Cphbusiness
Course Catalogue

Autumn 2022

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STRUCTURE OF PROGRAMMES

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; the Top-Up Bachelor (90 ECTS) which 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.

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 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, which related 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 Autumn semester 2022.

Before you start your semester, it is very important to read about the Student Life at Cphbusiness

EXAMS 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 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, students must retake exam. Typically, the first re-exam is scheduled up to 2 weeks after the (normal) exam and right before the official end date of the semester.

7-Point Grading System

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.

Relevant and updated information about exams on your semester package is available on Moodle -

General Information - **Exam. (Cphbusiness log-on required)**

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.

Cphbusiness Global Semester

Cphbusiness Campus Søerne

1. Admission Requirements

Students MUST have English qualifications corresponding to TOEFL 550 or IELTS 6.0. – level B" 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 Zoom conversations with nominees before accepting them for a study programme.
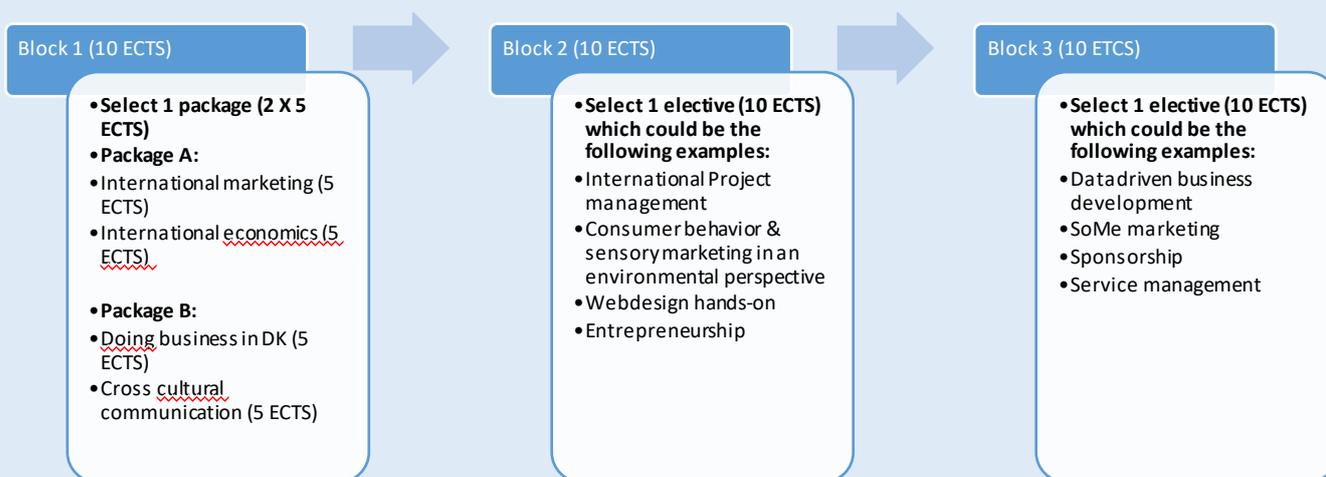
2. Information about Exams

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.

3. Description of Subjects and Teaching

Cphbusiness Global Semester is split in 3 blocks of 6 weeks each. During the first block, students will cover the courses described in the table below. During the second and third block, 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.

Block 1 (10 ECTS)
- **Select 1 package (2 X 5 ECTS)**
- **Package A:**
- International marketing (5 ECTS)
- International economics (5 ECTS)

- **Package B:**
- Doing business in DK (5 ECTS)
- Cross cultural communication (5 ECTS)

Block 2 (10 ECTS)
- **Select 1 elective (10 ECTS) which could be the following examples:**
- International Project management
- Consumer behavior & sensory marketing in an environmental perspective
- Webdesign hands-on
- Entrepreneurship

Block 3 (10 ETCS)
- **Select 1 elective (10 ECTS) which could be the following examples:**
- Data driven business development
- SoMe marketing
- Sponsorship
- Service management

BLOCK 1	10 ECTS
Select *either* package A or package B	
Package A: International Marketing	5

This course explores the different strategies a company can employ for internationalization; from the starting point of outlining the benefits and possible pitfalls of internationalization, working in depth with market assessment, selection of entry strategies and managing of international cultures.	
Package A: International Economics 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 area investigated using trade theories, exchange rate formation, causes of inflation and employment as well as looking into the sources of financing internationalization.	5
Package B: Doing Business in Denmark	5
Package B: Crosscultural communication	5
BLOCK 2 **Select ONE elective**	10 ECTS
BLOCK 3 **Select ONE elective**	10 ECTS
Elective subjects (Block 2 & Block 3) The updated list of available elective subjects will be sent directly to nominated students. Please note that changes to the list below will occur, and therefore you can NOT use the below for your learning agreement. **Examples of possible elective subjects in Block 2:** • International Project management • Consumer behavior & sensory marketing in an environmental perspective • Webdesign hands-on • Entrepreneurship **Examples of possible elective subjects in Block 3:** • Datadriven business development • SoMe marketing • Sponsorship • Service management	
Students on Cphbusiness Global Semester will obtain a total of	**30 ETCS**

Marketing Management

Marketing Management level 2

Campus Søerne

1. 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

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 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.

4. Description of Subjects/Courses

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 three 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.

	Theme 4 Tactical and operational marketing on B2C including digitalizing	Theme 5 Tactical and operational marketing on B2C including digitalizing
Marketing (8 ECTS)	Segmentation, Targetting and Positioning Marketing Mix: 4/7 P's Marketing Plan and budgeting Collection and use of trade parameters offline and Online Consumer behavior B2B marketing (6 ECTS)	Implementation of the Marketing Plan Collection and use of trade parameters offline and online Use of Metrics, Key performace indicators for controlling progress (2 ECTS)
Economics (9 ECTS)	Budgeting and follow-up on campaigns Pricing (VAT) Business Case (6 ECTS)	Budgeting / scenarios (Coverage, break-even, sensitivity analysis, ROI, Cash flow analysis (3 ECTS)
Business Law (2 ECTS)	Act on Contracts Act on Sales of Goods Act on Marketing E-business International Business Law (2 ECTS)	
Sales and Market Communication (9 ECTS)	Marketing communication (campaigns, message, materials, use of media including online marketing) integrated market communication, Omnichannel POS (point of sales) measuring effect and ROI (4 ECTS)	B2B communication Sales techniques, SPIN model Negotiations (5 ECTS)

Organization and Supply Chain Management (2 ECTS)	Assortment Distribution Retail / E-commerce	Relationship types Supply Chain Management Choice of distribution, storage--control, form of establishment and partner management
	(1 ECTS)	(1 ECTS)
Total ECTS	20 ECTS	10 ECTS

International Sales & Marketing

International Sales and Marketing level 2

Campus Søerne

1. 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

BEFORE YOU APPLY FOR THIS SEMESTER PACKAGE
MAKE SURE YOU HAVE THE FOLLOWING:

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

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

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/telephone 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 forward additional 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	Economics	Law	Methodology	Elective subject	Total ECTS
Theme 3: Industry and Competitors	2,0	1,0	1,0	0,5	0,5	0	5
Theme 4: Sales Management and the Sales Development of the Company	4,0	3,5	1,5	0,5	0,5	0	10
Elective subject	0	0	0	0	0	15	15
Total	6	4,5	2,5	1	1	15	30

6. Detailed description of the course elements:

OBLIGATORY SUBJECTS

Contents	ECTS
Industry and Competitors	5
Content: 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 **Learning objectives:**	

Knowledge

The student must:

- Have knowledge of relevant theories and models about competitive positions in the market and how these are implemented
- Have knowledge about different benchmarking models
- Have knowledge of CSR, social responsibility and sustainability
- Have knowledge about basic benchmarking theory and models in SCM
- Have knowledge of financial and non-financial benchmarking
- Have an understanding of international macroeconomic industry environment influences
- Have knowledge of the theory of science, theoretical assumptions and methodological approaches that support the generation of knowledge
- Have knowledge of Danish and European competition law and the interaction between the rules

Skills

The student must:

- 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
- Be able to analyse the company's social dimension in relation to the company's strategic position
- Be able to apply relevant theories and models in connection with benchmarking of an international company's supply chain
- Be able to assess international macroeconomic factors that may affect the competitive situation in the industry for a given company
- Be able to assess the risks of international commerce
- 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 to develop and maintain appropriate skills to work from a holistic approach
- Independently analyze 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 SALES MANAGEMENT

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. Please see detailed description of the subjects below.

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

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	Content
Lesson 1	The project concept (PM)
	Customer profitability/Buying criteria (PS)
Lesson 2	Project Management Theories & Success with projects (PM)
	Setting the joint transformation agenda with the strategic customer (PS)
Lesson 3	Project Planning in practice (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:

Element	Evaluation criteria
A: Written Element, Part 1: The Group Report (25%)	Theoretical knowledge demonstrated Relevance of data Written presentation
B: Written Element, Part 2: An individual article or creative product (25%) Written presentation	Theoretical knowledge demonstrated Relevance of data or creative content
C: Oral Element, Part 1: Group presentation to an audience (10%)	Structure and content of presentation Presentation skills
D: Oral Element, Part 2: Individual oral exam (40%)	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 Dingena & 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
4) Christiansen et al, 2008, From models to practice: decision making at portfolio meetings, International Journal of Quality & Reliability Management
5) Cunha et al, 2003, Order and Disorder in Product Innovation Models, Creativity and innovation management
6) Cooper et al, 2001, Portfolio Management for New Product Development: Results of an Industry Practices Study, R&D Management
7) Dvir et al, 2003, An empirical analysis of the relationship between project planning and project success, International Journal of Project Management
8) Flyvbjerg, B. 2005, Deception by Design: the politics of megaprojects, Harvard Design Magazine
9) Fortune et al, 2012, Looking again at current practice in project management", International Journal of Managing Projects in Business
10) Geraldi et al, 2016, From Visions of Grandeur to Grand Failure, Proceedings of EURAM 2016 Implement Consulting Group, Double Half, projecthalfdouble.dk
11) Kreiner, K., 2014, Restoring Project Success as Phenomenon, Copenhagen Business School Press
12) LaBrosse, 2010, Project-portfolio management, Employment relations today
13) Lovallo et al, 2003, Delusions of Success: How Optimism Undermines Executives' Decisions, Harvard Business Review

14) Martinsuo, 2013, project portfolio management in practice, International Journal of Project Management
15) Palmquist et al, 2013, "Parallel Worlds: Agile and Waterfall Differences and Similarities, CMU
16) Richardson et al, 2015, Is Project Management Still an Accidental Profession? A Qualitative Study of Career Trajectory, SAGE open
17) Serrador et al, 2013, The Relationship Between Project Success and Project Efficiency, Project Management Journal
18) Standish Group, 2014, CHAOS
19) Shenhar et al, 1997, Mapping the dimensions of project success, Project Management Journal
20) Turner et al, 2005, The project manager's leadership style as a success factor on projects, Project Management Journal
21) Turner et al, 2012, Project management in small to medium-sized enterprises: Tailoring the practices to the size of company, Management Decision

(ONLY IN DANISH) EU LAW AND BIG DATA

We have combined the two topics EU law and Big Data justified by the increasing level of internationalization and digitalization in the society .
We see EU law as an important part of our daily life and at the same time a digital approach to business and personal life all over the place in the future digital world.

The ECTS points are divided as follows: 10 ECTS for Law and 5 ECTS for Big Data.

1. Purpose of the course and learning objectives

Purpose;

The students will get knowledge, skills and competences about the European Union, the EU law, and the digital society 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.
The student will get knowledge, skills ad competences about Big Data in general and the implications for Law specifically. In a digital and data driven world it is crucial to be knowledgeable about the impact from the way we create documentation, i.e. digital foot print in our private and professional lives.

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.
• The student will get knowledge about theories and models and basic ideas of big data the business value approach.
• The student will get knowledge about working with data in a legal context.

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.
• The student will get skills to understand how to analyse data to provide information from an ethical and law perspective 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.
• The student will be able to evaluate data for monitoring the exchange of information as input in a law context

1. 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, Spain vs Google and others
- Coursera course "Ethics and Law in Data and Analytics"
- Workshop about Big Data in a legal context.

Milestones

1. Online Course
2. Individual written assignment about EU in general
3. Workshop about Big Data
4. Problem formulation for the group work
5. Status updates with tutors

Week

Topic/Method	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Class room	X	X				
Online training	X	X				
Workshop		X				
Written Workshop assignment			X			
Problem formulation		X	X	X		
Group work			X	X	X	
Group presentation					X	
Individual exam						X

3. Teaching Form

- Teaching in class
- Written individual assignments to practice
- Groupwork
- Workshops
- Online course

4. Evaluation Criteria

Big Data component – 5 ECTS

Element	Evaluation criteria
A. An online learning assignment – individual & group. (50%)	all assessments done and achieved
B. Written element. Workshop/Group written assignment max 2 pages per group member (50%)	structure and content of the paper discussion and understanding of the new dilemmas involved in evaluate data for monitoring the exchange of information as input in a law context

EU Law component – 10 ECTS

Element	Evaluation criteria
C. Written assignment, group rapport (50%)	The theoretica knowledge relevance of data written presentation
D. Oral element: Individual oral exam (50 %)	ability to demonstrate a good knowledge of EU law and the content of the group report. presentation skills

3. 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

Web Development

Web Development level 1

Campus Lyngby

The courses of this semester package take place at Cphbusiness Lyngby (Nørgaardsvej 30, 2800 Kgs. Lyngby) the autumn semester 2021.

1. An illustration of the level of the semester package

The first semester of the Top-Up Bachelor in Web Development 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	Top-Up Bachelor (90 ECTS)
Fifth semester	Third year	First level semester package (30 ECTS)	First year	Top-Up Bachelor (90 ECTS)
Fourth semester	Second year	Fourth level semester package (30 ECTS)	Second year	AP Degree (120 ECTS)
Third semester	Second year	Third level semester package (30 ECTS)	Second year	AP Degree (120 ECTS)
Second semester	First year	Second level semester package (30 ECTS)	First year	AP Degree (120 ECTS)
First semester	First year	First level semester package (30 ECTS)	First year	AP Degree (120 ECTS)

2. Admission Requirements

BEFORE YOU APPLY FOR THIS SEMESTER PACKAGE MAKE SURE YOU HAVE THE FOLLOWING:

At least 2 – 3 years (min. 120 ECTS) of undergraduate studies within multimedia design, communication, and interaction development including:

Design and Visualisation - 30 ECTS

Communication and Presentation - 30 ECTS

Interaction development - 30 ECTS

Please note: Students starting at the top up programme in Web Development typically have a background in Multi Media studies, and therefore partly start with basics with regards to programming. Exchange students who are at more advanced level in a computer science programme, should contact cphbusiness International in order to gain more information from faculty members at the programme.

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

There will be three exams concluding the subjects mentioned below. Web programming is conducted and examined as two different disciplines: Frontend Development (10 ECTS) and Backend Development (15 ECTS). Python will be included in the examination of Backend Development All three exams are oral and will be graded according to the 7-point grading scale

5. Distribution of Subjects:

SUBJECT	Total ECTS
Web programming – Frontend Development 1+ Backend Development 1	20
Python	5
User experience 1	5
	30

6. Detailed description of the course elements:

Course element contents:	ECTS
Web Programming: Frontend Development 1+ Backend Development/Databases 1	**20**
Contents:	
The subject elements comprise the development and modelling of web applications, including architecture, robustness,	

internet and web protocols, use of debugging techniques and techniques for installation and maintenance. The subject area also includes data security, data storage, data modelling and exchange of data sources based on recognised standards.

Learning objectives:

Knowledge

The student has development-based knowledge of: practice, applied theory and development methods in:

• relevant internet and web protocols

• data storage, modelling, exchange and security

• quality assurance.

The student can understand and reflect upon:

• development methods in web development

• web architecture and design patterns.

Skills

The student can:

• master all phases of development including planning, developing and implementing web applications based on specific development wishes, as well as evaluate practice-based and theoretical problems and select and justify relevant solution models in relation to the development of web applications

• evaluate and justify the choice of a suitable programming language and relevant methods for the implementation of web applications

• master a suitable programming language for the development of web applications

• use and model data sources as well as justify proposals for solutions

• implement and evaluate web user interfaces as well as justify and communicate solution proposals to collaborative partners and users

• use relevant theories and methods for the quality assurance of all phases of development.

Competencies

The student can:

• handle complex web development and must be able to handle complex and development-oriented situations in web development

• independently enter into professional and interdisciplinary cooperation with a professional approach and take responsibility within the framework of professional ethics in relation to web programming,

• identify and structure their own learning needs and develop personal skills and competencies in relation to web programming.

Course element contents:	ECTS
Python	**5**

Content:
The course ensures that knowledge is gained in two fundamentally different programming languages, in order to be able to make a professional choice of language and implementation of web applications. Python it is a language with a growing occurrence which is now often met in companies.

Learning objectives:

Knowledge
The student has development-based knowledge of: practice, applied theory and development methods in:
• relevant internet and web protocols,
• data storage, modelling, exchange and security
• quality assurance.

The student can understand and reflect upon:

• development methods in web development,
• web architecture and design patterns.

Skills
The student can:
• master all phases of development including planning, developing and implementing web applications based on specific development wishes, as well as evaluate practice-based and theoretical problems and select and justify relevant solution models in relation to the development of web applications
• evaluate and justify the choice of a suitable programming language and relevant methods for the implementation of web applications
• master a suitable programming language for the development of web applications,
• use and model data sources as well as justify proposals for solutions
• implement and evaluate web user interfaces as well as justify and communicate solution proposals to collaborative partners and users
• use relevant theories and methods for the quality assurance of all phases of development.

Competencies
The student can:
• handle complex web development and must be able to handle complex and development-oriented situations in web development
• independently enter into professional and interdisciplinary cooperation with a professional approach and take responsibility within the framework of professional ethics in relation to web programming
• identify and structure their own learning needs and develop personal skills and competencies in relation to web programming.

Course element contents:	ECTS
User experiences 1	**5**

Content

Knowledge
The student has development-based knowledge of:
• practice, applied theory and methods of designing user experiences, and also reflect upon the web developer's practice in designing user experiences
• information architecture

The student can understand and reflect upon:
• the use of user survey methods.

Skills
The student:
• can use methods and tools to design user experiences for relevant target groups with the involvement of users
• communicate practice-based and specialist problems in the design of user experiences and communicate central problems to collaborative partners and users.

Competencies
The student can:
• handle complex design processes based on analysis and planning
• both independently and in groups, understand the design and organisation of user interfaces and user experiences for complex systems
• identify and structure personal learning needs and develop personal skills and competencies in relation to the design of user experiences.