



EDUCATIONAL PROGRAM

Coordinated with the Quality Assurance Office

Minutes №14, November 6, 2017

Head of the office /Assoc.Prof.Dr. Diana Mtchedlishvili/

Reviewed at the Faculty Board

Minutes №48, November 16, 2017

Dean of the Faculty /Prof.Dr. Tea Kbiltsetskhlishvili/

Approved by the Academic Board

Minutes №15, December 8, 2017

Rector /Prof.Dr.IlyasCiloglu/

Doctorate Educational Program

Business Administration

Tbilisi
2017 year



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Direction: Business Administration - 02

Field/ Specialty: Marketing–0202, Management – 0203, Finance - 0204

Name of the Educational Programme: Business Administration

Faculty: Business Management

Programme Coordinator(s): Metin Mercan, Assoc.Prof.Dr., Mobile: (+995) 557 494 634 E-mail: mmercan@ibsu.edu.ge;

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Education Cycle: Doctorate (Third Cycle of Higher Education)

Type of the Programme: Academic

Awarded Qualification: Doctor of Business Administration /ბიზნესის ადმინისტრირების დოქტორი

Code of Qualification: 02

Language of Education: English

Credit Value of the Programme: 180 ECTS



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Structure of the Programme:The Program consists with 180 Credits, including 60 credits of Study component and 120 of the research component (Dissertation).

The Study component includes:

- Pedagogy of High Education – 10 Credits
- Multivariate Data Analysis – 10 credits
- Research Methodology – 10 credits
- Applied Econometrics – 5 credits
- Professors’ Assistance/Free credits – 5 credits
- Doctor Seminar(Management/Marketing/Finance) – 10 credits
- Compulsory course of concentration(Management/Marketing/Finance) – 10 credits

Programme Admission Precondition:According to Georgian legislation, the candidate for studying at this program should have a Master’s degree or a degree equaled to it.The requirement of program is to have a Bachelors or a Master’s degree in Business Administration or Economics. If the candidate possesses a foreign Master’s Diploma or an equivalent to it which is duly recognized under the law of the country concerned,thevalidity of thecandidate’s diploma / awarded credits has to beconfirmed by the LELP – Georgian National Center for Education Quality Enhancement. The candidate to the program should meet other admission criteria according to University regulations:

- should have the B2 level in English, which is certified by an international certificate of the corresponding level (TOEFL IBT, IELTS , FCE) orgraduated from an English-language Master’s program. The candidatemay also take a corresponding exam at IBSU.,
- the candidate to the program has to submit a 5-pagesResearch Proposal, the correspondence of which to the program requirements is assessed by a Dissertation Field Board commission consisting of minimum three people (including program coordinators and minimum 2 field professors)
- Then an interview based on the proposal is held.

Those students who have graduated from English Language Masters’or Bachelors’ Educational Program within the last 5 years and their GPA is at least 75 (out of 100) or 3 (out of 4) will be exempt from the English language requirement. If student is a citizen of a country, where the official language is English, is exempted from passing the language exam, but others will also have to pass English language exam here or present certificate of exam which correspondent to B2 level.

The assessment criteria for the Research Proposal are:

	Not reflected	Unacceptable	Acceptable, with major changes	Acceptable, with minor changes	Acceptable
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Title: neither too narrow, nor too wide; terms used adequately; sounds contemporary	0	1-3	4-6	7-9	10-12
Significance and novelty: the topic is contemporary, less studied; the potential of novelty and value is presented	0	1-3	4-6	7-9	10-12
Theoretical and practical value: it is presented how the research can impact the field	0	1-3	4-6	7-9	10-12
Literature overview: presents main achievements and names; reference list includes at least 10 important titles	0	1-3	4-6	7-9	10-12
Research questions / hypothesis are original and well-formulated	0	1-3	4-6	7-9	10-12
Research methods are adequate to the topic and well defined	0	1-3	4-6	7-9	10-12
Academic and clear language	0	1-3	4-6	7-9	10-12
Interview / oral presentation *: reveals a good knowledge of the topic, arguments any point from the proposal	0	1-4	5-8	9-12	13-16
Total:					100

* A candidate who obtains at least 51 points in the previous items is admitted to the interview; the candidate who obtained 41-50 points, can resubmit an improved version within submission deadlines.

** A candidate who obtains at least 9 points from the oral interview will be admitted.

Purpose of the Programme: The goal of the PhD. Program in Business Administration is to provide public and private Academic Institutions and real business sectors with highly qualified specialists who are oriented to achieving goals, solving problems and contributing to the development of field-related spheres and organizations. Leading research at postgraduate level can be an exciting and fulfilling opportunity to explore something in real depth and make new contributions to knowledge. Program allows students to increase their prospects by building a stronger research profile and developing more deep knowledge and expertise in marketing/management/finance areas.

Learning Outcome:



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Outcome of the studies are the union of the competencies, which determine what students should know, understand, or will be able to do during learning process or at different levels after graduating. After completing program students will be able to formulate following Generic/transferable and field specific competencies:

Knowledge and understanding: Students will have:

- Full range of deep theoretical and practical knowledge required by the obligatory standards established for rewarding the doctorate academic degree in the field of business administration;
- Deep knowledge of modern tendencies and theories which makes students to work independently on marketing, business and finance literatures to use academic process and business life;

Ability to use knowledge in practice:

- Follow research of significance in the discipline or an interdisciplinary or creative project
- Critically apply theories, methodologies, and knowledge to address fundamental questions in their major area of study;
- Ability to conduct and supervise research of other students;
- Ability to show a professional skills and knowledge at a level required for university undergraduate and master teaching in their discipline and assessment of student learning.
- Ability to contribute in the formation process of the new knowledge and totally meet the contemporary demands of the doctor of science;
- Ability to enhance career prospects;
- Ability to develop new skills and problem-solving abilities;
- Skill to plan educational and scientific research works; choosing topic to find and analyze the literature to pose problem questions, chose adequate methods of research and to work hypothesis and then after test the results.

Ability to making judgment:

- Ability to analyze and form own views, by reading literature and information gained from mass-media concerning business administration field and make decisions to solve problems;
- Ability of critical evaluation of fulfilled scientific work;
- Ability to proper analysis and respect of multicultural and diverse business environment;
- Develop his/her own research questions, models and methodology, and interpret the results to make judgment about problems surrounding the society and business.

Communication skills

- Cooperate productively with people from different backgrounds as both leaders/mentors and team members with integrity and professionalism;



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- Ability to express own views on the corresponding topic in the business community, can participate in scientific or professional debates, shows his/her own work in the conferences;
- Capability of individual and team works;

Learning skills

- Student can effectively plan and own studies, professional development, can carry it out and monitor it independently;
- Student can develop various research, projects and publication about problems or recommendation in business life.

Values:

- Ability to make a valuable contribution to new knowledge;
- An appreciation of the endless bounty of knowledge both within the discipline and outside of it;
- Assess the innovations in academic/businesses, using them through education, employed in business or organizations.



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Learning Outcome Map:

Course / Module / Internship / Research Component	Criteria of Competencies					
	Knowledge and Understanding	Applying Knowledge	Making Judgments	Communication Skills	Learning Skills	Values
Multivariate Data Analysis	x	x	x			x
Research Methodology	x	x	x	x	x	x
Pedagogy in Higher Education	x	x	x	x	x	x
Organization Theory	x	x	x	x	x	x
Advanced Corporate Finance	x	x	x	x	x	x
Applied Econometrics	x	x	x	x	x	x
Applied Econometrics	x	x	x	x	x	x
Doctoral Seminar (in Management, Marketing, Finance)	x	x	x	x	x	x
Professor's Assistance	x	x	x	x	x	x
Dissertation	x	x	x	x	x	x



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Methods of Attainment of Learning Outcomes:

Study components considered by the program are carried out using following teaching and learning methods:

Lecture – Lectures involve discussion of major theoretical material, concepts, terms, etc. through ensuring students’ active involvement. It is basically oriented on thorough teaching scientific theories and approaches of study material. During lectures subject related issues are deeply explained, students are actively involved in the discussions and clear perception and comprehension of topics using brain-storming and other interactive methods.

Group work – Group work develops the knowledge and skills of planning and fulfillment of specific tasks under cooperative environment. Group work includes discussion of case studies, quizzes, practical assignments, different examples, through which students obtain skills of problem resolution in teams that in turn ensures development of team working skills and the possession of competencies of considering and accepting others opinion.

Practice / lab work – In order to ensure deep understanding and perception of the issues, practice/lab work concentrates on accurate discussion of relevant examples, cases, video materials, exercises and the ways of their resolution, which ensures the formation of students’ ability to use the obtained theoretical knowledge in practice and develop analytic and creative thinking.

Seminar – The aim of seminars is to create the context for students which enables them to get the details, and better understand and realize the issues and topics discussed during lectures. Seminar is the means of knowledge transfer, involves discussion and drawing conclusions, and it is coordinated by a lecturer with certain specific objectives. Seminars are conducted in accordance to specific aims and are in line with the material covered throughout lecturers.

Independent work – Through independent work students deepen and internalize the knowledge obtained throughout the lecturers. Independent work involves searching for the materials through course-books or other sources of information, realizing and learning the obtained information; it also involves completing home-tasks. All these activities deepen the interest in certain issues, the wish to study these issues independently, they help students develop the ability of thinking independently, analyze the obtained information and draw conclusions.

The teaching and learning methods mentioned above are fulfilled using following activities:

Presentation(by lecturer)– The method consists of narration and speaking through which the information is provided by a teacher to a learner. Through this process teacher transfers knowledge verbally, explains the material and students obtain this knowledge through listening, memorizing and comprehension. It is important to



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make sure that understanding occurs and information is perceived correctly. In case of necessity additional instruction should be provided. A teacher is giving specific examples and provides detailed explanation.

Demonstration - It demonstrates information visually. It's sufficiently effective when reaching the result because it takes into consideration the interests of different students. Learning material can be demonstrated by lecturer or student. This method helps different steps of learning process to be seen visually and concretize, what should student do independently. At the same time, this strategy visually demonstrates the main point of the subject/problem.

Induction –modern, one of the most effective student-oriented methods. Major objective of this method is to collect much data and by generalizing the observed perspectives discover general principles through which it is possible to discuss the facts, cases and events and explain them. Learning is oriented at relying on facts and developing rules through generalizing these facts, thus, moving from specific facts to general rules.

Deduction– a traditional method of teaching and learning which sees a teacher as a major source of information and students learn general theories through a teacher's supervision. Deductive method of learning determines that kind of any subject knowledge, which presents the process when depending on general knowledge we discover new knowledge, so the process goes from general to concrete.

Analysis– In the modern world majority of disciplines have become complex; accordingly, courses in these fields require complex approaches. The method of analysis helps us to dismantle multi-disciplinary and inter-disciplinary courses into parts which allows dividing an issue under the study into separate aspects. This helps to discuss separate issues in details.

Synthesis - Method of synthesis means back-procedure, using some parts and making the whole with them. This method helps to see the whole problem.

Case Study – active problem-situation analysis method, which presupposes discussing real cases and discussing them which allows students to look at the issues from different perspectives, analyze possible solutions of the problem and choose and justify specific strategies, objectives and expected outcomes. A case presents a context and it is an instrument by itself which allows a student to use specific knowledge obtained through the course and put it into practice in the context which is close to real-life situation.

Brain Storming - collecting as many/various ideas about the topic/issue as possible. The method enhances development of creative approach towards the problem. It supports the development of creative approaches when students try to see an issue from different perspectives. This approach ensures that every person is involved in the learning process. It is efficient for a large group and is used in stages.



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Discussion / Debates – one of the most broadly spread interactive methods; discussion raises the level of student involvement; while discussion different opinions are confronted and the discussion is not limited to the questions asked by a teacher. Overall aim is to synthesise different views. This method develops students’ ability of reflection and argumentation.

Simulation, Role Plays and Situational Games – belong to game-type of methods which consist of simulation (role-play) games, didactic or educational games, situational games, game-like approaches and procedures. Games developed through pre-developed scenarios enable students to look at important issues from different perspectives. They help students to form alternative viewpoints. Like discussion, these games develop students’ ability to express their own opinion independently and defend their attitudes in a dispute.

Project – This approach is a unity of perceptive methods, which makes it possible to solve a problem through students’ independent work and presenting the achieved solutions. This approach raises students’ motivation and responsibility; working on the project involves planning, research, practical activities and presenting the results; the projects are complete if the outcomes are presented in a convincable manner through exemplifying specific results; a project could be done individually, in peer or group work; upon completion, the project is presented to a broader audience.

Presentation (by student/students) – Taking into consideration the development of technology presentation is one of the most interactive and effective ways of teaching. It is a combination of teaching and learning methods which allows a student to solve a problem through independent work and presenting the outcomes. This method raises students’ motivation to work independently; it also develops specific skills – planning, researching, and presenting data in an effective manner; it develops skills to work in groups or individually.

Teaching though Electronic Sources – The method implies teaching through internet and the means of multimedia. It consists of all the components of teaching process that are realized through specific means of internet and multimedia.

Task Solving – Gradual mastering of theoretical material through solution of specific tasks that ensures development of skills of using theoretical knowledge independently. While solving the tasks the lecturer pays attention to the methods of task solution and to the relevant use of the various schemes or chart drawing techniques or to the techniques of task solution;

Problem Solving – The method of teaching that enables employment of newly obtained knowledge by students through study, analysis and solution of specific problem. While employing this method it is important to assess and analyze the results received through the solution of a specific problem. By using this method the skills and the ability of a student to use obtained knowledge in practice is developed.



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Group Work – Teaching method through which students are divided into the groups and the assignments are given to each of the groups. Group members process the information individually and share their ideas to other group members at the same time. Group members may be assigned different functions depending on the objective defined by the task. This method ensures active involvement of each student in the process of teaching.

Individual Work – The method when a student individually performs the tasks and the assignments determined through the academic process.

Working with a Course-Book – Actively used method in a process of learning through which a student process given material by using given literature and other sources.

Problem-based Learning – a method which uses a specific problem from the field in order to help a learner to acquire new knowledge and integrate it with specific skills.

Preparing a Presentation – Students' independent work through which a specific issue or topic is studied and the skills like planning, research, processing and analyzing data as well as presenting the results of study and arguments in a persuasive manner is developed. The method develops students' individual working skills.

Preparing a Project - Students' independent work through which projects are prepared. Working on the project involves planning, research, practical activities and presenting the results. The projects are complete if the outcomes are presented in a convincable manner through exemplifying specific results.

Doing Homework – Independent work when students do the home assignments determined through the academic process. Doing home assignments implies reading, processing and studying material determined through the study course as well as doing given assignments in written form or presenting them orally.

Learning though Electronic Sources – The method implies learning through internet and the means of multimedia. It consists of all the components of learning process that are realized through specific means of internet and multimedia.



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Student Knowledge Evaluation System: The goal of evaluation is to determine student's education results qualitatively in relation to academic program goals and parameters.

Student may be assessed orally and/or in a written way. A student's knowledge and skills are assessed through 100 points grading system. It consists of midterm and final evaluations, sum of which makes up 100 points.

Grading system allows:

a) Five types of positive grades

- 1) (A) Excellent – 91 and over of maximum point;
- 2) (B) Very good – 81-90 of maximum point;
- 3) (C) Good – 71-80 of maximum point;
- 4) (D) Satisfactory – 61-70 of maximum point;
- 5) (E) Acceptable – 51-60 of maximum point.

b) Two types of negative grades

- 1) (FX) Fail – 41-50 of maximum point, meaning that a student requires some more work before passing and is given a chance to sit an additional examination after independent work;
- 2) (F) Fail – 40 and less of maximum point, meaning that the work of a student is not acceptable and he/she has to study the subject anew.

For the midterm and final evaluations minimal passing grade is set. The final evaluation minimal passing grade must not exceed 60% of final evaluation grade.

Midterm and final evaluation grade distribution, their minimal competence levels and assessment criteria are described in the corresponding syllabus.

A credit can be awarded only after the attainment of learning outcomes, envisaged by the course syllabus and following requirements:



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- a) Obtaining minimal competence levels set for midterm and final evaluations;
- b) Obtaining minimum 51 points out of 100 points of final grade.

A student is allowed to take an additional (make-up) exam in case he/she scored 41-50 points of final grade or minimum 51 points, but did not obtain minimal competence level set for final evaluation.

Considering its specification, the format and the assessment criteria of mid-term and final evaluations can be determined in the specific module/course syllabus.

Evaluation of research component(Dissertation) is assessed by a jury during the defense. During the defense of the doctoral dissertation, the assessment takes place according to the following rubric:

	criteria	maximum points	actually awarded points
1	Significance	10	
2	Practical value of research	10	
3	Theoretical value of research	10	
4	Novelty	10	
5	Depth of the analysis of the topic and originality of conclusions	15	
6	Reliability of results (statistical treatment of experiment, logical argumentation)	5	
7	During the defense: presentation (logical argumentation, structure of the presentation, clear speech, presenting the basic ideas of the dissertation)	15	
8	During the defense adequately answering the questions, arguing one's viewpoint, using terminology appropriately	15	
9	During the presentation efficiently using the visual aids	10	
Total		100	



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Assessment criteria # 1-6 is done according to dissertation and publications.

The assessment of dissertation finally is done with the following wording:

- a) Excellent (summa cum laude) – 91 points and over of maximum point – an excellent performance;
- b) Very good (magna cum laude) – 81-90 points of maximum point – a result exceeding given requirements in all aspects;
- c) Good (cum laude) – 71-80% of maximum point – a result exceeding given requirements;
- d) Average (bene) – 61-70 points of maximum point – a result satisfying given requirements in all aspects;
- e) Satisfactory (rite) – 51-60 points of maximum point – a result satisfying given requirements despite some mistakes;
- f) Unsatisfactory (insufficient) – 41-50 points of maximum point – a result not satisfying given requirements because of serious mistakes;
- g) Absolutely unsatisfactory (sub omnicanone) – 40 points and less of maximum point – a result absolutely not satisfying given requirements.

The student is awarded the academic degree of doctor in case of obtaining any of the above mentioned grades considered by items from a) to e); in case of getting the grade considered by item f) – the student has a right to present the rewritten doctoral thesis during the first year; and in case of getting the grade considered by item g) – the student has no right to present the same doctoral thesis.

Specificities of the Organization of the Teaching Process: The Program consists with 180 Credits, including 60 credits of Study component and 120 of the research component (Dissertation). Program includes 3 academic years (6 semesters), and last 4 semesters are allocated for preparation and defense of dissertation. Study courses are taken in the first year. During the 3rd-6rd semester the doctorate student is working on the doctoral dissertation; at the end of the 6th semester the defence of doctoral dissertation should occur.



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According to ECTS 1 credit is calculated as 25 hours. Program offers three concentrations: Marketing, Management, Finances (Student chooses the concentration from the beginning). Professor's assistance - 5 credit is compulsory for those who do not have minimum experience of one year in higher education teaching. Who has this experience may choose any course as a free credit in any doctoral program.

Dissertation has to be an original and independent work. The dissertation should possess the following features: innovation, urgency, scientific /theoretical and practical value. Upon completing of dissertation, to check for plagiarism, a team will be created by the Dissertation Board decision which will involve supervisor, one of expert and an IT specialist to check the academic honesty with the help of corresponding software.

Dissertation of the PhD student will be allowed for defence in the case, if he completed a doctoral program with all study components, and has published a dissertation topic related at least three publications, one of which is to be published in an international peer reviewed indexing journal, indexes indicator (SSI or SOC), one article – in International peer reviewed journal or at the international conference proceedings, and one - an international peer-reviewed journal.

In accordance with the Statute of the Dissertation Board, it is also necessary to successful completion of the thesis prior defence.

Doctorate allowed to defence the Dissertation in the case of receiving a positive assessment from the two experts designated by the Dissertation Board and the Dissertation Board. If one of the experts evaluates is positive (with the recommendation of technical improvement) the doctor will be given some time to consider this recommendation. If the assessment of the expert is negative (with minor contents, indicating substantial improvement or denial) and the doctoral student agrees, it will be given an additional one semester for reflection in the dissertation of the remarks mentioned in the conclusion. Otherwise, the additional expert will be appointed by the Dissertation Board. Finally, if two of the three expert conclusions is positive and one negative, the doctorate is allowed to adhere to the community.

If the evaluation of two experts is negative, the dissertation will be returned to the student for at least one semester term.

If it is decided during the prior defence that the dissertation needs to be improved, a repeat meeting will be established after this improvement. No more than two prior defences are allowed for the same dissertation. In this case the new research plan should be approved and the student does not have the right to present the dissertation work before one semester.

Field of Employment: A Doctorate degree is usually essential for an academic career or a specialist scientific post within research organizations/institutions. In addition, outside of academia and science, the skills and expertise you'll gain from PhD research and program may be highly valued by employers and can often lead to management and other senior positions in state institutions, financial institutions and international institutions. Therefore we aim potential international and local



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students who are seeking to enhance career prospects in the above mentioned organizations. To be more specific employment areas of Ph.D. business administration can be mentioned as follows:

- In higher educational institutions, including both academic and administrative position to provide successful development of educational process;
- Scientific institutions (in particular: in such public and international organizations, which function as research institutes on modern tendencies in business environment);
- Public and private business companies;
- As independent business experts.

Information Concerning Material Resources Necessary for the Implementation of the programme:

Compulsory literature indicated in syllabus is available in library and on electronic library, on university web-page we have uploaded lecturers' presentations dealing with the topics under study, and all lecture-rooms are equipped with projectors for slide-show presentations.

In addition to the above mentioned: Students will use the Internet (the university has a center for independent work, which is has an Internet connection and is available daily), computer laboratories and library. During the learning process, students will receive necessary information from their professors and consultants. Silk Road Scientific-Research Institute enables Ph.D. students to participate in international conferences. IBSU is a member of the following electronic libraries:

<https://www.jstor.org/>

<http://polpred.com/>

<https://clarivate.com/>

www.openoar.org

www.roar.eprints.org

www.doaj.org

www.beallslit.weebly.com

www.gutenberg.org

www.memory.loc.gov

www.wdl.org

www.obiblio.sourceforge.net



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Information Concerning Human Resources Necessary for the Implementation of the programme: See the additional table of study plan given below.

Study Plan

Course / Module / Internship / Research Component	Status	Credit number	Distribution of credits per courses and semesters						Distribution of hours						Number of contact hours per week	
			I s.y.		II s.y.		III s.y.		Contact hours				Independent work	Total number of hours		
			I Semester	II Semester	III Semester	IV Semester	V Semester	VI Semester	Lecture / Consultation	Seminar / Group Work / Laboratory Work / Practical work	Midterm exam(s)	Final exam				Total number of contact hours
Study Component	Compulsory	60	30	30					59	154	12	14	239	1261	1500	16
Pedagogy of Higher Education	Compulsory	10	10						8	20	2	2	32	218	250	2
Multivariate Data Analysis	Compulsory	10	10						11	32	2	3	48	202	250	3
Research Methodology	Compulsory	10	10						14	14	2	2	32	218	250	2
Applied Econometrics	Compulsory	5		5					11	17	2	3	33	92	125	2
Professor's Assistance/ Free elective course	Compulsory	5		5						30	-	-	30	95	125	2



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Doctoral Seminar (in Management, Marketing, Finance)	Compulsory	10	10	10	10	10	10	10	-	28	2	2	32	218	250	2
Concentration - Management		10	10						15	13	2	2	32	218	250	2
Organization Theory	Compulsory	10	10						14	14	2	2	32	218	250	2
Concentration - Marketing		10	10						14	14	2	2	32	218	250	2
Theory of Consumer Behavior	Compulsory	10	10						14	14	2	2	32	218	250	2
Concentration- Finance		10	10						12	16	2	2	32	218	250	2
Advanced Corporate Finance	Compulsory	10	10						12	16	2	2	32	218	250	2
Research Component - Dissertation	Compulsory	120			30	30	30	30		120	-	-	120	2880	3000	2
Total		180	30	30	30	30	30	30	59	274	12	14	359	4141	4500	18

- Note:**
1. From the given concentrations PhD student has to choose one.
 2. Study component Professor's Assistance is obligatory for those students who have no minimum one year teaching experience in higher educational institution.
 3. Total distribution hours of study component includes distribution of hours from one of the concentrations (management).
 4. According to Dissertation Board Regulation PhD students are required to publish as minimum 3 articles (one of them in international referred journal) and pass predefence.



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Additional Table of Study Plan

№	Course / Module / Internship / Research Component	Code	Semester	Prerequisites	Lecturer	Obligatory Literature
1	Multivariate Data Analysis	DBA 725	I	-	Lasha Kavtaradze, PhD, invited lecturer	<ol style="list-style-type: none"> P. Newbold, W.L. Carlson & B.M. Thorne (2013), <i>Statistics for Business and Economics</i>, Eight Edition. Wooldridge, Jeffrey M. (2014), <i>Introduction to Econometrics – Europe, Middle and Africa Edition</i>. Bryan F.J. Manly (2005), <i>Multivariate Statistical Methods</i>. 3rd Edition.
2	Pedagogy of Higher Education	DBA 707	I	-	Natela Doghonadze, Prof.Dr., Affiliated Professor	<ol style="list-style-type: none"> Engen, P. and Kauchak, D. (2004). <i>Educational Psychology</i>. Pearson Education International. – available at IBSU library Ambrose, S.A. et al. (2010). <i>How learning works</i>. San Francisco: Jossey-Bass. Doghonadze, N. (2015). <i>Higher Education Pedagogy</i>. Course notes. Tbilisi. IBSU – available at SMART Learning
3	Research Methodology	DBA 703	I	-	Nikoloz Parjanadze, Prof.Dr., Affiliated Professor	<ol style="list-style-type: none"> Adams, J., Khan, H. T., Raeside, R., & White, D. (2014). <i>Research Methods for Graduate Business and Social Science Students</i>. Los Angeles: Response Books. SAGE. Saunders, M., Lewis, P., & Thornhill, A. (2016).



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						<p><i>Research Methods for Business Studentes</i> (5th ed.). London: Pearson Education.</p> <p>3. IBSU. (2015). <i>Guidelines for Thesis Writing - IBSU Regulations on Thesis Writing</i>. Tbilisi: International Black Sea University.</p> <p>4. სSingh, K. (2007). <i>Quantitative Social Research Methods</i>. Los Angeles: SAGE Publications.</p>
4	Advanced Corporate Finance	DBA 704	II	DBA703Research Methodology	<p>1. Metin Mercan, Assoc.Prof.Dr., Affiliated Associated Professor</p> <p>2. Ketevan Lapachi, Prof.Dr., Affiliated Professor</p> <p>3. Tea Kbiltsetskhilashvili, Prof.Dr., Affiliated Professor</p>	<p>1. Pascal Q., Maurizio Dallocchio, Yann le Fur and Antonio Salvi (2014) 4 edition. <i>Corporate Finance Theory and Practice</i>. Wiley</p> <p>2. Brealey, Myers and Allen (2014). <i>Principles of Corporate Finance</i>. 12 edition McGraw-Hill.</p> <p>3. Jonathan Berk and Peter DeMarco 4 edition (2017). <i>Corporate finance</i>. Pearson.</p> <p>4. Tirole, Jean (2005). <i>The Theory of Corporate Finance</i>. Princeton University Press Finance.</p>
5	Theory of Consumer Behaviour	DBA715	II	DBA703Research Methodology	<p>Kakhaber Jakeli, Assoc.Prof.Dr.</p> <p>Giorgi Berulava, PhD., invited lecturer</p>	<p>1. Bamossy, Gary J._ Solomon, Michael R : Consumer Behaviour: A European Perspective May 2, 2016, Pearson Education</p>
6	Organization Theory	DBA 730	II	DBA703Research Methodology	<p>1. Maka Bughulashvili ,Assoc.Prof.Dr.</p>	<p>1. Jones G.R., Organizational Theory, Design and Change, 7th Edition, Peason Pulication, 2012</p> <p>2. McAuley J., Duberley J., Johnson P., Organizational Theory, Prentice Hall, 2007</p>
7	Applied Econometrics	DBA 713	II	-	<p>1. Lasha Kavtaradze, PhD, invited</p>	<p>1. M. Verbeek, “A Guide to Modern</p>



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					<p>lecturer</p> <p>2. Avtandil Gagnidze, PhD, invited lecturer</p>	<p>Econometrics”,2nd edition, 2004</p> <p>2. H. Yamada, “A Note on Band-Pass Filters Based on the Hodrick-Prescott Filter and the OECD System of Composite Leading Indicators”, 2012.</p> <p>3. http://www.keepeek.com/Digital-Asset-Management/oced/economics/a-note-on-band-pass-filters-based-on-the-hodrick-prescott-filter-and-the-oecd-system-of-composite-leading-indicators_jbcma-2011-5kg0pb01sbbt#.W1lPQ9-WZPY#page1</p> <p>4. J.D.Hamilton, “Time Series Analysis”, 1994</p> <p>D.F.Hendry, “The Econometrics of Macroeconomic Forecasting”, 1997.</p>
8	Doctoral Seminar	DBA 727	II	<p>1. DBA703 Research Methodology</p> <p>2.Multivariate analysis</p>	<p>Field related lecturer involved in the program</p>	<p>1. Bjorn Gustavii. How to write and illustrate a Scientific Paper. Second Edition, Cambridge University Press, 2008</p> <p>2. George M.Hall. How to write a paper.5th Edition, Wiley-Blackwell, 2008.</p> <p>3. Kathleen McMillan and Johathan Wayers.How to write dissertartation and Project Report. Pearson.2007.</p> <p>4. Literature students and lecturer find on the internet and IBSU library or other library to related their topics</p> <p>5. Lecturer decides the seminars materials upon students dissertation topics</p>



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9	PhD dissertation	DIS 700	III-VI	All study courses covered	<p>Associate Professor or Professor of IBSU or another HEI, or PhD degree holders .</p> <ol style="list-style-type: none"> 1. Prof.Dr.Ilyas Ciloglu 2. Assoc.Prof.Dr.Metin Mercan 3. Assoc.Prof.Dr.Sophio Khundadze 4. Giorgi Berulava, PhD 5. Assoc.Prof.Dr.Kakhaber Jakeli 6. Prof.Dr.Ketevan Lapachi 7. Prof.Dr.Tea Kbiltsetskhlashvili 8. Assoc.Prof. Teona Maisuradze 9.Prof.Dr.Tatiana Papiashvili 10.Assoc.Prof.Dr. Azer Dilanchiev 	Literature corresponding to the research topic
10	Professor's assistance	DBA 712	II	DBA 707 Pedagogy in higher education	Any Associate Professors deliver courses in the program	-