Georgian National University SEU
Master's Educational Program

EXECUTIVE BUSINESS ADMINISTRATION

(EMBA)

2024

GENERAL INFORMATION

Program Name: Executive Business Administration (EMBA)

Higher Education Cycle: Second Cycle (Master)

Qualification Level: Level 7

Awarded Qualification: Executive Master of Business Administration

Field and Classification Code: 0413 Management and Administration

Teaching Language: English

Program Duration: 1 year, 2 semesters

Program Credit Capacity (ECTS): 60 ECTS/ 1500 Astronomical hours

Head of Program: Professor Teona Maisuradze

PROGRAM DESCRIPTION

The Executive Business Administration Master's Program is designed for professionals with managerial experience in the field of business who want to develop team management and interpersonal skills, form and refine a systems vision, master decision-making ways and supporting mechanisms, and develop into a global manager who thinks strategically, develops sustainable solutions needed to overcome organizational challenges and contributes to the viability of own organization.

The duration of the program is one year and it includes subjects of at least 60 credits. The subjects include obligatory as well as elective components. If desired, the student can additionally choose from basic subjects, in which case an individual study plan will be created.

It is essential that the student is ready to carry out a project/practical task within each course, share it with the course management team, receive appropriate advice from them, and submit a self-reflection and further development plan after completing the course.

Each course has a designated work team, which is responsible for the provision of materials to the individual needs of the student, practical advice for skill development and the planning of work and the process of assessment of course assignments. This team consists of experts and mentors with a clearly defined function in the program.

The lecturer of the course is the facilitator of the work team, who is the planner and implementer of theoretical and practical work, and each course has an expert and a mentor depending on the specifics of the blocks and stages within the course. The expert shares the best practices, challenges and mistakes with the students, and is ready to give specific expert advice to the student during the project implementation stage. The mentor is highly involved in the teaching process, as a result of appropriate training, he helps the student in his personal and professional development. For the practitioners involved in the program, who will play the role of a mentor, a coaching master class will be held at the beginning of each semester, where they will have the opportunity to once again deepen the modern psycho-technologies of potential discovery and development, the professional ethics and code of standards of the coach and mentor, and the design of action in the process and the elements necessary for growth. As a result of the mentioned master class, mentors will get to know in depth the format of mentor work, techniques and ethical norms associated with it, they will be able to adapt the latest methods to specific learning goals and help students in the process of personal and career development through the sharing of experience.

PROGRAM GOALS

Georgian National University SEU's Executive Business Administration Master's Program develops existing manager, which can be achieved with appropriate goals:

Goal 1: Help the graduate develop the skills to systemically understand and evaluate business processes for effective decision-making in the organization.

Goal 2: To provide an opportunity to familiarize and deepen new trends in the field of business administration with the involvement of leading local and international practicing specialists in business.

Objective 3: Facilitate the development of the ability to work effectively with a team and understand the importance of equity, diversity and inclusion necessary for organizational success.

PROGRAM LEARNING OUTCOMES

A graduate of the Master of Executive Business Administration program is equipped with the following knowledge and skills:

1. Has developed critical, analytical and systemic thinking skills.

2. Considers the problem in a complex way, as a set of various influencing factors.

3. Identifies the problem, formulates and evaluates alternative solution approaches, selects and justifies the best solution technique.

4. Develops and interprets various evaluation indicators to measure performance progress and effectiveness, identifies necessary intervention needs.

5. Examines global and market trends and perspectives, regulatory environment, technologies and innovations, ecosystems, manufacturing practices, supply and trade practices to discover new business opportunities.

6. Determines the learning and development needs of employees, takes care of the continuous development of personal and team members.

Program Admission Requirements

Master's program of Executive Business Administration (EMBA) Admission Prerequisite:

- For the purposes of obtaining the qualification of the Master of Business Administration/Management (EMBA), a person with at least a bachelor's or equal academic degree, who has at least 5-years' professional experience in the field of management/administration shall have the right to study at the 60-ECTS master's academic program.

- A person may be enrolled in the mentioned program based on the results of the internal university-based master's exam(s) and/or the interview and in the case of complying with other prerequisites for admission determined by the program (Order №303 13.03.2024).

Enrollment Without Passing the Unified Master's Examination

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 credit /qualifications in a master's degree at a higher education institution recognized in a foreign country in accordance with the legislation of that country;

B[1]) 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 Educational Institution is obliged to confirm that the persons, wishing to obtain the right to study, possess the language of instruction of the chosen educational program at least B2 level.

Enrollment by Mobility

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.

ORGANIZATION OF PROGRAM:

The number of students in the group is limited, the maximum number is 5 students in one working group. Within the contact hours, working meetings are held both with the group and individually, as for the independent working hours, the student completes a project assignment, prepares a self-reflection and a report within the framework of a specific course.

Types of teaching:

1. Lecture seminars:

> o The theoretical material for the course, reading materials, video and audio materials and notes for the course will be given to the student. Students will have hours of discussion with the lecturer based on the theoretical material, where the lecturer will be ready to give a practical demonstration/explanation of the matter requested by the student.

2. Practitioner/expert advisors:

> o Depending on the content of the course and the block included in it, discussions will be held by invited practitioners and experts within the course. During the meeting, experience is shared in a specific, pre-agreed format, which is facilitated by the course lecturer.

3. Practical tasks within the course:

> o The program is focused on the development of practical skills, therefore all training courses include a project. The project will be evaluated by the lecturer of the course, as well as by the board made up of the work team of the company and the program involved in the project. Taking into account the specifics of the course and the block included in it, an appropriate council will be created individually for the student, which will evaluate and give recommendations to the student at different intervals depending on the content of the assignment under the guidance of the lecturer.

4. Self-reflection:

o At the end of every course, the student prepares a self-reflection together with the lecturer, in which the experience that the student received within the course is reflected. The self-reflection integrates the ongoing assessments within the course, on the basis of which the student establishes a further development plan.

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Map of Competences

THE COMPLIANCE OF THE PROGRAM GOALS WITH THE PROGRAM LEARNING OUTCOMES

Program Goals	Program Learning Outcomes					
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
Program Goal I	√	√	√		√	√
Program Goal II			√	√	√	
Program Goal III	√	√	√	√		√

THE COMPLIANCE OF STUDY COURSES WITH THE PROGRAM LEARNING OUTCOMES

A map of the relevance of the curriculum to the learning outcomes of the program (1- Introduction, 2- Deepening the knowledge, 3 - Mastering)

Obligatory Courses		Learning Outcomes					
		I	II	III	IV	V	VI
1.	Systems Thinking and Decision-Making	3	3	3		3	3
2.	Equality, Diversity, Inclusion and Sustainable Management	3	3	3	3	3	3
3.	Managing and Consulting Projects	3	3	3	3	3	3

Assessment of Program Learning Outcomes and Target Benchmark

Learning Outcome	Study Course	Assessment Rubric	Evaluation Period	Evaluator	# of students	Target Benchmark
1. Has developed critical, analytical and systemic thinking skills;	Systems Thinking and Decision-Making	Final Project	I Semester	Course Instructor	30	50% of students get evaluation minimum 70%
	Equality, Diversity, Inclusion and Sustainable Management	Presentation	I Semester	Course Instructor	30	50% of students get evaluation minimum 70%
	Managing and Consulting Projects	Project	II Semester	Course Instructor	30	50% of students get evaluation minimum 70%
2. Considers the problem in a complex way, as a set of various influencing factors;	Systems Thinking and Decision-Making	Final Project	I Semester	Course Instructor	30	50% of students get evaluation minimum 70%
	Equality, Diversity, Inclusion and Sustainable Management	Presentation	I Semester	Course Instructor	30	50% of students get evaluation minimum 70%
	Managing and Consulting Projects	Project	II Semester	Course Instructor	30	50% of students get evaluation minimum 70%
3. Identifies the problem, formulates and evaluates alternative	Systems Thinking and Decision-Making	Final Project	I Semester	Course Instructor	30	50% of students get evaluation minimum 70%

solution approaches, selects and justifies the best solution technique;	Equality, Diversity, Inclusion and Sustainable Management	Presentation	I Semester	Course Instructor	30	50% of students get evaluation minimum 70%
	Managing and Consulting Projects	Project	II Semester	Course Instructor	30	50% of students get evaluation minimum 70%
4. Develops and interprets various evaluation indicators to measure performance progress and effectiveness, identifies necessary intervention needs;	Systems Thinking and Decision-Making	Final Project	I Semester	Course Instructor	30	50% of students get evaluation minimum 70%
	Equality, Diversity, Inclusion and Sustainable Management	Presentation	I Semester	Course Instructor	30	50% of students get evaluation minimum 70%
	Managing and Consulting Projects	Project	II Semester	Course Instructor	30	50% of students get evaluation minimum 70%
5. Examines global and market trends and perspectives, regulatory environment, technologies and innovations, ecosystems, manufacturing practices, supply and	Systems Thinking and Decision-Making	Final Project	I Semester	Course Instructor	30	50% of students get evaluation minimum 70%
	Equality, Diversity, Inclusion and Sustainable Management	Presentation	I Semester	Course Instructor	30	50% of students get evaluation minimum 70%

trade practices to discover new business opportunities.	Managing and Consulting Projects	Project	II Semester	Course Instructor	30	50% of students get evaluation minimum 70%
6. Determines the learning and development needs of employees, takes care of the continuous development of personal and team members.	Systems Thinking and Decision-Making	Final Project	I Semester	Course Instructor	30	50% of students get evaluation minimum 70%
	Equality, Diversity, Inclusion and Sustainable Management	Presentation	I Semester	Course Instructor	30	50% of students get evaluation minimum 70%
	Managing and Consulting Projects	Project	II Semester	Course Instructor	30	50% of students get evaluation minimum 70%

ORGANIZING TEACHING

The duration of the Master's Program in Executive Business Administration is 1 academic years (2 semesters) and implies the accumulation of 60 ECTS, which equals to 1500 hours. Each credit (ECTS) equals to the learning activity of a student (student workload) of 25 hours and includes both – contact and independent hours.

The distribution of credits among the different study components should be based on a realistic assessment of the study load of a student with average academic achievements that are required to achieve the learning outcomes and goals set for each component.

When calculating the credit, the time determined for the additional exam (preparation, passing, evaluation) as well as the consultation time with the person implementing the component of the educational programme should not be taken into account.

The full workload of an academic year includes 60 (ECTS). During the academic (spring and autumn) semester the student must cover on average 30 credits.

Taking into account the features of the higher education programme and/or the student's individual curriculum, it is allowed for the student's study load to exceed 60 credits or be less than 60 credits during one academic year. It is not allowed for a student's study load to exceed 75 (ECTS) credits in one academic year.

An academic week is a period of time over which the study load of a student with average academic achievement is distributed and includes a combination of activities to be performed during both contact and independent hours.

A semester is a period of time that includes a combination of academic weeks, a period of conducting an exam/additional exam and evaluation of student's learning outcomes.

The program is regarded as completed, when the student accumulates at least 60 ECTS, which implies the fulfilment of the basic, elective and free components of the field determined under the program.

TEACHING-LEARNING METHODS

Teaching at graduate level involves a particular emphasis on autonomous learning, independent thinking, active reading outside the classroom and defending ideas in the form of discussion during seminars. Therefore, independent study is a key element of study at the graduate level. It requires students to take responsibility for their own education and to allocate their time effectively. Autonomous learning does not mean studying separately, since group work will be performed within the program, as well as peer monitoring, individually designed study schemes and counseling hours.

Active learning allows students to fully understand the course material. During active learning, the level of knowledge of an individual student is revealed. Students are given the opportunity to interpret their own ideas, which helps them develop knowledge and skills at an individual level. This process allows students to develop a practical view of ideas, concepts and their systematization. In addition, the mutual and self-evaluation mechanisms integrated in the program play a positive role in students' attitudes towards themselves and their peers. Active learning promotes the development of social interaction between students, as well as between them and lecturers, and creates an equal, diverse and inclusive community in the audience.

The value of active learning is an important focus of the teaching function. In order to facilitate students, each course concentrates on selecting problems of appropriate difficulty. Lecturers help students develop responsibility for their own learning. Active learning helps students develop organization, thinking, problem solving, and appropriate behaviors. Active teaching involves combining the functions of lecturer, mentor, listener and supporter.

The development of individual activities, course and program reflection skills is an important part of the graduate experience. The assessment of the various components in the program consists of three stages: 1. Identifying the problem, which includes describing the context of the problem. All assignments are designed so that students can identify the real problem beneath the surface through systems thinking. 2. In the second step, each task allows students to put the problem in the right context and choose an appropriate solution process. 3. The most important stage is the third stage, when students analyze what they have done and what they have learned, which may also include discussing the mistakes they have made. Students are required to self-reflect to assess themselves and their individual contribution to problem solving, providing another opportunity to understand the process and develop relevant knowledge and skills.

The learning community envisaged by the program is represented by the tech and entrepreneurship center on the university base, which allows students to connect with real business projects and to use individual mentoring services to learn specific skills needed for the execution of various projects. The center in the context of elective courses gives like-minded students a chance to connect with each other and turn their business ideas into reality. In addition, the center organizes workshops and activities organized by specialists in the field of developing specific

skills. The center is actively involved in the development of practical elements of individual courses, coordinates the participation of practitioners and companies in the training process.

International experience, both auditory and study abroad, involves the aspect of expanding the circle of acquaintances. By studying at partner universities, students can create a multi-ethnic environment and unite like-minded people from distant countries. The program is included in the exchange programs of the university and also has a mechanism for sharing the experience of returning students and introducing innovations into the program. The program also has frequent visits to foreign partner universities, whose master classes, workshops and seminar activities to share their practical knowledge are offered to both program students and representatives of partner companies, which creates an additional cooperation platform for students.

Teaching-Learning Methods used in the program:

Lecture - is a creative process where a lecturer and a student take part simultaneously. The main aim of the lecture is to understand the idea of the subject regulations to be learnt, which means a creative and active perception of presented material. In addition, an attention should be paid to the main provisions of transferable material, definitions, indications, assumptions. Critical analysis of the main issues, facts and ideas are necessary. A lecture should provide a scientific and logically consistent knowledge of main subject regulations to be learnt without excessive details overloading. Therefore, it must be logically completed. In addition, facts, examples, charts, drawings, tests and other visual aspects should be aimed at the explanation of the lecture's idea. The lecture should provide an accurate analysis of science dialectical process and should be based on free-thinking ability of students in particular environment, understanding of the basic scientific problems and the orientation of understanding. Lecture uses rbal or oral method and involves the communication of the lecture material to students verbally, method used during this process include: questions and answers, interactive work, the theoretical explanations of the provisions based on practical situations.

Collaborative - teaching method involves dividing students into groups and giving them learning assignments. The members of the group work on the issue individually and at the same time share it with the other members of the group. Due to the set task, it is possible to redistribute functions among the members during the group work process. This strategy ensures maximum involvement of all students in the learning process.

Independent work- material heard in the lecture is formed as a whole system of knowledge by the independent work of the student. The student should be interested in the book and other sources of information and want to study the issues independently, which is a way to stimulate independent thinking, analysis and drawing conclusions.

Verbal, or oral, method includes lecture, narration, conversation, and etc. In this process, the lecturer conveys the teaching material through words, while the students actively perceive and master it by listening, remembering and understanding.

Method of working on the book involves introduction, processing and analysis of independently given reading material.

The method of written work- involves the following types of activities: making records, compiling material, composing thesis, performing an abstract, or essay, etc.

Practical methods combine all the forms of teaching that develop the student's practical skills, here the student independently performs this or that activity on the basis of acquired knowledge.

Cooperative learning - is a teaching strategy in which each member of the group is required not only to study but also to help his or her teammate learn the course better. Each group member works on the problem until all of them have mastered the issue.

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.

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.

Case study -an active problem-situation analysis method, based on teaching by solving specific tasks - situations (so-called case solving). This method of teaching is based on the discussion of specific practical examples (cases). The case is a kind of tool that allows the application of the

acquired theoretical knowledge to solve practical tasks. By combining theory and practice, the method effectively develops the ability to make reasoned decisions in a limited amount of time. Students develop analytical thinking, teamwork, listening and understanding alternative thinking, the ability to make generalized decisions based on alternatives, plan actions, and predict their outcomes.

Problem-Based Learning (PBL)

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.

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.

Presentation of the project -is a combination of educational and cognitive tools, which allows to solve the problem in the conditions of the necessary presentation of the student's independent actions and the obtained results. Teaching in this way raises students' motivation and responsibility.

Brain storming- is a method student can use to generate ideas for solving the problem. In the process of brainstorming students must suspend any concerns about staying organized. The goal is to pour their thoughts without worrying about whether they make sense or how they fit together. It is effective method within the group and contains following stages:

- Creative definition of problem
- Taking notes of ideas without criticism
- Definition of estimation criterion

- Evaluation of ideas by preliminarily defined criterion
- Selection of best matching ideas by exclusion
- Manifestation of idea with the highest estimation for solving the problem

Role-Playing and Situational Games Scenario-based role-plays allow students to look at an issue from different perspectives and help them develop alternative points of view. Like discussion, role-playing also develops the student's ability to express his position independently and defend it in an argument.

Demonstration method- involves visual representation of information. It is quite effective in terms of achieving results. In many cases, it is best to provide the material to students in both audio and visual form. Demonstration of the study material can be done by both the teacher and the student. This method helps us to visualize the different levels of perception of the learning material, to specify what students will have to do independently; At the same time, this strategy visually illustrates the essence of the issue / problem. Demonstrations may look simply, such as solving a mathematical problem, visualizing a step on its board, or taking on a complex look, such as conducting a multi-level science experiment.

Inductive Method- defines a form of transferring knowledge, when the course of thought in the process of learning is directed from facts to generalization, that is, when conveying material, the process proceeds from specific to general.

Deductive Method- the process of reasoning from one or more statements (premises) to reach a logically certain conclusion. It works from the more general to the more specific.

Analysis- through this method, lecturers and students discuss specific cases together. Students thoroughly learn the previously unknown sides of the issue. The method of analysis enables us to break up the whole part of the study the material into constituent parts, which simplifies the understanding of the specific issues of the problem.

The synthesis method -involves composing one whole by grouping individual issues. This method helps to develop the problem as the ability to see the whole.

The explanatory method is based on reasoning around a given issue. In presenting the material, the lecturer gives a specific example, which is discussed in detail in the given topic.

Action-oriented teaching - requires the active involvement of the lecturer and the student in the teaching process, where the practical interpretation of the theoretical material becomes particularly important.

Laboratory learning- is more visible method and allows you to perceive an event or process. In the lab, the student learns to conduct an experiment. During the laboratory study, the student should be able to control the devices, adjust them and determine the mode of operation. Habits developed in learning laboratories provide an understanding of the theoretical material heard in lectures.

E-learning - This method includes three types of teaching:

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

EVALUATION SYSTEM

The system of evaluation of learning outcomes and competencies is based on the system recognized by the legislation and corresponds to the evaluation and credit granting standards approved by the OrderN3 of the Minister of Education and Science of Georgia dated January 5, 2007.

Student assessment system includes:
a) Five types of positive evaluation:
a.a) (A) Excellent – 91-100 points;
a.b) (B) Very good – 81-90 points;
a.c) (C) Good – 71-80 points;
a.d) (D) Satisfactory – 61-70 points
a.e) (E) Sufficient – 51-60 points;

b) Two types of negative evaluation:
b.a) (FX) did not pass - 41-50 points of maximum evaluation, which means that the student needs more work to pass the examination and is given the right to retake (one time) an exam via independent work;
b.b) (F) Failed – 40 points or less, which means that the work done by the student is not sufficient and he/she has to retake the course.

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

The number of points obtained in the final assessment is not added to the grade received by the student at the additional exam. The grade obtained at the additional exam is the final grade and is reflected in the final grade of the study component of the educational program.

Considering the additional exam evaluation if the points accumulated by student in the educational program component is 0-50 points, student is evaluated with F-0.

A prerequisite for a student's admission to the final exam is to overcome the competence threshold of the Midterm Evaluation (No less than 11 points within Midterm Evaluation).

Competency threshold for the Final Exam is 30%, no less than 12 points.

Prerequisite for granting the credit is accumulating no less than 51 from 100 points and to overcome the minimum competency threshold of Midterm Evaluation and Final Exam.

EVALUATION COMPONENTS

Student assessment in each learning component of the program includes two forms of assessment - midterm assessment and final assessment.

Each form of evaluation includes an evaluation component/components, which includes the evaluation method/methods, and the evaluation method/methods are measured by the evaluation criteria, which are spelled out in the syllabi of the respective program and are available to all students at the beginning of the semester in the electronic system of the educational process - emis.seu.edu.ge.

In each study component of the educational program, for the determination of the student's final assessment, the breakdown of the midterm and final assessment points from the total assessment score (100 points) is given in the study course syllabi. The intermediate and final assessment has a minimum level of competence, which is determined by the syllabus of the relevant component. The exception is established taking into account the peculiarities of a specific program/educational component, in accordance with the requirements established by the current legislation of Georgia.

PROGRAM PARTNERS

PARTNER ORGANIZATIONS

1. Advanced Audit and Consulting Company
2. Basalt Fibers LLC
3. Global Auto Import LLC
4. Digital Marketing House LLC
5. Impexfarm LLC
6. Indivan LLC
7. Invet LLC
8. Kofista LLC
9. Letha LLC
10. Marketing Cloud LLC
11. Mechan LLC
12. Nutrimax LLC
13. Paragraph Tbilisi City LLC
14. Distribution and Logistics of Georgia LLC
15. Solveit LLC
16. Technical Engineering Group LLC
17. Geo Pizza
18. NNLE Unification of Tbilisi youth centers
19. NNLE Thomas Jefferson Research Center
20. Hotel Hotels & Preference Hualing Tbilisi
21. allmarket.ge LLC
22. Discover Georgia LLC
23. Agrokakheti LLC
24. Aviaxel LLC
25. Andamaty LLC
26. Auto Export Georgia LLC
27. Easy Credit LLC
28. Kakhuri Nuts LLC

29. Loyalte LLC
30. LLC Margi 2018
31. Lendaf microfinance organization LLC
32. Panorama Kvariati LLC
33. Rtvelo LLC
34. Artificial Intelligence Association of Georgia
35. Seu Group Development Company LLC
36. Barambo LLC

INTERNATIONAL PARTNERS

1. Turiba University
2. Istanbul Medipol University
3. Tor Vergata University of Rome
4. UCSI University
5. Bucharest University of Economic Studies
6. Yeditepe Univerisity
7. University of Economics and Human Sciences in Warsaw
8. Transport and Telecommunication Institute
9. Tomas Bata University in Zlín
10. Open University of Human Development ,,Ukraine"
11. Yaşar University, Izmir
12. University of A Coruña
13. Universitat Jaume I
14. University of Potsdam
15. Romanian American University
16. DHBW Karlsruhe
17. Kafkas University

PROGRAM EMPLOYMENT FIELD

Master of Business Administration program combines systems thinking, interpersonal and conceptual management competencies, therefore graduates are given particularly broad opportunities for managerial advancement. The obtained theoretical and practical knowledge will allow the graduates to be employed in various profile organizations, be it the state or private sector, in the following positions: general manager, development manager, process development manager, product development manager, project manager, marketing manager, sales manager.

The Business Administration Management Master's program combines systemic, interpersonal and conceptual management components, therefore graduates are given particularly broad opportunities for professional advancement. The obtained theoretical and practical knowledge will allow the graduates to be employed in various profile organizations, be it the state or private sector, in the following positions: general manager, development manager, process development manager, product development manager, warehouse manager, project manager, marketing manager, sales manager.

Potential employers in the labor market of Georgia are partner organizations of the university, as well as other interested large and small business companies, banks, state structures, educational institutions, international companies and others.

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OPPORTUNITIES TO CONTINUE STUDYING

A graduate of the Master's Program of Executive Business Administration (EMBA) cannot continue studies at the third level of Higher Education (doctorate).

FUNDING OF THE PROGRAM

The financial support of the Master's program in Executive business administration is provided by the program budget. The amount allocated from the budget is directed to the constant updating of the material and technical resources and literature provided by the program, the organization of scientific conferences, the salary expenses of the academic/guest staff and the publishing and printing of their works. The

budget also provides for the expenses of academic/guest and administrative personnel's scientific business trips, funding of students in exchange programs, international trainings and conferences.

MONITORING OF THE PROGRAM QUALITY

The monitoring and the periodical assessment of the Master's Program in Executive Business Administration shall be performed with the participation of academic/invited, administrative/assistant personnel, students, alumni, employers and other interested persons, through systematic collection, processing and analysis of information. Based on the assessment outcomes, when necessary, the program will be modified/developed.

The Quality Enhancement Department performs regular analysis and other activities intended for the quality enhancement, which consist of the following surveys:

- Lecturer and Study Course Evaluation by students (once per semester);
- Educational Program Evaluation by students (have they achieved the learning outcomes determined by the program) (in the last year of the study);
- University's Institutional Evaluation by students (once a year);
- Evaluation of the Master's Thesis Supervisor by students (upon the completion of the master's thesis);
- Alumni Research (six months after the end of the program);
- Employers' Survey (once a year);
- Self-evaluation of the study course (by the lecturer, once a semester);
- Self-evaluation of the program (by the head/co-head of the program, once a year).

Each survey is analyzed and the tendencies are determined across the University. Also, at the level of structural units, faculties and educational programs. The surveys and studies enable the conducting of the comparative analysis between the faculties and the educational programs. The comparative analysis is performed by the Quality Enhancement Department and the results are provided to all interested persons. The Quality Enhancement Department plans the organization of trainings with the personnel and students involved in the quality assurance processes in order to further reinforce the processes for their active participation in these processes.

MATERIAL RESOURCES

Master's Program in Business Administration is implemented in the campus equipped with modern infrastructure, it is provided with library, material and technical resources, which ensure the achievement of the program goals and learning outcomes in material and quality terms. All rooms are equipped with the devices necessary for the implementation of learning process. Students are informed about the opportunity to use existing resources and about the rules of use.

Computer classes are available at the University for practical and laboratory works with relevant equipment. The computer capabilities and their number totally make it possible to implement the program perfectly in terms of software and hardware.

All necessary literature and other materials (including those existing on the electronic carriers) determined by the course syllabuses of the program are available in the library, which ensures the achievement of the learning outcomes of the educational program.

The University has executed an agreement with the NNLE Georgian Library Association on the service of international electronic library bases. The most recent scientific periodicals, international electronic library bases are available for students, that enables the, to familiarize themselves with the most recent scientific data of the respective field in order to achieve the learning outcomes of the program.

The University operates a tech and entrepreneurship lab that allows students to connect with real business projects and to learn specific skills needed to execute various projects, and to benefit from individual mentoring services. The lab gives like-minded students a chance to connect and turn their business ideas into reality. In addition, workshops and activities organized by specialists in the field of developing specific skills are organized. The Tech and Entrepreneurship Lab is also actively involved in the development of practical elements of individual courses, coordinating the participation of practitioners and companies in the learning process.

PROGRAM CURRICULUM

4	Courses	ECTS	Total hours	Prerequisites	lecture	Practical work/group work	Midterm Exam	Final Exam	Total contact hours	Independent work hours	ECTS per semester I	II
											I	II
Study Courses for Main Field												
N	Obligatory Courses		Obligatory credits for semester								I	II
											18	12
1.	Systems Thinking and Decision-Making	9	225	None	13	24	2	3	42	183	9	
2.	Equality, Diversity, Inclusion and Sustainable Management	9	225	None	13	26	2	3	44	181	9	
3.	Managing and Consulting Projects	12	300	None	24	26	3	3	56	244		12

N	Field Elective Courses			Semester credits							I	II
											12	18
1.	Organizational Design and Development	9	225	None	13	24	2	3	42	183		
2.	Economics for Managers	6	150	None	13	12	2	3	30	120		
3.	Entrepreneurship and Business Regulation	6	150	None	13	12	2	3	30	120		
4.	Information Technologies for Business Analysis	6	150	None	13	12	2	3	30	120		
5.	Data Analysis	6	150	None	12	13	2	3	30	120		
6.	Marketing and Sales Management	6	150	None	13	12	2	3	30	120		
7.	Strategic Management Practical Course	6	150	None	13	12	2	3	30	120		
8.	Business Research Methods	9	225	None	13	24	3	3	43	182		
9.	Marketing Analysis	6	150	None	13	12	2	3	30	120		
10.	Conflict Management and Organizational Context	6	150	None	13	12	2	3	30	120		
11.	Performance Management and Control	6	150	None	13	12	2	3	30	120		
12.	Operational Excellence and Business Risks Management	9	225	None	13	24	2	3	42	183		
13.	Finance Management and Analysis	6	150	None	13	12	2	3	30	120		

14.	Resource Planning ERP Models	**6**	150	None	13	12	2	3	30	120		
15.	Innovation and New Product Development	**6**	150	None	13	12	2	3	30	120		
16.	Six Sigma Green Belt	**6**	150	None	12	13	3	3	31	119		
17.	Blockchain Technologies in a Modern Enterprise	**6**	150	None	13	12	3	3	31	119		
18.	Green Agenda	**6**	150	None	13	12	2	3	30	120		
19.	Principles of International Taxation	**6**	150	None	12	13	2	3	30	120		
	Total	**60**									30	30

HUMAN RESOURCES

N	Learning Course	Lecturer Name - Surname	Status
1.	Systems Thinking and Decision-Making	Teona Maisuradze	Professor
		Khatia Koberidze	Associate Professor
		Giorgi Ghlonti	Invited Lecturer
2.	Equality, Diversity, Inclusion and Sustainable Management	Maia Chiabrishvili	Invited Lecturer
3.	Managing and Consulting Projects	Giorgi Mamniashvili	Associate Professor
		Ana Tvaliashvili	Invited Lecturer
4.	Organizational Design and Development	Goderdzi Buchashvili	Professor
		Teona Maisuradze	Professor
5.	Economics for Managers	Mariam Gavasheli	Associate Professor
6.	Entrepreneurship and Business Regulation	Nodar Sirbiladze	Invited Lecturer
7.	Operational Excellence and Business Risks Management	Khatia Koberidze	Associate Professor
		Maia Siradze	Assistant Professor
8.	Business Research Methods	Giorgi Mamniashvili	Associate Professor
9.	Finance Management and Analysis	Nino Samchkuashvili	Associate Professor
10.	Marketing and Sales Management	Rusudan Beriashvili	Associate Professor
		Ana Kazaishvili	Assistant Professor
11.	Strategic Management Practical Course	Maia Chiabrishvili	Invited Lecturer
12.	Information Technologies for Business Analysis	Davit Kipshidze	Assistant Professor
13.	Marketing Analysis	Rusudan Beriashvili	Associate Professor
		Lia Khmiadashvili	Invited Lecturer
14.	Data Analysis	Nino Lomtadze	Invited Lecturer
		Nino Bliadze	Invited Lecturer
15.	Resource Planning ERP Models	Khatia Koberidze	Associate Professor
		Giorgi Qamadadze	Invited Lecturer
16.	Innovation and New Product Development	Nodar Sirbiladze	Invited Lecturer
17.	Six Sigma Green Belt	Andrey Sergeev	Invited Lecturer
18.	Blockchain Technologies in a Modern Enterprise	Erekle Zarandia	Associate Professor
		Karol Strzala	Invited Lecturer
19.	Green Agenda	Irakli Samkharadze	Associate Professor

20.	Conflicts Management and Organizational Context	Ana Kazaishvili	Assistant Professor
21.	Performance Management and Control	Teona Maisuradze	Professor
22.	Principles of International Taxation	Paata Shurghaia	Associate Professor

Academic/Invited Personnel

N	Lecturer Name – Surname	Status	Affiliation
1.	Teona Maisuradze	Professor	Affiliated
2.	Goderdzi Buchashvili	Professor	Affiliated
3.	Rusudan Beriashvili	Associate Professor	Affiliated
4.	Mariam Gavasheli	Associate Professor	Affiliated
5.	Erekle Zarandia	Associate Professor	Affiliated
6.	Nino Samchkuashvili	Associate Professor	Affiliated
7.	Irakli Samkharadze	Associate Professor	Affiliated
8.	Khatia Koberidze	Associate Professor	Affiliated
9.	Paata Shurghaia	Associate Professor	Affiliated
10.	Giorgi Mamniashvili	Associate Professor	Affiliated
11.	Maia Siradze	Assistant Professor	Affiliated
12.	Ana Kazaishvili	Assistant Professor	Affiliated
13.	Davit Kipshidze	Assistant Professor	-
14.	Giorgi Qamadadze	Invited Lecturer	-
15.	Lia Khmiadashvili	Invited Lecturer	-
16.	Giorgi Ghlonti	Invited Lecturer	-
17.	Nodar Sirbiladze	Invited Lecturer	-
18.	Ana Tvaliashvili	Invited Lecturer	-
19.	Maia Chiabrishvili	Invited Lecturer	-
20.	Nino Lomtadze	Invited Lecturer	-
21.	Nino Bliadze	Invited Lecturer	-
22.	Andrey Sergeev	Invited Lecturer	-
23.	Karol Strzala	Invited Lecturer	-