as well as identifies areas for development and more opportunities for learning

## **Reflection on the Course**

**In order to ensure the quality of the program, its external and internal evaluation is carried out:**

External evaluation is carried out by the National Center for Education Quality Development, to which the University submits a self-evaluation report to determine compliance with recognized standards by accreditation;

In addition, external evaluation of the program is commissioned by the university, periodically conducted by an experienced, external expert in the field.

**The program is internally evaluated by the University Quality Development Department.**

The purpose of the assessment is to determine the student's learning outcomes in relation to the goals and parameters of the academic program.

The general evaluation criteria is developed by the University Quality Development Department. Depending on the specifics, it is possible to specify the criteria in the syllabus of a particular subject.

The University Quality Development Department collects the following information through surveys:

- Statistical information about student achievement;
- Evaluation of courses by students;
- Lecturer evaluation by students;
- Evaluation of the educational program by students;
- Self-assessment of the course by lecturers;
- Program self-evaluation by the program coordinator;
- Evaluation of the educational program by the graduates;
- Evaluation of the educational program by employers.

Based on this and other additional information, at the end of each semester of the University Quality Development, it reviews information about the course / module, professors and the program in general, suggestions, tips, complaints and makes appropriate decisions to further correct deficiencies and improve curricula.

## CONTINUING STUDY PROSPECTS

A graduate of an educational program is entitled, in accordance with the rules established by law, to continue his / her studies in a doctorate program in higher education institutions of Georgia or other countries, provided that the precondition for admission to this program is not limited to a bachelor's degree.

A graduate of the Master of Business Administration program can continue his / her studies at the third level of education in any field, in accordance with the rules established by law in Georgia or other higher education institutions, in compliance with the preconditions for admission to the doctoral education program.

## EMPLOYMENT PROSPECTS

Most MBA programs have no trouble landing quality posts. Three months after graduating, more than 80% of MBAs usually find a position. Surveys show that in 2021, as with previous years, employment prospects for MBA graduates all over the world will continue this upward trend. Surveys also show that, with regard to job market prospects by industry, job level and job function, a graduate business degree unlocks employment opportunities in all industries, job functions, job levels, organizational sizes, and work locations.

Prior to designing MBA program an additional study of local Georgian labour market regarding managerial positions conducted by program coordinator confirms the similarity of local trends and is incorporated into the program. Two studies were conducted at Georgian labor market where selected 17 managerial positions were explored based on the vacancy post and job descriptions provided by the companies. Forty companies participated in the study, both local as well as international representing different industries in Georgian market. After the detailed interviews with company representatives, the list of the necessary skills was identified in the direction of decision-making, involvement in operations, understanding the strategy, effective communication as a means to fit into company and relate to outside of the company. This list was used as one of the source of data to design the MBA program.

The MBA is a career accelerator. It will be invaluable for those who wish to embark on their own career paths, mainly due to the skills it imparts to its students – systems thinking, strategic planning, global thinking, leadership, excellence and people management.



## PROGRAM PARTNERS

- University of Turība in Latvia
- University of Latvia
- Rīseba University in Latvia
- Lazarski University in Poland
- University of Gdańsk in Poland
- State University of Applied Sciences Kalisz in Poland
- University of Economics and Human Sciences in Warsaw in Poland
- Polytechnic Institute of Bragança in Portugal
- Tor Vergata University of Rome in Italy
- Yeditepe University in Turkey
- BBW Hochschule Berlin in Germany
- Zwickau University of applied sciences I Germany
- IFIM Business School in India
- EU Business School in Switzerland
- Bucharest University of Economic Studies in Romania
- Klaipėda University in Lithuania
- College of CANYONS in USA

## INTERNATIONALIZATION

In order to satisfy objective of the program, which is producing managers that can operate and communicate in a global environment, it is important to elicit the views of academics from outside Georgia. We have thus developed an international team of experts who are available to add their experience and know-how to our teaching resource.

It is impossible to precisely detail when and where these experts can contribute as it depends on their availability, but each year will plan for three or four visits when they can share their knowledge with the staff and the students.

Foreign academics who have expressed their enthusiasm and commitment to this plan are:

Professor Alfredo Moscardini.	World expert in Systems Thinking	United Kingdom
Dr. Andrey Sergyeyev	Leading Expert in Lean	Ukraine
Prof. Agostino Marengo	Entrepreneurship	Italy
Dr. Ing. Premysl Palka	Corporate Finance	Czech Republic
Dr.Sascha J. Flemnitz	Career Management	Germany
Dr. Johanna Jiang	Corporate Social Responsibility Strategy for Business	United Kingdom
Dr.Natalia Glowacka	Performance Management	Poland
Dr. Gianluca Mattarocci	International Finance	Italy
Prof. Massimiliano M. Pellegrini	Organizational Development	Italy
Dr. Karol Strzala	Blockchain Technology in Modern Enterprise	Poland

Their contribution will be in both core and elective courses as logistics permit.

## MATERIAL RESOURCES

The MBA program is implemented on a campus equipped with modern infrastructure, provided with library, material and technical resources that quantitatively and qualitatively ensure the achievement of the program objectives and learning outcomes. All auditoriums are equipped with the modern infrastructure necessary for the implementation of the learning process. Students are informed about the possibility of using the available resources and the rules of consumption.

The library contains all the required literature and other study materials defined by the syllabi of the undergraduate courses of the management program, which ensure the achievement of the learning outcomes of the educational program.

The University has signed an agreement with the A (A) IP Georgian Library Association for the service of international electronic library databases. Students are provided with the latest scientific periodicals, international electronic library databases, which allow them to get acquainted with the latest scientific data in the relevant field / field to achieve the learning outcomes of the program.

The following scientific bases are important:

- Cambridge Journals Online
- e-Duke Journals Scholarly Collection
- Edward Elgar Publishing Journals and Development Studies e-books
- IMechE Journals
- Royal Society Journals Collection
- Openedition Journals
- Scopus
- Science Direct
- ELSEVIER

ACADEMIC STAFF

1	Systems Thinking	Alfredo Moscardini	Invited Lecturer
2	Organizational Development	Teona Maisuradze Massimiliano M. Pellegrini	Professor Invited Lecturer
3	Knowledge Management	Goderdzi Buchashvili	Professor
4	Making Decisions	Tengiz Taktakishvili Tamta Lekishvili	Associate Professor Assistant Professor
5	Managerial Economics	Azer Dilanchiev	Invited Lecturer
6	Research Methodology	Giorgi Mamniashvili	Associate Professor
7	Operational Excellence	Andrey Sergyeyev	Invited Lecturer
8	Green Agenda	Irakli Samkharadze Tengiz Taktakishvili	Associate Professor Associate Professor
9	Leadership and Strategy	Goderdzi Buchashvili Teona Maisuradze	Professor Professor
10	Consulting and Delivering Projects	Ana Tvaliashvili Giorgi Mamniashvili	Invited Lecturer Associate Professor
11	Investment Process Analysis	Giorgi Gavtadze	Invited Lecturer
12	Sales and Marketing Management	Rusudan Beriashvili Ana Kazaishvili	Associate Professor Assistant Professor
13	Master Thesis	Academic and invited Staff	
<b>Elective Courses</b>			
14	Corporate Social Responsibility Strategy for Business	Zurab Mushkudiani Dr. Johanna Jiang	Associate Professor Invited Lecturer
15	Public Relations Management	Rusudan Beriashvili	Associate Professor
16	Managing Brand	Ana Kazaishvili	Assistant Professor

17	<b>Innovations and New Product Management</b>	<b>Nino Zurashvili Tech and Entrepreneurial Lab Agostino Marengo</b>	<b>Invited Lecturer Invited Specialist Invited Lecturer</b>
18	<b>Resource Planning and ERP Systems</b>	<b>Tengiz Taktakishvili</b>	<b>Associate Professor</b>
19	<b>Event Management</b>	<b>Nino Zurashvili</b>	<b>Invited Lecturer</b>
20	<b>Six Sigma Green Belt</b>	<b>Andrey Sergyeyev</b>	<b>Invited Lecturer</b>
21	<b>Employee Selection Process</b>	<b>Davit Chakhvashvili</b>	<b>Professor</b>
22	<b>Transformational Coaching</b>	<b>Avtandil Asatiani</b>	<b>Professor</b>
23	<b>Performance Management and Control</b>	<b>Nino Didishvili Natalia Glowacka</b>	<b>Associate Profesor Invited Lecturer</b>
24	<b>Corporate Governance</b>	<b>Lali Lazarishvili Ing. Premysl Palka</b>	<b>Invited Lecturer Invited Lecturer</b>
25	<b>Business Disputes and Legal Practice</b>	<b>Ilona Gogua</b>	<b>Professor</b>
26	<b>International Trade Law</b>	<b>Giga Abuselidze</b>	<b>Invited Lecturer</b>
27	<b>Europeanization of Energy Law and Climate Change</b>	<b>Irakli Samkharadze</b>	<b>Associate Professor</b>
28	<b>International Finance</b>	<b>Nino Samchkuashvili Gianluca Mattarocci</b>	<b>Associate Professor Invited Lecturer</b>
29	<b>Insurance System and Regulations</b>	<b>Nino Samchkuashvili</b>	<b>Associate Professor</b>
30	<b>Principles of International Taxation</b>	<b>Paata Shurghaia</b>	<b>Associate Professor</b>
31	<b>Blockchain Technology in a Modern Enterprise</b>	<b>Karol Strzala</b>	<b>Invited Lecturer</b>
32	<b>Customer Service Workshop</b>	<b>Ana Kazaishvili Tech and Entrepreneurial Lab</b>	<b>Assistant Professor Invited Specialist</b>
33	<b>Career Management Workshop</b>	<b>Teona Maisuradze Tech and Entrepreneurial Lab Sascha J. Flemnitz</b>	<b>Professor Invited Specialist Invited Lecturer</b>
34	<b>Digital Marketing Workshop</b>	<b>Rusudan Beriashvili Tech and Entrepreneurial Lab</b>	<b>Associate Professor Invited Specialist</b>
35	<b>Time Management Workshop</b>	<b>Ana Tvaliashvili Tech and Entrepreneurial Lab</b>	<b>Invited Lecturer Invited Specialist</b>

