



# EUROPEAN MASTER IN BUSINESS STUDIES

## Module Handbook 2025-2026

<http://www.embs.eu>



UNI KASSEL  
VERSITÄT



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## **ABBREVIATIONS INDEX**

**ECTS:** European Credit Transfer and accumulation System

**Ed.:** Edition

**HRM:** Human Resource Management

**ICT:** Information and Communications Technology

**ILO:** Intended Learning Outcomes

**Prof.:** Professor

**SQL:** Standard language for storing

**TLA:** Teaching and Learning Activities

**UNIVERSITÀ DEGLI STUDI DI TRENTO: 1<sup>ST</sup> SEMESTER**

Università degli Studi di Trento European Master in Business Studies				
EUROPEAN AND INTERNATIONAL COMMERCIAL LAW				
Semester	Duration	Type	ECTS	Student workload
1 <sup>st</sup> semester	Within one semester (blocked periods over approximately 9 weeks)	Mandatory	6	150 hours (36 teaching hours, 114 hours of self-study)
Pre-requisite for participation	Applicability	Module examination	Teaching and learning method	Responsible person for the module
None	EMBS course only and few Erasmus students	Written exam (= 90 minutes, 90%); optional presentations and class discussion (10%)	Seminar, case studies, discussion	Prof. Corrado Malberti

Major intended learning outcomes
<p>Upon completion of the module students will:</p> <ul style="list-style-type: none"> <li>• Be familiar with the different sources of law in European and national law and their practical implications (programme ILO K1).</li> <li>• Be familiar with the main practical problems and needs arising from European and international company law (programme ILO K1).</li> <li>• Be able to formulate managerial responses to the above mentioned needs provided by legal tools (programme ILO K2).</li> <li>• Be able to think analytically within a legal framework (programme ILO S1).</li> <li>• Have learnt to discuss / work together as an international team (programme ILO S2 and IP2).</li> <li>• Be able to take into account European / international legal restrictions for management decisions (programme ILO IP1).</li> <li>• Have become aware of the impact of the legal framework on management decisions (programme ILO T2).</li> </ul>

Correspondence between major intended learning outcomes and assessment
<p><b>K1:</b> In the readings, in the written exam and in the individual presentation, the student must analyse the practical implementation of both EU and national law.</p> <p><b>K2:</b> In the presentations and in the exam the student must explore the different legal implications of managerial decisions.</p> <p><b>S1:</b> In the presentations and in the exam the student must understand the different value of legal provisions.</p> <p><b>S2:</b> In the presentations and in class discussions students understand the different approach to company law problems existing in the European Union.</p> <p><b>IP1:</b> In presentations and in the exam the student must discuss the limits imposed by the law on managerial decision making.</p> <p><b>IP2:</b> Students are introduced in a multicultural class and start to collaborate in international teams.</p> <p><b>T2:</b> During class discussions students understand the different approaches to legal problems existing in the EU.</p>

### Content of the module

The course provides an overview of European and international business law. After a general introduction on the legal framework governing European and international corporate structures, the course addresses the following topics: the freedom of establishment of companies in the EU, the EU company law harmonisation programme, national and cross-border mergers, divisions and transformations, the digitalisation of EU company law, shareholder rights, corporate sustainability, European business organisations, European business organizations, establishment and financing of companies, management and control. Students are invited to take part in class discussions.

### Literature

Adriaan Dorresteijen, et al., *European Corporate Law*, Kluwer, any edition.

Additional legal sources and materials are made available to students online.

Further relevant reading:

Andenas - Wooldridge, *European Comparative Company Law*, Cambridge University Press, any edition.

Dorresteijen, et al., *European Corporate Law*. Kluwer Law International, any edition.

Edwards, E.C., *Company Law*. Clarendon Press, any edition.

Grundmann, *European Company Law: Organization, Finance and Capital Markets*. Intersentia, any edition.

### Teaching and Learning Activities designed to facilitate students' achievement of the ILOs

TLA	Brief Description	ILOs												
		K1	K2	S1	S2	A1	A2	IP1	IP2	BW1	BW2	T1	T2	T3
Classroom lectures	Learning in the presence of the teacher	✓	✓	✓				✓	✓				✓	
Videos and other visual aides	Slides are used to support course content	✓	✓	✓				✓					✓	
In-class debates of controversial topics	The teacher will regularly ask questions	✓	✓	✓	✓			✓	✓				✓	
Individual and group presentations	Cases related to the topics discussed in calls will be presented and by groups of students	✓	✓	✓	✓			✓	✓				✓	
Individual readings (studying)	Students read reading material (i.e., they study)	✓		✓				✓						

Individual written examination	Students should also learn from the exercises and questions they have at the exam	✓		✓					✓						
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**Assessment Tasks/Activities designed to assess how well the students achieve the ILOs**

Assessment Tasks/Activities	ILOs													Weighting*	
	K1	K2	S1	S2	A1	A2	IP1	IP2	BW1	BW2	T1	T2	T3		
Class discussions and group presentations	✓	✓	✓	✓			✓	✓					✓		10%
Individual written exams	✓	✓	✓	✓			✓						✓		90%
* The weightings should add up to 100%.														100%	

Università degli Studi di Trento European Master in Business Studies				
ORGANIZATIONAL BEHAVIOUR AND HUMAN RESOURCES MANAGEMENT				
Semester	Duration	Type	ECTS	Student workload
1 <sup>st</sup> semester	Within one semester (4 hours over 9 weeks)	Mandatory	5	125 hours (35 teaching hours, 90 hours of self-study and project work)
Pre-requisite for participation	Applicability	Module examination	Teaching and learning method	Responsible person for the module
None	EMBS course only and few Erasmus students	1 written exam (60 min= 50%), group presentations (=15-40min= 50%)	Formal lectures, case studies and reading discussions, presentations, and individual work	Prof. Roberta Cuel

Major intended learning outcomes
<p>Upon completion of the module students will:</p> <ul style="list-style-type: none"> <li>• Have an understanding of the basic concepts of human resource management and the variables that influence organizational and group behaviors in organizations (programme ILO K1).</li> <li>• Handle the most common issues in human resource management and organizational behavior (programme ILO K2, BW1).</li> <li>• Acquire soft skills such as public speaking, presenting study results convincingly and assertively, discussing, and working in a team (programme ILO S1, S2 and IP2).</li> <li>• Consider ethical aspects in organizational and human resource decisions as important variables (programme ILO A2).</li> <li>• Look at organizational and human resource decisions from an international perspective (programme ILO IP1).</li> </ul>

Correspondence between major intended learning outcomes and assessment
<p><b>K1:</b> In the readings, in the individual written exam, and in the individual presentation, the student has to identify the main drivers of organizational behaviours in Human Resource Management.</p> <p><b>K2:</b> In the individual presentation, the student learn how to solve problems of HRM by applying adequate methodologies and processes.</p> <p><b>S1:</b> During presentations and open discussions, students acquire competences in analytical thinking, adequate communication and presentation skills.</p> <p><b>S2:</b> Preparing presentation and other group work, students learn how to work in team.</p> <p><b>A2:</b> In the program students study the concept of work-life balance and consider ethical issues when discussing career development and organizational behaviours.</p> <p><b>IP1:</b> Students internalised international perspectives participating in a multicultural class, and dealing with diversity management during the course.</p> <p><b>IP2:</b> Students are introduced in a multicultural class and start to collaborate in international teams.</p> <p><b>BW1:</b> Through case studies and presentations, students will be able to apply models and best practices in the management of human resources.</p> <p><b>T2:</b> Through the analysis of the psychological contract, changes in cultures and style of work, students understand the diverse impact of changes in politics, economics, and culture.</p>

<b>Content of the module</b>
<p>The course is divided into units. Each unit will include a traditional lecture with an introduction to the unit’s topic, and an open discussion of the topic using cases and readings. Students are requested to present some specific techniques or case studies during class.</p> <p>The course will present a selection of HR and organizational behaviour topics, such as:</p> <ul style="list-style-type: none"> <li>● HR and digitalization</li> <li>● Diversity management and multicultural teams</li> <li>● Personnel selection and recruitment</li> <li>● Training methods and personal development</li> <li>● Motivation, performances and incentive systems</li> <li>● Career management and compensation systems</li> <li>● Leadership and agile working</li> <li>● Work-life balance and working syndromes</li> </ul>

<b>Literature</b>
<p>A number of scientific articles are provided for each topic. The list changes each year according to the latest research findings, but the following reading is considered essential:</p> <p>Janneke Hoek, Paula O’Kane, Martin McCracken, (2016). Publishing personal information online How employers access, observe and use social networking sites within selection procedures.</p> <p>Cullinane, N., &amp; Dundon, T. (2006). The psychological contract: A critical review. <i>International Journal of Management Reviews</i>, 8(2), 113-129.</p> <p>Sara L. Rynes, Barry Gerhart, Kathleen A. Minette (2004). The importance of pay in employee motivation: Discrepancies between what people say and what they do, <i>Human Resource Management</i> Volume 43, Issue 4, Pages 381-394.</p> <p>Loveman, G. <i>The Case of the Part Time Partner</i>. Boston, MA: Harvard Business Review, 1990.</p> <p>Nicholson, N. (1998). Seven Deadly Syndromes of Management and Organization: The View from Evolutionary Psychology. <i>Managerial and Decision Economics</i>, 19(7/8), 411–426.</p> <p>Further material will be provided on the course page.</p>

**Teaching and Learning Activities designed to facilitate students’ achievement of the ILOs**

TLA	Brief Description	ILOs													
		K1	K2	S1	S2	A1	A2	IP1	IP2	BW1	BW2	T1	T2	T3	
Classroom lectures	Learning in the presence of the teacher	✓	✓	✓				✓	✓					✓	
Videos and other visual aides	Slides are used to support course content	✓	✓												
In-class debates of controversial topics	The teacher will regularly ask questions and discuss cases	✓	✓	✓	✓			✓	✓	✓	✓			✓	

Classroom presentations	Students are asked to make short presentations on specific case studies or topics	✓		✓	✓		✓		✓	✓			✓	
Individual readings (studying)	Students read reading material (i.e., they study)	✓						✓					✓	
Individual written examination	Students should also learn from the exercises and questions they have at the exam	✓		✓										

**Assessment Tasks/Activities designed to assess how well the students achieve the ILOs**

Assessment Tasks/Activities	ILOs													Weighting*
	K1	K2	S1	S2	A1	A2	IP1	IP2	BW1	BW2	T1	T2	T3	
Individual and group presentations	✓		✓	✓		✓	✓	✓				✓		40%
Class participation / debate / discussion	✓	✓	✓	✓			✓							
Individual written exams	✓	✓	✓			✓	✓					✓		60%
													100%	

\* The weightings should add up to 100%.

**Università degli Studi di Trento**  
 European Master in Business Studies

**INFORMATION SYSTEM**

Semester	Duration	Type	ECTS-credits	Student workload
1 <sup>st</sup> semester	Within one semester (6 hours over 10 weeks)	Mandatory	5	125 hours (35 teaching hours, 90 hours of self-study and project work)
Pre-requisite for participation	Applicability	Module examination	Teaching and learning method	Responsible person for the module
Knowledge about Microsoft Office or equivalent products	EMBS course only	Written exam divided into two parts: - Part 1 of 1.5h for the theoretical part on Information Systems (60%) - Part 2 of 1h on data management practical part (40%)	Lectures, presentations, individual inputs, lab sessions with practical examples	Prof. Andrea Molinari

**Major intended learning outcomes**

Upon completion of the module students will:

- Understand the main characteristics of modern information systems, their impact and the relationship with the organization (programme ILOs A2, K1, K2 and T2).
- Understand how technologies can help managers who want to use ICT to improve and make their work and their organization more efficient (programme ILOs K2 and T1).
- Understand the role of technological innovation, both hardware and software, in their organizational choices (programme ILOs BW1 and T2).
- Understand the role of data representation and management in modern information systems (programme ILOs BW1 and T2).
- Know and apply techniques and tools for data management, transformation, and representation to support business decision-making (programme ILOs BW1, T1 and T2).

### Correspondence between major intended learning outcomes and assessment

Upon completion of the module students will:

- Understand the main characteristics of modern information systems, their impact and the relationship with the organization (programme ILOs A2, K1, K2 and T2).
- Understand how technologies can help managers who want to use ICT to improve and make their work and their organization more efficient (programme ILOs K2 and T1).
- Understand the role of technological innovation, both hardware and software, in their organizational choices (programme ILOs BW1 and T2).
- Understand the role and follow the evolution of ICT in the process of improvement and creation of new business opportunities (programme ILOs BW1 and T2).
- Understand the role of ERP systems, data analysis, Business Intelligence and Big Data in modern information systems and apply it in their business domain (programme ILOs BW1, T1 and T2).
- Be able to query database Management Systems through SQL language to extract data from data source, clean, transform and manipulate with Excel advanced features and use major Business Intelligence features (programme ILOs BW1).

### Content of the module

The course aims to provide students with a general understanding of the role of information systems and information and communication technologies (ICT) in modern organizations, preparing managers and employers of modern companies to understand the key technological solutions available to organizations in the digital economy. The course aims to lay the foundation for understanding the business phenomena that are increasingly associated with the use of ICT, with particular attention to the relationship between ICT, business organization and associated costs:

- ICT, trends, convergences and consequences: the value of digital transformation
- New laws of the knowledge society
- Definitions of Information systems
- Information Technology as a Support for Strategic Management
- The productivity paradox
- Classification of Information systems
- Digital Ecology and sustainability of Information Systems
- Big data, energy consumption and blockchain
- Application software and its possible procurement channels
- Software licensing
- Component of information systems-networks
- IS Infrastructure management issues
- Free economy
- Emerging computing environments
- Big data: Features, Applications and tools
- Data Management concerns and related problems
- Databases and Database Management Systems, advantages, costs and risks
- Data Analysis: data warehouse, data marts, OLAP, data mining and text mining tools
- OLAP, its characteristics and comparison with OLTP
- Data mining and other mining techniques

### Literature

*Stair, R. & Reynolds, G. Fundamentals of Information Systems.* Cengage Learning, any edition.

*Laudon, K.C. & Laudon, J.P., Management Information Systems: Managing the Digital Firm.* Pearsons Ed., any edition.

**Teaching and Learning Activities designed to facilitate students' achievement of the ILOs**

TLA	Brief Description	ILOs												
		K1	K2	S1	S2	A1	A2	IP1	IP2	BW1	BW2	T1	T2	T3
Classroom lectures	Learning in the presence of the teacher	✓	✓				✓			✓		✓		
Videos and other visual aides	Slides are used to support course content	✓	✓				✓			✓		✓	✓	
In-class debates of controversial topics	The teacher will regularly ask questions	✓	✓				✓					✓	✓	
Lab Sessions on practical ICT tools	Data management tools and techniques to acquire, manipulate, present and make decisions on data	✓	✓							✓		✓		
Individual readings (studying)	Students read reading material (i.e., they study)	✓											✓	
Individual written examination	Students should also learn from the exercises and questions they have at the exam	✓											✓	

**Assessment Tasks/Activities designed to assess how well the students achieve the ILOs**

Assessment Tasks/Activities	ILOs													Weighting*
	K1	K2	S1	S2	A1	A2	IP1	IP2	BW1	BW2	T1	T2	T3	
Individual written exam	✓	✓				✓			✓		✓			60%
Individual practical exam		✓							✓					40%
													100%	

\* The weightings should add up to 100%.

Università degli Studi di Trento European Master in Business Studies				
INTERNATIONAL ACCOUNTING				
Semester	Duration	Type	ECTS	Student workload
1 <sup>st</sup> semester	Within one semester (4 hours over 9 weeks)	Mandatory	5	125 hours (35 teaching hours, 90 hours of self-study and project work)
Pre-requisite for participation	Applicability	Module examination	Teaching and learning method	Responsible person for the module
None	EMBS course only and few Erasmus students	1 written exam (= 120 minutes = 100%)	This course will use a variety of teaching methods including lectures, readings, and case studies	Prof. Caterina Pesci

### Major intended learning outcomes

Upon completion of the module students will:

- Know the differences in financial measurement and reporting practices that exist internationally, the reasons for these differences and their resultant financial statement effects (programme ILOs K1, A1, T2, IP1, IP2).
- Have learnt how to use the financial statements in order to evaluate the firm's past and present performance and to predict likely future outcome (programme ILO K2, BW1).
- Have developed analytical skills when using standard financial statement analysis tools including accounting analysis and ratio analysis based on financial statements that use different accounting standards (programme ILO A2, BW2, S1, IP1, IP2).

### Correspondence between major intended learning outcomes and assessment

**K1:** In the lectures, in the case studies, in the assignment and in the individual written exam, the student has to understand the main issues related to accounting in terms of impacts on the accounting numbers and impacts of that numbers on the decision making process.

**K2:** In the case studies, in the assignment and in the written exam, the student has to evaluate the main accounting issues and to develop a logic path for solving them.

**S1:** During classroom discussions, the student learns how accounting can be used for strategic purposes and how it can be interpreted and understood.

**S2:** During case studies and assignments the students learn how to work in a team.

**A2:** In the program students study the concept of sustainability and social and environmental impacts as key issues in current accounting developments.

**IP1:** Students internalised international perspectives participating in a multicultural class, and dealing with diversity management during the course.

**IP2:** Students are introduced in a multicultural class and start to collaborate in international teams.

**BW1:** Through case studies and the assignment, students learn how to apply academic knowledge.

**BW2:** Through the assignment, students learn how to communicate a business idea and how to motivate it with accounting numbers and figures.

### Content of the module

The course is divided into a number of topics that are designed to develop the competencies outlined above:

- Introduction to International Accounting
- Review of Accounting Basics
- Financial Reporting Standards
- Conceptual Framework
- Structure of Financial Statements
- Understanding Income Statement
- Understanding Statement of Financial Position/Balance Sheet
- Understanding Cash Flow Statement
- Financial Analysis Techniques and Applications
- Evaluating Quality of Financial Reporting
- Understanding sustainability measurement issues

### Literature

Thomas R. Robinson, Hennie van Greuning, Elaine Henry and Michael A. Broihahn, *International Financial Statement Analysis*, CFA Investment Series, John Wiley & Sons, Inc., any edition.

### Teaching and Learning Activities designed to facilitate students' achievement of the ILOs

TLA	Brief Description	ILOs												
		K1	K2	S1	S2	A1	A2	IP1	IP2	BW1	BW2	T1	T2	T3
Classroom lecture and case studies	Learning in the presence of the teacher	✓	✓	✓			✓	✓	✓	✓				
Videos and other visual aides	Slides are used to support course content, and a couple of short movies are used	✓	✓	✓				✓						
In-class debates of controversial topics	The teacher will regularly ask questions	✓	✓	✓			✓	✓	✓		✓			
Individual readings and group assignment (studying)	Students read reading material (i.e., they study) and work in team for one assignment	✓	✓		✓		✓	✓	✓	✓	✓			
Individual written examination	Students should also learn from the exercises, questions and case studies they have at the exam		✓				✓				✓			

**Assessment Tasks/Activities designed to assess how well the students achieve the ILOs**

Assessment Tasks/Activities	ILOs													Weighting*
	K1	K2	S1	S2	A1	A2	IP1	IP2	BW1	BW2	T1	T2	T3	
Individual written exams	✓	✓				✓	✓	✓		✓				100%

Università degli Studi di Trento European Master in Business Studies				
INTERNATIONAL STRATEGIC MANAGEMENT				
Semester	Duration	Type	ECTS-credits	Student workload
1 <sup>st</sup> semester	Within one semester (6 hours over 12 weeks)	Mandatory	9	225 hours (60 teaching hours, 165 hours of self-study)
Pre-requisite for participation	Applicability	Module examination	Teaching and learning method	Responsible person for the module
None	EMBS course and a few Erasmus students	One final written exam (60%) of 70 minutes (individual grade). Group Project (40%) divided into Project Report and Project Presentation (group grade; 10-30 minutes, 5-15 pages)	Lectures, case studies, in-class discussions, business presentations	Prof. Lucia Gatti Prof. Dr. Ralf Wagner

Major intended learning outcomes
<p>Upon completion of the module students will:</p> <ul style="list-style-type: none"> <li>• Understand the concepts of international business and management and know the determinants of international competitive advantage (programme ILOs K1 and IP1).</li> <li>• Be familiar with the concepts of globalization and be able to identify the drivers for a global/international business perspective (programme ILOs K1, T2 and IP1).</li> <li>• Be able to apply conceptual approaches to foreign markets and select possible strategies of internationalisation (programme ILOs K2 and IP1).</li> <li>• Have a deep insight into the internationalisation process, the strategy behind it and they will be able to formulate adequate approaches by assessing the internal and external environment (programme ILOs K1, K2, S1, IP1, and T2).</li> <li>• Be able to identify strategic orientations that affect strategic planning of international activities, suggest solutions for segmentation, choice of foreign markets, and strategy implementation (programme ILOs K1, K2, and IP1).</li> <li>• Be familiar with working in international teams in the context of a group project and have learnt to apply conceptual and theoretical frameworks of international management studies for practical challenges (programme ILOs S2, IP2 and BW1).</li> <li>• Have the ability to understand current environmental and social challenges from a business perspective and effectively integrate them into the company's strategy (programme ILOs K2 and IP1).</li> </ul>

### Correspondence between major intended learning outcomes and assessment

**K1:** Exam questions refer to topics discussed in class. This course, named International Strategic Management, aims to enable students to understand the issues related to the strategic aspects of a company's international operations. Therefore, by answering correctly to the exam questions asked in the individual written exam, the students show that they have gained an understanding of the challenges facing companies operating in a globalised environment.

Moreover, the group project requires the students to grasp these challenges, to assess them, and to find ways to face them successfully. The outcome of the presentation and the written report will also allow assessing to which extent they have gained an understanding of the challenges facing companies operating in a globalised environment.

**K2:** During the case studies discussions and the business presentation, students learn to assess strategic alternatives and apply appropriate methodologies in designing and implementing strategies. Through this process, they develop the skills to solve managerial problems.

**S1:** Assessing presentations helps determine whether students have acquired proficient communication and presentation skills. In-class discussions ascertain their development of decision-making and critical-thinking capabilities, as well as their ability to devise solutions to management problems.

**S2:** Both in the preparation for presentations and in in-class group activities students improve their interpersonal skills, such as working in teams, motivating, and convincing other people, solving conflicts and develop mutual, and particularly intercultural, understanding and empathy.

**IP1:** By successfully passing the International Strategic Management course, the students shall demonstrate that they have internalised an international perspective in considering their managerial strategies and decisions.

**IP2:** By participating in in-class group activities and working on the group project (report and presentation), students shall demonstrate their ability to work efficiently in international teams.

**BW1:** Through lectures, personal study, and case studies, students will learn how to apply academic knowledge to practical problems. Positive assessments for presentations and the report will demonstrate their ability to apply this knowledge effectively.

**T2:** Through discussions in class and group presentations, students become aware of the diverse impacts of changes in politics, economics, and culture on society. They also learn how to take these factors into consideration for making effective management decisions.

### Content of the module

The module offers a comprehensive insight into international strategic leadership and international marketing research.

The Marketing subsection offers in-depth knowledge of the key trends in international marketing research and explores the latest topics in this field, including international environment analysis, demand analysis, international segmentation, the international marketing mix, and e-business. Particular attention is paid to relationship marketing and consumer behaviour analysis techniques. This section is taught by a professor from one of the partner universities, to enhance the interaction among the partners.

The Strategic Leadership sub-area provides an overview of strategy models for international competition, strategic planning in international contexts, and the management of various business activities in a global environment. This section examines various aspects of a company's business operations in the context of internationalization, with particular emphasis on analysing the micro and macroeconomic factors that influence international markets. The module also addresses sustainability and sustainability marketing from a global/international perspective.

The course is divided into several topics that are designed to develop the above-mentioned competencies:

- The process of globalization and the different drivers for a global strategic perspective (macro level, industry level, and company level).
- The analysis of the international business environment and key trends at the global level.
- The development and implementation of a sustainable competitive advantage in international markets.
- The internationalization process: Why and how to internationalize.
- The internationalization process: Entry strategies.
- The internationalization process: Strategic alliances.
- The concept of value co-creation and relationship marketing.
- Sustainability and Business: Global trends in sustainable consumption and sustainability marketing.

- Sustainability and Business: The implementation of sustainability management and sustainability marketing strategies.
- Current limits of sustainability management: Greenwashing, Brand activism and corporate political involvement.

A group project will be part of the programme to give the opportunity to students to apply their acquired knowledge to a real-life case.

### Literature

Belz, M. & Peattie, K. (2013). Sustainability Marketing, 2<sup>nd</sup> edition. Wiley, any edition.

Frynas, J. G. & Mellahi, K. (2015). Global Strategic management, 3<sup>rd</sup> edition. Oxford University Press, any edition.

Saloner, G., Shepard, A. & Podolny, J. (2001). Strategic Management. Wiley, any edition.

Other material (academic articles, business cases, lectures slides) will be made available on the reserved course page.

### Teaching and Learning Activities designed to facilitate students' achievement of the ILOs

TLA	Brief Description	ILOs													
		K1	K2	S1	S2	A1	A2	IP1	IP2	BW1	BW2	T1	T2	T3	
Classroom lectures	Learning in the presence of the teacher. Slides are used to support course content	✓	✓	✓				✓						✓	
In-class debates of business cases and recent controversial topics	The teacher will regularly ask questions, involving students in critical thinking	✓	✓	✓	✓			✓	✓					✓	
Classroom presentations by managers	Managers of international companies will share their experience	✓												✓	
Individual and group presentations	Students will be required to complete projects that involve the application of course content.	✓	✓	✓	✓			✓	✓	✓				✓	

Individual readings (studying)	Students are required to study the course material	✓							✓					✓	
In-class debates of academic articles and perspectives	Students will reflect and discuss on different academic perspectives and papers	✓	✓	✓	✓				✓	✓				✓	
Individual written examination	Students should also learn from the exercises and questions they have at the exam	✓							✓					✓	

**Assessment Tasks/Activities designed to assess how well the students achieve the ILOs**

Assessment Tasks/Activities	ILOs													Weighting*
	K1	K2	S1	S2	A1	A2	IP1	IP2	BW1	BW2	T1	T2	T3	
Group Project (group report and group presentation)	✓	✓	✓	✓			✓	✓	✓			✓		40%
Individual written exams	✓	✓					✓					✓		60%
													100%	

\* The weightings should add up to 100%.

**UNIVERSITE SAVOIE MONT BLANC: 2<sup>ND</sup> SEMESTER**

<b>Université Savoie Mont Blanc</b> European Master in Business Studies				
<b>STATISTICS AND MARKETING RESEARCH: PART-MODULE PRINCIPLES OF MARKETING RESEARCH</b>				
Semester	Duration	Type	ECTS	Student workload
2 <sup>nd</sup> semester	Within one semester (blocked periods over approximately 8 weeks)	Mandatory	4	100 hours (40 teaching, 60 hours of self-study)
Pre-requisite for participation	Applicability	Module examination	Teaching and learning method	Responsible person for the module
Admission to 2 <sup>nd</sup> semester	EMBS course only	1 written exam (50%, 1.5 hours) 1 group work (50%) for a company project (up to 5-15 pages)	Courses, case study	Prof. Stéphane Ganassali

**Major intended learning outcomes**

Upon completion of the part-module students will:

- Have become convinced of the usefulness of marketing research tools on the basis of scientific and statistic methods and developed a data-based empirical research approach towards dealing with marketing problems (programme ILO S1)
- Have learnt or have become familiar again with major statistical methods (programme ILO K2)
- Know some useful software and learnt to apply it for designing and conducting marketing research studies (programme ILO K2)
- Have learnt to design a marketing research project according to goals and resources in a company environment (programme ILOs K1 and K2)
- Know approaches of marketing research in different cultures and countries (programme ILOs K2 and IP1)
- Be able to transfer market research results into marketing recommendations (programme ILO BW1)
- Be able to apply market research studies to concrete marketing challenges of a company in order to make better marketing decisions (programme ILOs K2 and BW1)

**Correspondence between major intended learning outcomes and assessment**

**S1:** The study case will help the students to develop personal skills such as self-management, communication and presentation skills, analytical thinking and formulation of relevant recommendations.

**K1:** Through the exam and the study case, students will see how marketing research students provide institutions with necessary information to understand their market environment.

**K2:** Via the exam and the study case, students will acquire the knowledge about the various techniques available to monitor the changes in the consumers' needs and expectations.

**IP1:** Mainly through the study case, conducted in different countries, students will have to consider the approaches of marketing research in different cultures/countries, in terms of questionnaire design and survey distribution channels.

**BW1:** Mainly through the study case, EMBS students will have to transfer marketing research results into marketing recommendations for the target institution.

### Contents of the part-module

Statistics applied to market research:

- International marketing research methodology: questionnaire design, sampling techniques including online sampling and online data gathering, different modes of data collection
- Descriptive, bivariate and multivariate statistics. Textual data analysis
- Reporting techniques
- Workshops on survey software Sphinx
- Company real project

### Literature

Malhotra, N., *Marketing Research - An Applied Orientation*, Prentice Hall, any edition.

Groves, R., Fowler, F., Couper, M., Lepkowski, J., Singer, E. & Tourangeau, R.: *Survey Methodology*, Wiley, any edition.

Saunders, M., Lewis, P. & Thornhill, A.: *Research Methods for Business Students*, Prentice Hall, any edition.

Hair, J., Black, W., Babin, B. & Anderson, R: *Multivariate Data Analysis*, Prentice Hall; any edition.

### Teaching and Learning Activities designed to facilitate students' achievement of the ILOs

TLA	Brief Description	ILOs												
		K1	K2	S1	S2	A1	A2	IP1	IP2	BW1	BW2	T1	T2	T3
Classroom lectures	Learning in the presence of the teacher	✓	✓					✓						
Videos and other visual aids	Slide and videos are used to support the course contents	✓	✓											
In-class student debates of controversial topics	The teacher will regularly ask questions	✓	✓											
Individual readings	Some papers are given between lectures to be discussed in class	✓	✓											
Group problem solving	Problems solved in group during the class are used to apply the content of the course and to train the students	✓	✓	✓						✓				

Individual written examination	Students should also learn from the exercises and the questions they have to do during the exam	✓	✓												
Study case	Students conduct a full marketing survey including questionnaire design, data collection, results analysis and reporting	✓	✓	✓				✓		✓					

**Assessment Tasks/Activities designed to assess how well the students achieve the ILOs**

Assessment Tasks/Activities	ILOs													Weighting*	
	K1	K2	S1	S2	A1	A2	IP1	IP2	BW1	BW2	T1	T2	T3		
Individual written exam	✓	✓													50%
Group work / study case	✓	✓	✓				✓		✓						50%
														100%	

\* The weightings should add up to 100%.

**Université Savoie Mont Blanc**  
European Master in Business Studies

### STATISTICS AND MARKETING RESEARCH: PART-MODULE INTENSIVE STUDY PROGRAMME

Semester	Duration	Type	ECTS	Student workload
2 <sup>nd</sup> semester	Within one semester (blocked period of one week)	Mandatory	4	100 hours (40 teaching, 60 hours of self-study)
Pre-requisite for participation	Applicability	Module examination	Teaching and learning method	Responsible person for the module
Admission to 2 <sup>nd</sup> semester	EMBS course only	group work on the design of a start-up (final pitch, 5-15 min. with written elaboration (10-20 pages))	Intensive programme: workshops, group work, business simulation	Prof. Aude Pommeret

### Major intended learning outcomes

Upon completion of the part-module students will:

- Be able to apply market research studies to concrete marketing challenges of a company in order to make better marketing decisions (programme ILOs K2 and BW1)
- Will have learnt how to consider specific consumer needs before making strategic marketing decisions (programme ILO K2)
- Have learnt how to allocate financial resources to a wide set of marketing activities and manage product portfolios (programme ILO K2)
- Have learnt to work in international teams and come to a joint result (programme ILOs A1, IP1, BW1, and BW2)
- Have learnt to organize a complex project, manage time constraints, and communicate the results (programme ILO S2 and BW2)
- Have learnt how to account for CSR in a start-up project (A2)

### Correspondence between major intended learning outcomes and assessment

**K2:** Through the group work and presentations by professionals, students will understand how consumer needs information are crucial before making strategic marketing decisions.

**A1:** Open-mindedness will be developed thanks to the team work during the intensive program, when all points of view and opinions have to be considered and summarised.

**A2:** CSR dimension of the start-up is accounted for.

**IP1:** In the group work, students are integrated into international teams and will therefore have a concrete experience of intercultural communication/leadership.

**BW1:** Through the group work, students will have to make marketing and strategic management decisions for their start-up. Then they apply strategic marketing and management concepts (such as segmentation, or positioning) on a practical situation.

**BW2:** Via the group work during that intensive programme, students organize a complex project, manage time constraints, conflicting opinions and stressful competition.

### Content of the part-module

#### Intensive study program

Start-up week: during one-week students have to set up their start-up with the help of professionals who will teach and coach them. It includes the art of pitch, how to build a business model, checking the customers, setting the marketing strategy, etc.

#### Validation

- Did your team get out and talk to customers?
- Are you actually solving a problem?
- Have you identified a specific target market?

#### Execution and design

- Do you have an mvp or prototype?
- How functional is your technical demo?
- Design matters: Is your product easy to use?

#### Business model

- How do you plan on making this a successful business?
- Are you solving a problem? (value proposition)
- Is your idea unique?

#### CSR

- What impact will you have on the economic, social and environmental aspects of society?

### Literature

Kotler, P. & Keller, K.L.: *Marketing management*, Pearson ,2015.

Markstrat participant handbook: [http://www.stratxsimulations.com/Sims\\_Help/MSOL/enu/Participant-Handbook/Participant-Handbook-master.pdf](http://www.stratxsimulations.com/Sims_Help/MSOL/enu/Participant-Handbook/Participant-Handbook-master.pdf)

### Teaching and Learning Activities designed to facilitate students' achievement of the ILOs

TLA	Brief Description	ILOs												
		K1	K2	S1	S2	A1	A2	IP1	IP2	BW1	BW2	T1	T2	T3
Conferences	Presentations of professionals on the 4 parts of the course		✓								✓			
Group presentation	Students have to pitch their startup				✓						✓			
Group problem solving	Problems solved in group during the week are used to apply the marketing and management concepts		✓		✓	✓	✓	✓		✓	✓			

**Assessment Tasks/Activities designed to assess how well the students achieve the ILOs**

Assessment Tasks/Activities	ILOs													Weighting*	
	K1	K2	S1	S2	A1	A2	IP1	IP2	BW1	BW2	T1	T2	T3		
Group presentation		✓		✓	✓	✓	✓			✓	✓				100%
															100%

\* The weightings should add up to 100%.

**Université Savoie Mont Blanc**  
 European Master in Business Studies

**PURCHASING AND SUPPLY CHAIN MANAGEMENT**

Semester	Duration	Type	ECTS	Student workload
2 <sup>nd</sup> semester	Within one semester (blocked periods over approximately 8 weeks)	Mandatory	5	125 hours (50 teaching hours, 75 hours of self-study)
Pre-requisite for participation	Applicability	Module examination	Teaching and learning method	Responsible person for the module
Admission to 2 <sup>nd</sup> semester	EMBS course only	Section SCM: written exam (50%) + oral presentation (50%). Section PM: Written exam (50%) + in class contribution and group exercises (50%)	Interactive class dynamics, exercises, case studies, articles and book discussions, visitors, lectures	Prof. Aude Pommeret Mr. Gustavo Ghory

**Major intended learning outcomes**

Upon completion of the module students will:

- be familiar with all fundamental concepts of procurement and supply chain management in an international professional context (programme ILOs K1, K2, IP1)
- be able to assess the strategic role of the procurement function within a cross functional environment, be able to identify the procurement and purchasing success factors in a global world, and have acquired the knowledge of some state-of-the-art business processes, tools and best practices (programme ILOs K1, K2, A2, IP1, BW1)
- have learnt how to take into consideration SCM in international business activities, be able to implement SCM main concepts, identify technology trends and external forces affecting SCM (programme ILOs K1, K2, S1, A1, IP1, BW1, T1, T2)
- have learnt to work in international groups and respect other opinions (programme ILOs S2, A1, IP2)

### Correspondence between major intended learning outcomes and assessment

**K1:** Readings, written exam and group discussions and presentations and, assessing global managerial issues.

**K 2:** Group case study presentations, analysing financial and non-strategic impact of various scenarios and recommending potential solutions including management process meeting management's goals.

**A1:** Written exam, demonstrating general understanding of global purchasing in relation to cultural practices in other regions of the world.

**A2:** Understanding SCM and PM critical measures and trends including ESG, ethical management and technology.

**IP1:** Written exam, analysing several supply situations, most of them with an international aspect.

**IP2:** Preparing and presenting case studies and discussing articles and assigned readings of current and international value.

**BW1:** Case study work and the written exam, the student will understand how calculations can be made to address concrete practical issues such as supplier quality, economic order quantity and warehouse space.

**T1:** Discussions and lectures (including practitioner's visitors) on technological trends and modern solutions.

**T2:** Discussions based on assigned articles on SCM and PM risk associated with external forces and geopolitical adversity.

**S1:** Preparation and presentation of individual analysis of case studies and demonstrating ability to critically assess and recommend conclusions.

**S2:** Group case study work (preparation and presentation) managing team interaction dynamics and addressing conflicts with colleagues from different backgrounds.

### Content of the module

#### Section SCM:

- Supply chain management rationale and impact on the firm's performance
- Demand forecasting
- Inventory control
- Distribution management
- Transportation and warehouse management
- Distribution network design
- International aspects of procurement, production and distribution
- External forces and technological trends
- Measuring SCM performance

#### Section PM:

- An example of career in Procurement and SCM
- The importance of the function, roles and interactions with adjacent functions
- Sourcing strategies and Supplier relationship management
- Cost management and target setting
- Negotiation strategies
- Purchasing and supplier performance management
- Risk, uncertainty and resilience management in procurement
- Procurement and purchasing process and functional differences

<b>Literature</b>	
Text books:	<ul style="list-style-type: none"> <li>- Purchasing and supply chain management, Lysons &amp; Farrington, Pearson, any edition.</li> <li>- Purchasing and supply chain management, van Weele, Cengage, any edition.</li> <li>- Principles of Supply Chain Management, Wisner, Tan, Leong, Cengage, any edition.</li> </ul>
Reading:	<ul style="list-style-type: none"> <li>- “The Launch of the Century,” a supply Chain novel by Prof Richard Markoff and Florian Magnani, any edition.</li> </ul>
Article:	<ul style="list-style-type: none"> <li>- Why purchasing must become supply management, P Kraljic, September-October 1983, HBR no. 83509</li> <li>- Different articles and risk analyses were selected during the course from sources such as GZero, Everstream, Supply Chain magazines, and daily news.</li> </ul>

### Teaching and Learning Activities designed to facilitate students' achievement of the ILOs

TLA	Brief Description	ILOs												
		K1	K2	S1	S2	A1	A2	IP1	IP2	BW1	BW2	T1	T2	T3
Classroom lectures	Learning in the presence of the teacher	✓	✓	✓	✓	✓	✓	✓						
Videos and other visual aides	Slide and videos are used to support the course content	✓	✓			✓	✓	✓		✓			✓	
In-class role plays	Apply negotiation techniques	✓		✓	✓	✓	✓		✓	✓			✓	
Case studies with group presentations	Management problems that require to use the content of the course		✓	✓	✓	✓		✓		✓		✓	✓	
Visiting lectures	Real life tech demos, ESG Practitioners and digital transformations	✓	✓			✓		✓	✓					
Individual readings	Pre-reading	✓		✓				✓						

Short problem solving exercises	Problems solved in group during the class to apply the content of the course	✓	✓	✓	✓			✓		✓		✓		
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**Assessment Tasks/Activities designed to assess how well the students achieve the ILOs**

Assessment Tasks/Activities	ILOs													Weighting *	
	K1	K2	S1	S2	A1	A2	IP 1	IP 2	BW 1	BW 2	T1	T2	T 3		
Group case study presentations	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓		50%
Individual written exam	✓	✓	✓				✓		✓				✓		50%
														100%	

\* The weightings should add up to 100%.

**Université Savoie Mont Blanc**  
European Master in Business Studies

### EUROPEAN AND GLOBAL CONSUMER BEHAVIOUR

Semester	Duration	Type	ECTS	Student workload
2 <sup>nd</sup> semester	Within one semester (blocked periods over approximately 8 weeks)	Mandatory	6	150 hours (60 teaching hours, 90 hours of self-study)
Pre-requisite for participation	Applicability	Module examination	Teaching and learning method	Responsible person for the module
Admission to 2 <sup>nd</sup> semester	EMBS course only	written exam (50%) essay ((50%, contains of: intermediate presentation (15 min), final presentation (30 min), written report (powerpoint based))	Interactive courses, exercises, case studies	Prof. Aude Pommeret Prof. Carmen R. Santos

### Major intended learning outcomes

Upon completion of the module students will:

- Understand the central role of customers and consumption and their cultural / societal background for management in general and marketing in particular (programme ILOs K1 and IP1)
- Know a large of set of different theories (positivist and interpretivist ones) explaining the fundamentals of the consumption decision making process (programme ILO K1)
- Be able to apply theories and interpret examples in order to explain concrete consumption patterns and design marketing approaches influencing them (programme ILO K2)
- Be aware of ethical, environmental, and sustainability issues connected with consumption (programme ILO A2)
- Be able to analyse own consumer behaviour and consumption patterns of other individuals / cultures (programme ILO A1 and IP1)

### Correspondence between major intended learning outcomes and assessment

**K1:** through lectures and essay preparation, students will understand how crucial the understanding of consumers' needs and expectations is, in the marketing process.

**K2:** through essay preparation, students will connect their knowledge about consumer insights with a marketing strategy.

**A1:** through the lectures, students will have to develop their open-mindedness to be able to capture and understand various consumer behaviours, opinions and expectations.

**A2:** through lectures and essay preparation, students will be sensitized to ethical, environmental and sustainable problems related to consumption analysis.

**IP1:** mainly through lectures, EMBS students will have to consider the cross cultural dimensions of consumption.

Content of the module
<ul style="list-style-type: none"> <li>● Customer Journey</li> <li>● Segmenting the market</li> <li>● Perception process</li> <li>● Consumers' attitudes towards brands</li> <li>● Culture and consumption</li> <li>● Sociological aspects in customer behaviour</li> <li>● Symbolic consumption and identity (self-image)</li> <li>● Experiential consumption</li> </ul>

Literature
<p>Solomon, R.: <i>Consumer Behavior</i>, Prentice Hall, any edition.</p> <p>Bagozzi, R., Gurhan-Canli, Z., &amp; Priester, J.: <i>The Social Psychology of Consumer Behaviour (Applying Social Psychology)</i>, Open University Press, any edition.</p> <p>Sheth, J. &amp; Mittal, B.: <i>Customer Behavior: A Managerial Perspective</i>, South-Western College Pub, any edition.</p>

**Teaching and Learning Activities designed to facilitate students' achievement of the ILOs**

TLA	Brief Description	ILOs												
		K1	K2	S1	S2	A1	A2	IP1	IP2	BW1	BW2	T1	T2	T3
Classroom lectures	Learning in the presence of the teacher	✓	✓			✓	✓	✓						
Videos and other visual aides	Slide and videos are used to support the course content	✓	✓				✓	✓						
In-class student debates of controversial topics	The teacher will regularly ask questions	✓	✓			✓	✓	✓						
Individual readings		✓	✓			✓	✓	✓						
Group essay	Problems solved in group during the class are used to apply the content of the course and to train the students	✓	✓				✓							

Individual written examination	Students should also learn from the exercises and the questions they have to do during the exam	✓	✓				✓	✓								
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**Assessment Tasks/Activities designed to assess how well the students achieve the ILOs**

Assessment Tasks/Activities	ILOs													Weighting*		
	K1	K2	S1	S2	A1	A2	IP1	IP2	BW1	BW2	T1	T2	T3			
Group essay	✓	✓				✓										50%
Individual written exam	✓	✓			✓	✓	✓									50%
															100%	

\* The weightings should add up to 100%.

**Université Savoie Mont Blanc Mont Blanc**  
 European Master in Business Studies

**EUROPEAN AND GLOBAL ECONOMICS**

Semester	Duration	Type	ECTS	Student workload
2 <sup>nd</sup> semester	Within one semester	Mandatory	6	150 hours (60 teaching, 90 hours of self-study)
Pre-requisite for participation	Applicability	Module examination	Teaching and learning method	Responsible person for the module
Admission to 2 <sup>nd</sup> semester	EMBS course only	1 written exam (1.5 hours, 70%), 1 individual oral presentation (10-25 minutes, 30%)	Seminar, case studies, discussion	Prof. Aude Pommeret

**Major intended learning outcomes**

Upon completion of the module students will:

- Understand and be able to analyse the main goals of contemporary economics in a globalized world (programme ILOs K1 and IP1)
- Be able to identify the main global imbalances and know the theory why they grow up and can be eliminated (programme ILO K1)
- Be able to apply economic analysis for assessing economic situations (programme ILO S1)
- Have learnt how to make managerial decisions within a given economic framework and assess the impact of economic crisis (programme ILOs K2 and T2)

**Correspondence between major intended learning outcomes and assessment**

**K1:** In the readings, in the individual written exam and in the individual presentation, the student has to identify the main macroeconomic goals and the potential imbalances together with the way to eliminate them.

**K2:** In the individual presentation, the student has to analyze the consequences for managerial decisions of global imbalances and more generally of a given global macroeconomic situation.

**IP1:** In the individual written exam, the student will show that he is able to analyze a lot of macroeconomic situations, most of them with an international aspect.

**S1:** Through the individual presentation, the student will show his ability in analytical thinking, adequate communication and presentation skills.

**T2:** Through compulsory readings and individual presentation, and the individual written exam, the student will have to cope with the impacts of changes in politics and economics.

### Content of the module

- What is macroeconomics?
- Macroeconomic accounts
- Labour markets and unemployment
- Money, prices and exchange rates in the long run
- Borrowing, lending and budget constraints
- Private sector demand: consumption and investment
- Money and monetary policy
- Macroeconomic equilibrium in the short run
- International capital flows and macroeconomic equilibrium
- Production, employment and inflation
- Aggregate demand and aggregate supply

### Literature

- Text books:
  - Burda and Wyplosz (2013). Macroeconomics, a European text, Oxford, any edition.
  - Blanchard. Macroeconomics, any edition.
  - Mankiw. Macroeconomics, any edition.
- Websites, blogs:
  - <http://atlas.cid.harvard.edu/>
  - <http://krugman.blogs.nytimes.com/>
  - <https://voxeu.org/>

### Teaching and Learning Activities designed to facilitate students' achievement of the ILOs

TLA	Brief Description	ILOs												
		K1	K2	S1	S2	A1	A2	IP1	IP2	BW1	BW2	T1	T2	T3
Classroom lectures	Learning in the presence of the teacher	✓	✓	✓				✓						✓
Videos and other visual aides	Slide and videos are used to support the course content	✓	✓	✓				✓						✓
In-class student debates of controversial topics	The teacher will regularly ask questions		✓	✓										✓

Individual presentation	Projects will be made by the student that require to use the content of the course	✓	✓	✓										✓	
Individual readings		✓												✓	
Group problem solving	Problems solved in group during the class are used to apply the content of the course and to train the students	✓	✓	✓				✓						✓	
Individual written examination	Students should also learn from the exercises and the questions they have to do during the exam	✓						✓						✓	

**Assessment Tasks/Activities designed to assess how well the students achieve the ILOs**

Assessment Tasks/Activities	ILOs													Weighting*	
	K1	K2	S1	S2	A1	A2	IP1	IP2	BW1	BW2	T1	T2	T3		
Individual presentations	✓	✓	✓									✓			30%
Individual written exam		✓					✓					✓			70%
															100%

\* The weightings should add up to 100%.

**Université Savoie Mont Blanc Mont Blanc**  
 European Master in Business Studies

**FINANCIAL MARKETS AND CORPORATE FINANCE**

Semester	Duration	Type	ECTS	Student workload
2 <sup>nd</sup> semester	Within one semester (blocked periods over approximately 8 weeks)	Mandatory	5	125 hours (50 teaching, 75 hours of self-study)
Pre-requisite for participation	Applicability	Module examination	Teaching and learning method	Responsible person for the module
Admission to 2 <sup>nd</sup> semester	EMBS course only	Written exam (70%, 1-1.5 hours) and group presentations (30%, 10-25 min)	Seminar, Case studies, Group discussion, Financial Markets Practical Trading Simulation (using Bloomberg/Stock Trak)	Prof. Aude Pommeret Dr. Victor Yerris

**Major intended learning outcomes**

Upon completion of the module, students will:

- Understand Agency Concept and evaluate its relevance to Corporate Managers (programme ILO K1).
- Understand and summarize financial objectives within a company strategic planning process.
- Understand in depth, Financial Analysis & Reporting (Cash flow, IS, EPS, P/E ratio in compliance with IFRS, US-GAAP (programme ILO K2).
- Understand the importance of Working Capital Management (ALM) (programme ILO K1).
- Discuss and understand the relevance of portfolio theory and the Capital Asset Pricing Model (CAPM) for financial managers (programme ILO K1).
- Analyze the factors associated with corporate failure in order to predict its likelihood and to provide advice on actions that will prevent its occurrence. (programme ILO K1).
- Evaluate and advise as to the optimum capital structure, term structure, under WACC (programme ILO K1).
- Be able to understand how the main asset classes (cash, bonds, equities...) may be used for Investment management (programme ILO K1) (programme ILO K1).
- Be able to understand how economic variables like growth and inflation impact financial markets and the performance of the various asset classes (programme ILO K2).
- Know how central banks policies – both conventional and unconventional – impact financial markets (programme ILO A1).
- Be able to understand why currencies should be treated as a separate asset class in the asset allocation process and currency valuation and hedging should be dealt (programme ILO BW1).
- Master the various techniques used to hedge investment risk of the major asset classes (programme ILO BW1).
- Know how to value the equity market in absolute terms and relative to the bond market (programme ILO S1).
- Know the main tools used to measure company and sector valuation (programme ILO K2).

### Correspondence between major intended learning outcomes and assessment

**K1:** In the readings, in the individual written exam, in the group presentation, in the Practical Financial Markets Trading simulation, the student has to identify the main macroeconomic drivers which affect global Corporate companies and financial markets.

**K2:** In the group presentation, the student has to analyze the consequences for managerial decisions of the macroeconomic and financial cycles (financial analysis and reporting) and potential imbalances between them; financial analysis and reporting IFRS, US-GAAP compliance.

**A1:** In the individual written exam and Practical simulations simulation, the student will show that he is able to analyze how unconventional policies form central banks may have huge impact on the global economy and financial markets.

**BW1:** Through the videos shown during the course, the students will be able to apply financial and macroeconomic analysis for practical portfolio management.

**S1:** Through the group presentation, the student will show his ability in creative and analytical thinking, adequate communication as well as presentation skills.

### Content of the module

#### Financial Markets:

- 1) Characteristics of the main asset classes, traditional financial instruments (cash, bonds, equities), derivatives (options and futures), commodities, alternative investments, foreign exchange
- 2) Measuring economic growth and explaining the various tools for predicting future economic activity
- 3) Analysis of the impact of economic growth on major asset classes, CAPM
- 4) Explanation of the various inflation measures (headline inflation, core inflation, cost-push, demand pull)
- 5) Analysis of the impact the growth-inflation mix on the major asset classes
- 6) Impact of the policies of the Bank for International Settlement & Central banks on financial markets

#### Corporate Finance:

- 1) Valuation of stocks (DDM), valuation of bonds (Macaulay, modified and effective duration)
- 2) Weighted Average Cost of Capital (WACC)
- 3) Capital Budgeting (NPV, IRR, Payback)
- 4) Combination of top-down and bottom-up analysis for optimal investment management

### Literature

Arnold. *Corporate Financial Management*, Pearson, any edition.

Watson, D., *Head, Corporate Finance*, Pearson, any edition.

Bodie, Z., Kane, A. & Marcus, A.J., *Investments*, McGraw-Hill, any edition.

Brealey R.A., Myers S.C. & Allen F., *Principles of corporate finance*, any edition.

Elton, E.J., Gruber, M.J., Brown, S.J. & Goetzmann, W.N., *Modern Portfolio Theory and Investment Analysis*, Wiley, any edition-

Mishkin F., *Monetary policy strategy*, MIT Press, any edition.

Practical and Live Trading using the Bloomberg or Stock Trak Live Trading Platform.

**Teaching and Learning Activities designed to facilitate students' achievement of the ILOs**

TLA	Brief Description	ILOs												
		K1	K2	S1	S2	A1	A2	IP1	IP2	BW1	BW2	T1	T2	T3
Classroom lectures	Learning in the presence of the teacher	✓	✓										✓	
Videos and other visual aides	Slide and videos are used to support the course content	✓	✓	✓									✓	
In-class student debates of controversial topics	The teacher will regularly ask questions		✓	✓		✓				✓			✓	
Group presentation	Projects will be made by the students that require to use the content of the course	✓	✓	✓		✓				✓	✓		✓	
Individual readings		✓											✓	
Group problem solving	Problems solved in group during the class are used to apply the content of the course and to train the students	✓	✓	✓		✓		✓		✓	✓		✓	
Individual written examination	Students should also learn from the exercises and the questions they have to do during the exam	✓						✓					✓	

**Assessment Tasks/Activities designed to assess how well the students achieve the ILOs**

Assessment Tasks/Activities	ILOs													Weighting*
	K1	K2	S1	S2	A1	A2	IP1	IP2	BW1	BW2	T1	T2	T3	
Group presentations	✓	✓	✓									✓		30%
Individual written exam		✓					✓					✓		70%
														100%

\*The weightings should add to 100%.

**UNIVERSITÄT KASSEL: 3<sup>RD</sup> SEMESTER**

<b>Universität Kassel</b> European Master in Business Studies				
<b>BUSINESS NEGOTIATION</b>				
Semester	Duration	Type	ECTS-credits	Student workload
3 <sup>rd</sup> semester	Within one semester (blocked periods over approximately 2 weeks)	Mandatory	5	125 hours (45 teaching hours, 80 hours of self-study)
Pre-requisite for participation	Applicability	Module examination	Teaching and learning method	Responsible person for the module
Admission to 3 <sup>rd</sup> semester	EMBS course only	presentation (30 min.) portfolio paper (5-15 pages written elaboration)	Interactive teaching input, discussions, exercises, student presentations	Dr. Katrin Zulauf

**Major intended learning outcomes**

After completion of the module students:

- Will understand the special challenges of negotiations
- Will understand the problematic of intercultural negotiations
- Are able to prepare negotiations and are able to evaluate the negotiation outcomes
- Will learn to express their concerns without hurting the relationship
- Can develop a strategy to overcome perceptual barriers and biases
- Can apply negotiation strategies for international settings, especially for retailing /wholesaling
- Have learnt to work in international teams and convince colleagues of distribution and sales solutions
- Have learnt to solve conflicts in international teams over marketing issues and tackle ethical challenges in sales, distribution, and marketing

**Content of the module**

- Introduction to negotiation management
- Characteristics of negotiations
- How to define success in negotiations
- The Harvard negotiation method
- Preparing a negotiation
- Distributive negotiations: how to deal with the basic techniques
- Integrative negotiations: how to enlarge the pie; how to manage effectively
- Win-win strategies: how to conduct an effective process
- Dealing with major obstacles: how to overcome ineffectiveness
- Electronic Negotiations
- Dealing with difficult people
- Dealing with foreigners
- Closing the deal
- Ethics

<b>Literature</b>
-------------------

Fisher, R., Ury, W. and Patton, B.: <i>Getting to yes</i> , RH Business Books, any edition. Lewicki, R., Saunders, D. and Barry, B.: <i>Negotiation</i> , McGraw Hill, any edition. Thompson, L.: <i>The Mind and Heart of the Negotiator</i> , Pearson, any edition. Malhotra, D. and Bazerman, M.: <i>Negotiation Genius</i> , Harvard Business School, any edition.
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**Teaching and Learning Activities designed to facilitate students' achievement of the ILOs**

Teaching / Learning Methods	ILOs												
	K1	K2	S1	S2	A1	A2	IP1	IP2	BW1	BW2	T1	T2	T3
Blended Learning /E-learning & E-teaching	✓												
Case studies (single/group)	✓				✓								
Computer simulation games				✓									
Frontal lecture input			✓										
Exercises	✓	✓						✓					
Group exercises/ discussions/ moderation rounds	✓	✓	✓	✓	✓								
Individual homework readings	✓				✓								
Individual homework exercises		✓			✓								
Role play/ Simulations (single/ group)		✓		✓	✓			✓		✓			
Student presentations (individual/ group)				✓	✓			✓					

**K1:** The major elements of intercultural business negotiations can be instructed by most teaching methods; some basics require frontal lecture input, but case studies, interactive lectures and simulations lead to a much better understanding. Student work such as readings, work on exercises supports and individual homework exercises create deeper insights. For example, videos describing negotiation cases in specific situations.

**K2:** Especially the interactive parts of the lecture such as group discussions and negotiation tasks which have to be solved interactively in classroom situations foster the ability to apply the methods learned during the course.

**S1:** Students learn to access the negotiation situations and possible outputs by using utility mappings and the edge worth box. By applying such tools, the students foster their personal skills.

**S2:** Students learn about body language and emotions in negotiations. With the help of the measurement of the emotions through computer software, students learn to use the data to cope with emotional negotiations. Students work together in order to prepare and present negotiation cases.

**A1:** Students learn to cope with different negotiation partners and learn not to consider their culture as given. This task triggers a positive impact on the mindset of the students.

**IP2:** Students learn to work on group exercises during class. Students learn to assign roles and prepare group presentations.

**BW2:** Communication is an elementary part of the negotiation process. In role plays students have to organize realistic negotiations and cases.

**Assessment Tasks/Activities designed to assess how well the students achieve the ILOs**

Assessments	ILOs													Weighting
	K1	K2	S1	S2	A1	A2	IP1	IP2	BW1	BW2	T1	T2	T3	
Individual written exam	✓	✓												25%
Group presentations	✓	✓	✓	✓	✓									25%
Seminar Paper	✓	✓				✓		✓		✓				50%
														Max. 100%

*\*The weightings should add to 100%.*

**K1:** Students have to answer questions regarding business negotiations strategies and obstacles in the negotiation process. The group presentations and seminar papers also deal with such problems.

**K2:** Students are expected to apply negotiation strategies and tactics to solve negotiation tasks.

**S1:** Students have to come up with innovative negotiation solutions and present them in class.

**S2:** In group work and group presentations interpersonal skills are tested considering the different cultural backgrounds and negotiation tasks.

**A1:** The negotiations task challenges the students, focusing on different views and cultural obstacles.

**IP2:** The group presentations are evaluated by means of fitting individual competences, combining individual knowledge and skill resources as well as coherence.

**BW2:** The course strengthens the ability to apply academic findings for practical negotiation problems.

<b>Universität Kassel</b> European Master in Business Studies				
<b>DISTRIBUTION AND PRICING IN THE INTERNET AGE</b>				
Semester	Duration	Type	ECTS-credits	Student workload
3 <sup>rd</sup> semester	Within one semester (blocked periods over approximately 2 weeks)	Mandatory	5	125 hours (45 contact hours – intensive course, 80 hours of self-study)
Pre-requisite for participation	Applicability	Module examination	Teaching and learning method	Responsible person for the module
Admission to 3 <sup>rd</sup> semester	EMBS course only	written exam (90-120 min) or presentation with written elaboration, or term paper (20 pages)	Interactive teaching input, discussions, exercises, student presentations	Prof. Dr. Reinhard Hünenberg

Major intended learning outcomes
<p>After completion of the module students:</p> <ul style="list-style-type: none"> <li>● Will understand the special challenges of marketing beyond borders with regard to sales, distribution and pricing.</li> <li>● Will understand the globalisation issues in marketing with regard to sales, distribution and pricing.</li> <li>● Will understand the specific role of distribution and pricing within marketing-oriented management.</li> <li>● Are able to analyse the international framework of a company with view to distribution and pricing and are able to evaluate the corresponding approaches of (international) companies.</li> <li>● Will have a deep understanding of e-commerce and be able to develop appropriate strategies, also with regard to the price –distribution– communication interface.</li> <li>● Can develop international marketing strategies for a given situation, especially for all areas of distribution/channel and price management.</li> <li>● Can suggest marketing-mix solutions for international settings, especially for retailing /wholesaling and pricing decisions.</li> <li>● Have learnt to work in international teams and convince colleagues of distribution and sales as well as pricing solutions, all with focus on e-commerce.</li> <li>● Have learnt to solve conflicts in international teams over marketing issues and tackle ethical challenges in sales, distribution, pricing and marketing in general.</li> </ul>

Content of the module
<p>I. Distribution Management</p> <ul style="list-style-type: none"> <li>● Basic of Sales</li> <li>● E-Commerce</li> </ul> <p>II. Price Management</p> <ul style="list-style-type: none"> <li>● Pricing Basics</li> <li>● Pricing and the Internet</li> </ul> <p>III. The Relationship between Price and sales management</p>

<b>Literature</b>
Berman, B.: Marketing Channels, John Wiley & Sons, any edition.
Chaffey, D.: E-Business & E-Commerce Management, 5 <sup>th</sup> ed., Prentice Hall, any edition.
Dent, J.: Distribution Channels: Understanding and Managing Channels to Market, 2 <sup>nd</sup> ed., Kogan Page, any edition.
Hollensen, S.: Global Marketing, Prentice Hall, any edition.
Palmatier, R.W.: Marketing Channels Strategy, Pearson, any edition.
Qin, Zheng et.al.: E-Commerce Strategy, Springer, any edition.
Rosenbloom, B.: Marketing Channels, Cengage Learning, any edition.

### Teaching and Learning Activities designed to facilitate students' achievement of the ILOs

Teaching / Learning Methods	ILOs												
	K1	K2	S1	S2	A1	A2	IP1	IP2	BW1	BW2	T1	T2	T3
Business Rep. input	✓						✓		✓		✓	✓	
case Studies (single/group)	✓	✓	✓	✓		✓	✓		✓		✓	✓	
Company visits	✓	✓							✓		✓	✓	
Frontal lecture input	✓										✓	✓	
Group exercises/ discussions/ moderation rounds		✓	✓	✓	✓	✓	✓				✓	✓	
Individual homework/ readings	✓										✓	✓	
Individual homework exercises	✓	✓	✓				✓		✓		✓	✓	
Interactive lecture elements	✓	✓	✓	✓	✓	✓					✓	✓	
Student presentations			✓	✓	✓	✓					✓	✓	
Videos / Webinars	✓								✓				

**K1:** The essence of marketing and management challenges in the field of distribution and price management can be instructed by most teaching methods; some basics require frontal lecture input, but case studies, interactive lectures, videos and contributions of business representatives and company visits lead to a much better understanding and own student work such as readings and work on exercises supports deeper insights.

**K2:** Applied work in form of case studies, group exercises etc. and individual exercises underline the practical and problem-oriented aspects of solutions in the field of distribution and pricing management. Hands-on teaching, such as company visits and questions-answers within interactive lectures are important in this respect as well.

**S1:** Personal skills such as self-management, analytical thinking, communication are trained through case studies, presentations, different types of homework but also by means of interactive forms of instruction.

**S2:** Interpersonal skills are trained through numerous group exercises and preparation of group presentations as well as case study work in groups. Interactive lectures require such skills as well.

**A1:** Open-mindedness is trained during group exercises, presentations and interactive instruction.

**A2:** Ethical, environmental and sustainability aspects play a role in case study solutions, group exercises, presentations and during interactive instruction.

**IP1:** The international aspect is a major issue in today's distribution and price management. It is especially raised in contributions of business representatives, case studies, in group and individual exercises.

**BW1:** The solution of practical problems on the basis of concepts and theories is underlined when practical problems, e.g. in connection with e-commerce, are discussed, which is the case in business representative contributions, on the occasion of company visits, in case studies and exercises. Also videos are used in this context.

**T1:** As e-commerce is a major part of the distribution and price management module most teaching / learning activities used are also focused on this perspective: technological change is a topic in business representative contributions, case studies, company visits, in the few frontal lecture elements and in interactive lecturing as well as in students' homework (readings, exercises), their group work and their presentations.

**T2:** The same is true for the enlarged view of the impact of cultural, political, economic changes etc., which determine numerous distribution challenges.

### Assessment Tasks/Activities designed to assess how well the students achieve the ILOs

Assessments	ILOs													Weighting
	K1	K2	S1	S2	A1	A2	IP1	IP2	BW1	BW2	T1	T2	T3	
Individual written exam	✓	✓	✓			✓	✓		✓		✓	✓		80%
Group presentations	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓		20%
Bonus points	✓	✓	✓			✓	✓		✓		✓	✓		max extra 10 %
														Max. 100% + Bonus P.

**K1:** In the individual written exam students have to solve distribution and pricing problems as specific marketing challenges; most of them are of an international nature and related to the internet.

The group presentations also deal with such problems. The many exercises during the course give much opportunity for showing enhanced understanding and earning individual bonus points.

**K2:** For solving distribution and pricing problems overall strategies such as enhancing channel image through pricing play a role and methodologies such as SWOT analysis or cost-benefit analysis can be applied. Students are expected to use them when solving problems in individual written exams and analysing distribution and pricing problems for group presentations as well as presenting individual or group solutions for exercises and homework potentially being honoured with bonus points.

**S1:** The written individual exam is composed of assignments requiring analytical thinking and creative solutions for solving distribution problems. Presentations are especially assessed with regard to individual communication skills. Bonus points are also given for convincing creative findings.

**S2:** The group presentations are based on group work of teams composed of students from different countries. The discussion of the group results with the different group participants shows their quality of teamwork and is assessed accordingly.

**A1:** Students are able to show this open-mindedness when working together in groups, which plays a role for the assessment of all group presentations.

**A2:** These aspects are of major importance in distribution and pricing management, e.g. with regard to oligopolistic / monopolistic structures, the use of market power, big data handling etc. Thus these questions are part of exercises good for bonus points, but also may be an issue in individual written exams and group presentations.

**IP1:** Because of a high degree of globalisation most issues of distribution and pricing management are international ones. Thus this aspect is an integral part of all forms of assessment (individual written exams, group presentations, bonus points).

**BW1:** The whole module is designed to show the application of academic findings for solving practical management problems. This is assessed in group presentations, the same is true for exercises during the course (bonus points), and in individual written exams.

**T1:** A major part of the distribution and price management course deals with e-commerce and its interdependency with internet communication. The individual written exam always contains corresponding problem areas; many exercises (and bonus points) as well as group presentations deal with these issues.

**T2:** Management distribution as well as pricing especially depend on legal and political developments, (e.g. EU competition law on vertical agreements, prohibition of resale price maintenance), the success of distribution channel design and price setting is often heavily influenced by country culture. These aspects are to be considered when solving problems in individual written exams, exercises connected with bonus points, and topics of group presentation.

**Universität Kassel**  
European Master in Business Studies

## RESEARCH METHODS

Semester	Duration	Type	ECTS-credits	Student workload
3 <sup>rd</sup> semester	Within one semester	Mandatory	5	125 hours (37,5 teaching hours, 87,5 hours of self-study)
Pre-requisite for participation	Applicability	Module examination	Teaching and learning method	Responsible person for the module
		Individual essay (15-25 pages)	Seminar, case studies, discussion	Prof. Ralf Wagner

### Major intended learning outcomes

After completion of the module students will be able to:

- Identify and analyse the main practical problems and research needs that arise in the field of international business. (ILO K1 and ILO IP1)
- Select and apply appropriate research methodologies and analytical techniques to address international business research questions. (ILO K2)
- Use and interpret results from major data analysis software tools such as R, SmartPLS, and SPSS. (ILO S1)
- Design and produce a coherent and methodologically sound master's thesis that demonstrates independent research and analytical skills. (ILO A2)

### Content of the module

- Introduction to business and management research
- Research philosophies and approaches, theories, and hypotheses testing
- Methods of finding topics
- Literature review – how it is carried out
- Research design
- Sampling in virtual environments
- Methods of data collection (qualitative and quantitative)
- Analysis methods (qualitative and quantitative)
- Writing and presenting the Thesis

### Literature

Saunders, M.N., Saunders, M., Lewis, P., & Thornhill, A. *Research methods for business students*, 5/e. Pearson Education India, any edition.

Craig, C.S., & Douglas, S.P. *International marketing research*. Chichester: John Wiley & Sons, any edition.

Hair, J.F., Hult, G.T.M., Ringle, C.M., & Sarstedt, M. *A Primer on Partial Least Squares Structural Equation Modeling*. Thousand Oaks: Sage, any edition.

Creswell. *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, any edition.  
 Eisenhard. *Building Theories from Case Study Research*, any edition.  
 Mayring. *Qualitative Content Analysis. Theoretical Foundation, Basic Procedures and Software Solution*.  
 Klagenfurt. <https://nbn-resolving.org/urn:nbn:de:0168-ssoar-395173>

### Teaching and Learning Activities designed to facilitate students' achievement of the ILOs

Teaching / Learning Methods	ILOs												
	K1	K2	S1	S2	A1	A2	IP1	IP2	BW1	BW2	T1	T2	T3
Case studies (single/group)		✓											
Exercices	✓	✓	✓				✓						
Frontal lecture input	✓	✓											
Group exercises/ discussions/ moderation rounds	✓												
Individual homework readings	✓	✓	✓				✓	✓					
Interactive lecture elements	✓	✓											
Student presentations (individual/ group)	✓		✓										
Tutoring	✓	✓					✓						
Visiting academics' input	✓		✓										

**K1:** Most teaching methods can be used to teach the challenges managers are facing during the application of scientific research methods.

**K2:** Complementing frontal lectures, case studies, exercises, and tutoring enables the students to apply research methodologies to managerial problems and the design of research strategies.

**S1:** Through exercises, homework readings and student presentations the students can evaluate different academic publications and their results.

**A2:** Through readings on ethical research conduct and the discussion with the tutor, students are enabled to evaluate different research approaches and methodologies regarding research design and analysis.

**IP1:** Internationality is important in today's business research. Individual reading, frontal lecture and visiting academic input supports the students to consider and elaborate their research strategies.

**Assessment Tasks/Activities designed to assess how well the students achieve the ILOs**

Assessments	ILOs													Weighting
	K1	K2	S1	S2	A1	A2	IP1	IP2	BW1	BW2	T1	T2	T3	
Seminar Paper	✓	✓	✓			✓	✓							100%

**K1:** In the individual seminar paper students must propose a sound research exposé which will be the foundation of the thesis. They must show understanding for managerial and scientific challenges when tackling international research.

**K2:** For writing a research exposé, overall research strategies and methods must be applied. Students are expected to use them when writing the exposé as a seminar paper.

**S1:** The exposé consists of elements (Research approach, research method, etc.) requiring analytical thinking and creative solutions for solving research problems.

**A2:** Especially ethical aspects are of major in business research and must be addressed within the exposé, thus seminar paper.

**IP1:** Because of the international character of the composition of student’s multicultural research is expected. Students are expected to show understanding of managerial as well as scientific problems when conducting international business research.

<b>Universität Kassel</b> European Master in Business Studies				
<b>THESIS</b>				
Semester	Duration	Type	ECTS-credits	Student workload
3 <sup>rd</sup> semester	Within one semester	Mandatory	15	375 hours (365 hours self-study, 10 hours teaching/tutoring hours)
Pre-requisite for participation	Applicability	Module examination	Teaching and learning method	Responsible person for the module
	EMBS course only	Thesis (50-70 pages, 70%) colloquium presentation (10-20 minutes, 30%)	Group sessions, one-to-one sessions, tutoring	Prof. Dr. Ralf Wagner

<b>Major intended learning outcomes</b>
Upon completion of the module students will be able to: <ul style="list-style-type: none"> <li>● Critically assess recent scholarly discussions in management and identify related gaps in contemporary knowledge. (ILO K2)</li> <li>● Develop a coherent research proposal that offers a substantial contribution to the field and includes an appropriate research design (ILO K2).</li> <li>● Select and justify an explanatory framework suitable for the research question (ILO K2).</li> <li>● Apply theoretical frameworks, analytical methods, and relevant research tools (e.g., R, SmartPLS, SPSS) to address managerial and academic problems (ILO S1).</li> <li>● Demonstrate critical observation and analytical thinking when investigating management phenomena, acknowledging ethical implications of research design and data use (ILO S1).</li> <li>● Compose and defend a well-structured, long scientific essay (master's thesis) that integrates international perspectives and demonstrates research competence (ILO S1).</li> </ul>

<b>Content of the module</b>
<ul style="list-style-type: none"> <li>● Tutoring (Group sessions)</li> <li>● Development of final research approach, design and questions</li> <li>● Self-study</li> <li>● One-on-One sessions with tutor</li> <li>● Development of a final research exposé</li> <li>● Thesis and Presentation</li> </ul>

### Literature

- Saunders, M. N., Saunders, M., Lewis, P., & Thornhill, A. *Research methods for business students*, 5/e. Pearson Education India, any edition.
- Craig, C. S., & Douglas, S. P. *International marketing research*. Chichester: John Wiley & Sons, any edition.
- Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. *A Primer on Partial Least Squares Structural Equation Modeling*. Thousand Oaks: Sage, any edition.
- Murray, R. *How to write a thesis*. McGraw-Hill Education (UK), any edition.
- Creswell. *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, any edition.
- Eisenhard. *Building Theories from Case Study Research*, any edition.
- Mayring. *Qualitative Content Analysis. Theoretical Foundation, Basic Procedures and Software Solution*. Klagenfurt. <https://nbn-resolving.org/urn:nbn:de:0168-ssoar-395173>.

### Teaching and Learning Activities designed to facilitate students' achievement of the ILOs

Teaching / Learning Methods	ILOs												
	K1	K2	S1	S2	A1	A2	IP1	IP2	BW1	BW2	T1	T2	T3
Tutoring		✓	✓										

**K2:** Students apply the recommendations made by the tutors. The design of research methodology, the implementation of the research and all corresponding processes are discussed and improved interactively.

**S1:** Analytical thinking, adequate use of language and self-management is of upmost importance in order to cope with the complexity of reality while writing a master thesis and conducting the study.

### Assessment Tasks/Activities designed to assess how well the students achieve the ILOs

Assessments	ILOs (for abbreviations see self-assessment report)													Weighting
	K1	K2	S1	S2	A1	A2	IP1	IP2	BW1	BW2	T1	T2	T3	
Master Thesis presentation		✓	✓											30%
Master Thesis written part		✓	✓											70%

**K2:** The thesis has to have a sound research strategy and methodology. Students are expected to show this within the presentation as well as the written part of the master thesis.

**S1:** The design of the research, the implementation of the research and the interpretation of the results as well as the creation of concise conclusions and recommendations is required to be present within the presentation and the thesis itself.

**UNIVERSIDAD DE LEÓN: 4<sup>TH</sup> SEMESTER**

<b>Universidad de León</b> European Master in Business Studies				
<b>SUSTAINABLE AND RESPONSIBLE MANAGEMENT</b>				
Semester	Duration	Type	ECTS	Student workload
4 <sup>th</sup> semester	Within one semester (blocked periods over approximately 9 weeks)	Mandatory	5	125 hours (50 teaching hours, 75 hours of self-study)
Pre-requisite for participation	Applicability	Module examination	Teaching and learning methods	Responsible person for the module
Admission to 4 <sup>th</sup> semester	EMBS courses and international students	Exams (60%): 1,5 - 2 h Students' work (40%): group essay (5-10 pages), presentations (5-10 minutes)	Lectures, tutoring, seminars, company visits, case studies, videos, individual homework, readings, discussion and presentations	Prof. Roberto Fernández Gago Mr. Pablo Rodríguez Bustamante

**Major intended learning outcomes**

Upon completion of the module students will:

- Recognize the importance of ethics in the business world from an academic and practical perspective
- Apply the theory of stakeholders in order to understand and manage corporate social responsibility
- Identify and manage the ethical dilemmas commonly found when relating to stakeholders with the purpose of finding the best responsible and sustainable decisions to be taken in an international environment
- Find and analyze information about issues concerning ethics and sustainability in order to properly justify business decisions orally and in written

**Content of the module**

- Business Ethics
- Giving Voice to Values
- Sustainability, Corporate Social Responsibility and Stakeholder Theory
- Tools and Techniques of Business Ethics Management and CSR

### Literature

- Crane, A., Matten, D., Glozer, S., & Spence, L. (2019). *Business Ethics. Managing Corporate Citizenship and Sustainability in the Age of Globalization*. 5th edition. Oxford: Oxford University Press.
- Dathe, T., Helmold, M., Dathe R., & Dathe, I. (2024). *Implementing Environmental, Social and Governance (ESG) Principles for Sustainable Businesses*, Cham: Springer International Publishing AG.
- Freeman, R.E., Martin, K.E., & Parmar, B.L. (2020). *The Power of And. Responsible Business without Trade-Offs*. New York: Columbia University Press.
- Gentile, M.C. (2010). *Giving Voice to Values: How to speak your mind when you Know what is right*. Yale University Press.
- Goodstein, J., & Gentile, M.C. (Eds.) (2021). *Giving Voice to Values. An Innovation and Impact Agenda*. New York: Routledge.
- Hoffman, W.M., Frederick, R.E., & Schwartz, M.S. (2014). *Business Ethics: Readings and Cases in Corporate Morality*. Wiley.
- Hope, A., & Laasch, O. (2025). *Responsible Business: foundations of ethical and sustainable management*. London: Routledge.
- Wilson, C. (2025). *Leading beyond sustainability: six aspirations for a brighter future*. London: Routledge.

### ILOS

**K2:** Have learnt to solve managerial problems by applying adequate methodologies in order to design strategies and their implementation as well as corresponding processes.

Students will learn to be aware of ethical dilemmas when they come up in a business context and the impact businesses have on their environment. Frontal and interactive lectures, short videos and individual homework readings on ethical theories, sustainability, CSR and stakeholder theory will provide the students the knowledge they need to solve managerial problems in this context. Exams will be used to evaluate this knowledge.

**S1:** Have acquired or developed personal skills; such as analytical thinking, adequate communication and presentation skills, self-management regarding occupational and private challenges, finding creative solutions, taking decisions.

Thanks to the use of case studies and individual homework exercises, students will develop the analytical thinking required for managing the relationships established between a company and its stakeholders in a sustainable and responsible way. Tutoring by the teacher will provide assistance. Sometimes students will be asked to present their reasoning and conclusions, so they will also improve their communication and presentation skills. Individual reports and presentations will be evaluated.

**S2:** Have acquired or developed interpersonal skills, such as working in teams and negotiating successfully, motivating and convincing other people, solving conflicts, mutual, especially intercultural understanding and empathy.

Some of the case studies will be analyzed and discussed in groups so that students will develop interpersonal skills, such as the ability to work in teams in order to find solutions in a business scenario. Tutoring by the teacher will provide assistance. A seminar on how to voice and enact personal values will help students to be able to speak up when facing a situation with a values conflict and influence those who disagree with them. Group reports and presentations will be evaluated.

**A1:** Have developed or reinforced a general open-mindedness regarding other views, persons, cultures etc. Lectures, case studies and individual homework exercises based on ethical relativism, ethical subjectivism, ethical business situations and values will make students be open-minded regarding other views, cultures and beliefs while at the same time recognize the need of an absolutist perspective in certain situations. Participation in the discussion of the proposed business situations will be evaluated.

**A2:** Have become convinced to consider ethical, environmental and sustainability aspects when making managerial decisions.

Due to the content of the subject, it may be stated that all the teaching methodologies will be applied with the purpose of convincing students of the fact that nowadays business should be done in a responsible and sustainable way, which implies considering simultaneously the three components of sustainability, i.e. economic,

environmental and social perspectives. Reports and presentations will evaluate the attitude of students in that regard. A visit to the Castile and León Supercomputing Center and a lecture in-situ will be used to raise awareness of the importance of the ethical use of new technologies and big data as well as the problem of their impact on the environment.

**BW1:** Have learnt how to apply academic knowledge for practical problems.

Lectures, videos, readings and a unit on giving voice to values will provide students with the necessary academic knowledge to be applied in the resolution of practical problems concerning ethical dilemmas and sustainable business decisions. Students will use this knowledge in the analysis of business situations proposed in exams/case studies and in their corresponding presentation/discussion.

**T3:** Be able to critically assess and implement digital transformation strategies, including digitization and AI-driven solutions, to better manage organizations

A visit to the Castile and León Supercomputing Center and a lecture in-situ will be used to raise awareness of the importance of the ethical use of new technologies and big data as well as the problem of their impact on the environment.

### Teaching and Learning Activities designed to facilitate students' achievement of the ILOs

TLA	Brief Description	ILOs												
		K1	K2	S1	S2	A1	A2	IP1	IP2	BW1	BW2	T1	T2	T3
Classroom lectures	Learning in the presence of the teacher		✓			✓	✓			✓				✓
Videos and other visual aides	Slides are used to support course content		✓				✓			✓				
In-class debates of controversial topics	The teacher will regularly ask questions			✓	✓	✓	✓			✓				
Individual and group presentations	Cases related to the topics discussed in calls will be presented and by groups of students			✓	✓	✓	✓			✓				
Individual readings (studying)	Students read reading material (i.e., they study)		✓				✓			✓				
Individual written examination	Students should also learn from the exercises and questions they have at the exam		✓							✓				

### Assessment Tasks/Activities designed to assess how well the students achieve the ILOs

Assessment Tasks/Activities	ILOs													Weighting*
	K1	K2	S1	S2	A1	A2	IP1	IP2	BW1	BW2	T1	T2	T3	
Students' work			✓	✓	✓	✓			✓					40%
Individual written exams		✓							✓					60%
														100%

\* The weightings should add up to 100%.

<b>Universidad de León</b> European Master in Business Studies				
<b>COMMUNICATION CHALLENGES: PART-MODULE CONSUMER ENGAGING COMMUNICATION</b>				
Semester	Duration	Type	ECTS	Student workload
4 <sup>th</sup> semester	4 months	Mandatory	5	125 hours (50 teaching hours, 75 hours of self-study)
Pre-requisite for participation	Applicability	Module examination	Teaching and learning method	Responsible person for the module
Admission to 4 <sup>th</sup> semester	EMBS courses and international students	Exam (40%, 1,5 -2 h), and 2 case studies work with presentation of key findings (60%)	Theoretical lectures, case studies, practices, seminars, tutoring, videos	Prof. Carmen R. Santos Prof. Alexandra Kenyon

### Major intended learning outcomes

Upon completion of the module students will:

- Be able to identify and control the factors influencing the communication process
- Know and be able to develop an advertising campaign
- Be able to develop a message to engage the consumer in a global and European context
- Be aware of the traditional and new communication techniques, as well as to apply them in the right situation
- Be able to present a creative idea and project

### Content of the module

- Integrated Marketing Communication
- Objectives and Target
- Message Design
- Online Communication
- Content Marketing
- Social Media

### Literature

- Andrews, J. C., & Shimp, T. A. (2024), *Advertising, Promotion and other Aspects of Integrated Marketing Communications*, Cengage Learning.
- Campbell, R., Martin, C.R., & Fabos, B., Becker R., Martin, Christopher R., Fabos, B (2022), *Media and Culture: An Introduction to Mass Communication*, Bedford St. Martin's.
- Clow, K. E., Baack, D.E., & Baack, Donald (2022), *Integrated Advertising, Promotion and Marketing Communications*, Pearson Education Limited.
- De Pelsmacker, P., Geuens, M., & Van Den Bergh, J. (2021), *Marketing Communications. A European Perspective*, Pearson Education.
- Kingsnorth, S. (2025), *Digital Marketing Strategy. An Integrated Approach to Online Marketing*, KoganPage.
- O'Guinn, T., Scheinbaum, A.C., & Semenik, R.J. (2022), *Advertising and Integrated Brand Promotion*, Cengage Learning.
- Samovar, I.A. (2024), *Communication Between Cultures*, Cengage.
- Smith, P.R., & Zook, Z. (2024), *Marketing Communications. Offline and Online Integration, Engagement and Digital Technologies*, KoganPage.
- Tuten, T. L., & Solomon, M. R. (2024), *Social Media Marketing*, Sage.

### ILOS

**K1:** Understand and be able to assess marketing and other managerial challenges for companies within a globalized and dynamic environment.

During the course the students will work on case studies and examples of different companies in the field of their communication to different targets and under diverse circumstances.

Moreover, they will have to work in groups developing a specific IMC plan for a company.

**K2:** Have learnt to solve managerial problems by applying adequate methodologies in order to design strategies and their implementation as well as corresponding processes.

Students will learn the best strategy to be applied through diverse examples.

This competence is evaluated through the group work where they have to take decision given a specific situation and in a particular context.

**S1:** Have acquired or developed personal skills; such as analytical thinking, adequate communication and presentation skills, self-management regarding occupational and private challenges, finding creative solutions, taking decisions.

Along the course different scenarios are presented where the companies have had to consider different variables to take the right decision.

Based on this teaching/learning method the student will have to put their learning into practice, as in the IMC plan they have to work in, they have to analyse diverse factors and based on these analyses they have to take the best decision regarding: the objective, target, strategy and UVP in their communication plan.

**S2:** Have acquired or developed interpersonal skills, such as working in teams and negotiating successfully, motivating and convincing other people, solving conflicts, mutual, especially intercultural understanding and empathy.

In the course, the practices presented will require group work. This group work will be evaluated, taking into consideration not only the final work but also the interaction and continuous work in the group.

**A1:** Have developed or reinforced a general open-mindedness regarding other views, persons, cultures etc.) As the subject deals with Cross-Cultural communications, examples from different cultures are provided. This, together with working in a multicultural context, helps the students to be open minded.

In the group work, they also have to show this skill.

**BW1:** Have learnt how to apply academic knowledge for practical problems.

In this course, there are lectures, but at the end of the lecture a practical case study or work is provided to be sure the students not only understand the concepts but they are also able to apply them.

At the end of the course, they have to use all their knowledge in the practice they have to work in groups.

**T3:** Be able to critically assess and implement digital transformation strategies, including digitization and AI-driven solutions, to better manage organizations.

By exploring cutting-edge tools and techniques, students will gain the skills to integrate these innovations effectively, optimizing brand-consumer relationships in the digital era.

**Teaching and Learning Activities designed to facilitate students' achievement of the ILOs**

TLA	Brief Description	ILOs												
		K1	K2	S1	S2	A1	A2	IP1	IP2	BW1	BW2	T1	T2	T3
Classroom lectures	Learning in the presence of the teacher	✓	✓	✓		✓				✓				✓
Videos and other visual aides	Slides are used to support course content	✓	✓	✓		✓				✓				✓
In-class debates of controversial topics	The teacher will regularly ask questions	✓	✓	✓	✓	✓				✓				✓
Individual and group presentations	Cases related to the topics discussed in calls will be presented and by groups of students	✓	✓	✓	✓	✓				✓				
Individual readings (studying)	Students read reading material (i.e., they study)	✓	✓	✓		✓				✓				
Individual written examination	Students should also learn from the exercises and questions they have at the exam	✓		✓						✓				

**Assessment Tasks/Activities designed to assess how well the students achieve the ILOs**

Assessment Tasks/Activities	ILOs													Weighting*
	K1	K2	S1	S2	A1	A2	IP1	IP2	BW1	BW2	T1	T2	T3	
Group work and presentations	✓	✓	✓	✓	✓				✓				✓	60%
Individual written exams	✓		✓						✓					40%
													100%	

\* The weightings should add up to 100%.

<b>Universidad de León</b> European Master in Business Studies				
<b>COMMUNICATION CHALLENGES: PART-MODULE COMPANY PROJECT</b>				
<b>Semester</b>	<b>Duration</b>	<b>Type</b>	<b>ECTS</b>	<b>Student workload</b>
4 <sup>th</sup> semester	4 months	Mandatory	5	125 hours (20 teaching hours, 105 hours of self-study)
<b>Pre-requisite for participation</b>	<b>Applicability</b>	<b>Module examination</b>	<b>Teaching and learning method</b>	<b>Responsible person for the module</b>
Admission to 4 <sup>th</sup> semester	EMBS courses and international students	professional business report (80%, approx. around 100 PowerPoint slides), 25 min. presentation (20%)	Tutoring, practice- Business world experience	Prof. Carmen R. Santos Mr. Víctor Hernando Pérez

### Major intended learning outcomes

Upon completion of the module, students will be able to:

- Work as partners with a client, such as a firm, institution, or association.
- Develop a marketing plan within a professional context, including conducting an analysis, formulating recommendations, and defining actions.
- Report on the work carried out and present the results of their assignments.
- Experience and analyze a practical case of cross-cultural marketing.

### Content of the module

During the fourth semester, students will work in groups to develop a marketing plan for a company. This 10-week long company project is integrated in the Module Communication Challenges.

- Objectives:
  - Working as a partner with a client who is a company, institution or association
  - Developing a marketing plan within a professional context, including an analysis, some recommendations and some actions
  - Reporting the work carried out and the results of the assignments
  - Experiencing a practical case of cross-cultural marketing
- Principles:
  - The students have to develop an international plan for a company, once having analysed: the market, the competitors and the value proposition.
  - They have to follow all the needed steps as if they were in the marketing department of the company to: improve the situation, develop an opportunity and/or face an actual threat.
- Companies:
  - A list of companies will be provided to the students.
  - The students will be divided in groups and each group will select one company.

### Literature

- Andrews, J. C., & Shimp, T. A. (2024), *Advertising, Promotion and other Aspects of Integrated Marketing Communications*, Cengage Learning.
- Campbell, R., Martin, C., Fabos, B., & Becker R. (2022), *Media and Culture: An Introduction to Mass Communication*, Bedford St. Martin's.
- Clow, K. E., Baack, D.E., & Baack, Donald. (2022), *Integrated Advertising, Promotion and Marketing Communications*, Pearson Education Limited.
- De Pelsmacker, P., Geuens, M., & Van Den Bergh, J. (2021), *Marketing Communications. A European Perspective*, Pearson Education.
- Kingsnorth, S. (2025), *Digital Marketing Strategy. An Integrated Approach to Online Marketing*, KoganPage.
- O'Guinn, T., Scheinbaum, A.C., & Semenik, R.J. (2022), *Advertising and Integrated Brand Promotion*, Cengage Learning.
- Samovar, I.A., (2024), *Communication Between Cultures*, Cengage.
- Smith, P.R., & Zook, Z. (2024), *Marketing Communications. Offline and Online Integration, Engagement and Digital Technologies*, KoganPage.
- Tuten, T. L & Solomon, M. R. (2024), *Social Media Marketing*, Sage.

## ILOS

**K1:** Understand and be able to assess marketing and other managerial challenges for companies within a globalised and dynamic environment.

During the course students must deal with real marketing cases in different companies and sectors to deliver a report at the end of May. This report will be evaluated by the tutor in the company and the academic tutor.

**K2:** Have learned to solve managerial problems by applying adequate methodologies in order to design strategies and their implementation as well as corresponding processes.

The students must offer best solutions possible for a real task given in the final report. These solutions must be based on their background knowledge and it will be evaluated in the final report and presentation.

**S1:** Have acquired or developed personal skills, such as analytical thinking, adequate communication and presentation skills, self-management regarding occupational and private challenges, finding creative solutions, taking decisions.

This is an essential outcome of this subject, the students must apply all their knowledge to a case study, which is not a case study itself but their first real scenario, they must work and take decisions to offer best solutions to the EMBS partner company. This is evaluated by the academic tutor on their final mark as an ongoing effort topic.

**S2:** Have acquired or developed interpersonal skills, such as working in teams and negotiating successfully, motivating and convincing other people, solving conflicts, mutual, especially intercultural understanding and empathy.

Students must work in teams of 4 to 6 people to deliver the report and final presentation. The group of students will visit the company and will have different meetings with the tutor in the company and the academic tutor, with some checkpoints to keep the right process of the work. This is evaluated considering how they assume some of the advices and tasks given by both tutors and how their ability to work inside the team.

**IP1:** Have internalised an international perspective in considering their managerial strategies and decisions. All the company projects bring international perspective, such as exporting to a different country, opening a new area for the business, adapting a product to a new market, so the students must deliver suitable cross-cultural and customised international strategies in all cases. If these chosen strategies are appropriate or not will be evaluated on the final report.

**IP2:** Be able to work in (and lead) international teams in an adapted and efficient way.

Working in groups of students with many different nationalities and for Spanish companies for their international projects ensures that students develop their international working environment. The results of their reports always show this aspect.

**BW1:** Have learnt how to apply academic knowledge for practical problems.

It is exactly the essence and the basics of this EMBS subject, for students to bring and transmit all their knowledge to the partner companies on these specific real cases.

**BW2:** Have learnt how to communicate with business people and to organise practical projects.

During the course, students have several meetings with the companies they are working for, and at the end of the course, they will deliver a professional presentation of the results. This will be evaluated by the tutor in the company and the academic tutor.

**T3:** Be able to critically assess and implement digital transformation strategies, including digitization and AI-driven solutions, to better manage organizations

Through the Company Projects, students will implement digitalization and AI-driven solutions, gaining hands-on-experience while developing critical assessment skills to effectively leverage technology in organizational management.

**Teaching and Learning Activities designed to facilitate students' achievement of the ILOs**

TLA	Brief Description	ILOs												
		K1	K2	S1	S2	A1	A2	IP1	IP2	BW1	BW2	T1	T2	T3
Classroom lectures	Learning in the presence of the teacher	✓		✓				✓		✓				✓
Videos and other visual aides	Slides are used to support course content													✓
In-class debates of controversial topics	The teacher will regularly ask questions		✓	✓	✓			✓	✓	✓	✓			
Individual and group presentations	Cases related to the topics discussed in calls will be presented and by groups of students	✓	✓	✓	✓			✓	✓	✓	✓			
Individual readings (studying)	Students read reading material (i.e., they study)	✓	✓					✓		✓				
Individual written examination	Students should also learn from the exercises and questions they have at the exam.													

**Assessment Tasks/Activities designed to assess how well the students achieve the ILOs**

Assessment Tasks/Activities	ILOs													Weighting*
	K1	K2	S1	S2	A1	A2	IP1	IP2	BW1	BW2	T1	T2	T3	
Group work and presentations	✓	✓	✓	✓			✓	✓	✓	✓			✓	100%
Individual written exams														
* The weightings should add up to 100%.													100%	

<b>Universidad de León</b> European Master in Business Studies				
<b>INNOVATION AND ENTREPRENEURSHIP</b>				
Semester	Duration	Type	ECTS	Student workload
4 <sup>th</sup> semester	Within one semester (blocked periods over approximately 9 weeks)	Mandatory	5	125 hours (50 Teaching hours, 75 hours of self-study)
Pre-requisite for participation	Applicability	Module examination	Teaching and learning method	Responsible person for the module
Admission to 4 <sup>th</sup> semester	EMBS courses and international students	Individual exam (40%, 1.5-2 hours), Final Pitch Presentation of the Innovation Challenge Project-1 week (60%, (5-20 minutes))	Case studies, debates/ discussions, outdoor training, tutoring, exercises, role play/ simulation activities, presentations, magistral lectures	Mr. Ernesto González Castañón

### Major intended learning outcomes

Upon completion of the module, students will be able to:

- Understand and be able to assess innovation and other managerial challenges within a globalised and dynamic environment
- Articulate innovation management strategies
- Getting to know business models and strategies for entrepreneurs and start-ups, and how to apply them
- Analyse business environment and identify market opportunities
- Understand the importance of digital marketing in the new business environment

### Content of the module

- Sources of innovation: creativity
- Sources of innovation: cooperation with users, suppliers, competitors, etc.
- Collaboration strategies
- Types and patterns of innovation
- Organization for innovation and managing new product development
- Building business model
- Knowledge management for entrepreneurs
- Design thinking
- Marketing innovation for entrepreneurs
- Social media for entrepreneurs

### Literature

- Aulet, B., *Disciplined Entrepreneurship: 24 Steps to a Successful Startup*, John Wiley & Sons Inc.
- Brown, T. (2019). *Change By Design, Revised And Updated. How Design Thinking Transforms Organizations and Inspires Innovation*, Harper Collins.
- Chesbrough, H. (2020). *Open Innovation Results: Going beyond the hype and Getting Down to Business*, Oxford University Press.
- Chesbrough, H., Radziwon, A., Vanhaverbeke, W., & West, J. (2024). *The Oxford Hand Book of Open Innovation*. Oxford University Press.
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- Harper, C., *Change by design, revised and updated. How Design: How design thinking transforms organizations and inspires innovation*. Harper Collins.
- Hillner, M. (2021). *Intellectual property, design innovation, and entrepreneurship*. Springer.
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- Mazzarol, T. (2020). *Workbook for Entrepreneurship and Innovation*. Springer.
- Machado, C., & Davim, P. (2020). *Entrepreneurship and Organizational Innovation*. Springer.
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- Osterwalder, A., Pigneur, Y., Smith, A., Etienneble, F., & Pisano, G.P. (2020). *The invincible company: How to constantly reinvent your organization with inspiration from the world's best business models (The strategyzer series)*. Wiley.
- Papegeorgiou, K., & Kokshagina, O. (2022). *Envisioning the future of learning for creativity, innovation and entrepreneurship*. De Gruyter.
- Patnaik, S. (2023). *Global Trends in Technology Startup Project Development and Management*. Springer International Publishing.
- Pisano, G.P. (2019). *Creative Construction: The DNA of Sustained Innovation*, PublicAffairs.
- Portales, L. (2019). *Social Innovation and Social Entrepreneurship*, Springer International Publishing.
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- Rumelt, R.P. (2022). *The Crux. How Leaders Become Strategists*, PublicAffairs.
- Schilling, M.A. (2023). *Strategic Management of Technological Innovation*, McGraw Hill.
- Tidd, J., & Bessant, J. (2020). *Managing Innovation: Integrating Technological, Market and Organizational Change*, Wiley.
- Vrons, D., Thrassou, A., Weber, Y., Riad Shams, S.M., Tsoukatos, E., & Efthymiou, L. (2022). *Business under crisis. Volume III: avenues for innovation, entrepreneurship and sustainability*. Palgrave Macmillan.

## ILOS

**K2:** Have learned to solve managerial problems by applying adequate methodologies in order to design strategies and their implementation as well as corresponding processes.

Students will face quasi-real managerial problems in an innovation context thanks to the use of role-play activities developed in the classroom. The problem will be presented using short videos and the students will have to work in groups following a guideline that specifies the different tasks that they will have to carry out. They will have to apply the knowledge acquired during the different theoretical sessions in order to defend their proposed group's ideas and strategies. Written group reports will be used to evaluate this knowledge.

**S1:** Have acquired or developed personal skills; such as analytical thinking, adequate communication and presentation skills, self-management regarding occupational and private challenges, finding creative solutions, taking decisions.

Case studies will help students to develop analytical thinking and creative solutions for solving innovation and entrepreneurial problems. Besides, exercises included in the course, address the need to develop thinking strategies, identifying flawed reasoning, fallacies and bias, and finding solutions to common issues in self-management and personal/professional challenges. Individual communication and presentation skills will be assessed using oral presentations in the classroom. Group presentations and reports will be evaluated.

**S2:** Have acquired or developed interpersonal skills, such as working in teams and negotiating successfully, motivating and convincing other people, solving conflicts, mutual, especially intercultural understanding and empathy. Role-plays, case studies and group presentations based on group work of teams composed of students coming from different countries and cultures will help them to develop these kinds of interpersonal skills. The development of these activities will be considered in order to evaluate some aptitudes such as working in teams, negotiation or motivating and convincing others.

**BW1:** Have learnt how to apply academic knowledge for practical problems.

The theoretical knowledge related to innovation and entrepreneurial issues acquired by the students along the lecture sessions will be evaluated using individual written exams, as well as considering the outputs of the different activities proposed by the professors. Working in a team project to create or improve a startup/company, and discussing their solutions and business ideas with their fellow students, will encourage practical thinking and problem-solving skills.

**T1:** Be able to assess and deal with the global internet economy and technological change, understanding the arising challenges for society and take them into account for managerial decisions.

Using videos/webinars, e-learning and via field activities and outdoor training –which include personal contact with professionals in start-ups and companies– students get to hear, understand and discuss the economic and technological challenges of today's globalized world. And they'll also get to discover and use some of the digital tools they'll need professionally for nowadays "Information Age".

**T3:** Be able to critically assess and implement digital transformation strategies, including digitization and AI-driven solutions, to better manage organizations.

Through hands-on work applying AI tools to Design Thinking, innovation, entrepreneurship, and problem-solving processes, students will learn to critically assess the ethical implications and potential limitations of AI-powered solutions.

**Teaching and Learning Activities designed to facilitate students' achievement of the ILOs**

TLA	Brief Description	ILOs												
		K1	K2	S1	S2	A1	A2	IP1	IP2	BW1	BW2	T1	T2	T3
Classroom lectures	Learning in the presence of the teacher		✓							✓				✓
Videos and other visual aides	Slides are used to support course content		✓									✓		✓
In-class debates of controversial topics	The teacher will regularly ask questions		✓							✓				✓
Individual and group presentations	Cases related to the topics discussed in calls will be presented and by groups of students		✓	✓	✓									
Individual readings (studying)	Students read reading material (i.e., they study)													
Individual written examination	Students should also learn from the exercises and questions they have at the exam									✓				

**Assessment Tasks/Activities designed to assess how well the students achieve the ILOs**

Assessment Tasks/Activities	ILOs													Weighting*	
	K1	K2	S1	S2	A1	A2	IP1	IP2	BW1	BW2	T1	T2	T3		
Group work and presentations		✓	✓	✓					✓					✓	60%
Individual written exams									✓						40%
* The weightings should add up to 100%.														100%	

<b>Universidad de León</b> European Master in Business Studies				
<b>INTERNSHIP</b>				
<b>Semester</b>	<b>Duration</b>	<b>Type</b>	<b>ECTS</b>	<b>Student workload</b>
4 <sup>th</sup> semester (starting in June or July)	3 months (minimum) It will vary depending on the vacancy	Mandatory	10	250
<b>Pre-requisite for participation</b>	<b>Applicability</b>	<b>Module examination</b>	<b>Teaching and learning method</b>	<b>Responsible person for the module</b>
The student must have passed all other Content of the EMBS program	EMBS courses and international students	The internship assessment is based on two key components:  70% Final Report: (12-15 pages)  30% Tutor's Evaluation (based on a questionnaire completed by the company tutor)	Representative input, in-company activities, project work, tutorials	Prof. Carmen R. Santos Ass. Prof. Oliver Torres Reynoso Prof. Mario Díaz Martínez

<b>Major intended learning outcomes</b>
<p>Upon completion of the module, students will be able to:</p> <ul style="list-style-type: none"> <li>● Apply theoretical management concepts in practical, real-world business situations.</li> <li>● Demonstrate problem-solving skills and make informed decisions under conditions of pressure and uncertainty.</li> <li>● Assume responsibility for managerial actions and exhibit ethical and professional behavior in business contexts.</li> <li>● Address and overcome managerial challenges and develop innovative solutions in their positions at the companies.</li> <li>● Communicate efficiently and appropriately in the company</li> <li>● Demonstrate and integrate managerial skills</li> </ul>

<b>Content of the module</b>
<p>The Internship is a work-related learning experience as a part of the EMBS program under the guidance of an external tutor. The aim of an internship is to have an actual and recent work experience in the field of business studies (preferably in International Marketing) in order to test student's theoretical knowledge through practical work, apply theoretical knowledge in a real-life situation, see how work is organised in different establishments and observe the work processes as well as to develop the student's ability and habits for doing independent work. The internship must follow the aims and study goals set in the curriculum. The internship must be in line with the aims of the curriculum either by the field of activity or, in general, with activities that develop research and analytical skills.</p>

## ILOS

**K1:** Understand and be able to assess marketing and other managerial challenges for companies within a globalised and dynamic environment.

During their internship, all EMBS students will work in the marketing departments (or similar) for at least 3 months in internationalised companies all around the world which ensures their implication on daily activities. The tutor in the company will answer us a questionnaire to evaluate his general knowledge and understanding.

**K2:** Have learned to solve managerial problems by applying adequate methodologies in order to design strategies and their implementation as well as corresponding processes.

On their internships inside the companies EMBS students usually are subject to take responsibility so they must solve all kind of circumstances which show up. This autonomy and ability to respond is evaluated by their tutor in the company and written in a final report.

**S1:** Have acquired or developed personal skills; such as analytical thinking, adequate communication and presentation skills, self-management regarding occupational and private challenges, finding creative solutions, taking decisions.

For most of the EMBS students this internship is the first job experience, so it will offer the best approach to a real scenario where that must respond under pressure, with responsibility and using their academic knowledge, which certainly will help them to mature and adapt as professionals. In the tutor's questionnaire after their internship, the tutor in the company answers questions about personal issues and if they would hire the student again. Also, the academic tutor will evaluate the students ongoing effort since the beginning of the course.

**S2:** Have acquired or developed interpersonal skills, such as working in teams and negotiating successfully, motivating and convincing other people, solving conflicts, mutual, especially intercultural understanding and empathy.

All EMBS students join a team in the company where they do their internships, so they can develop interpersonal skills inside and outside their companies, also some of them will work in sales or customer service teams, and for sure all under their tutor's supervision. They usually highlight this aspect on their final report as one of the most useful of internship experience.

**A1:** Have developed or reinforced a general open-mindedness regarding other views, persons, cultures etc. It is a big change for the students to become a professional, this new statement during their internships forces to stimulate a different and more open and willing attitude to face new scenarios and colleagues. This is written in the final report and evaluated by both the academic and company tutors.

**IP2:** Be able to work in (and lead) international teams in an adapted and efficient way.

All students must do their internship in internationalised companies in a foreign country which ensures they must adapt and work under different cultures, languages. This ability to adapt is evaluated by the tutor in the company.

**T1:** Be able to assess and deal with the global internet economy and digital change, understand the arising challenges for society, and take them into account for managerial decisions.

The opportunity offered by an internship placement in a multinational company requires that students are not only familiar, but well acquainted on the reality of nowadays impact of technological aspects on economy, international business and society. This knowledge is first evaluated prior to the internship, considering the students' attendance to short workshops and seminars on soft skills and electronic tools. A second assessment is done through the evaluation of the students' internship reports, in which they are expected to present the way they have applied their technological experience to the daily roles assigned by the companies.

**Teaching and Learning Activities designed to facilitate students' achievement of the ILOs**

TLA	Brief Description	ILOs												
		K1	K2	S1	S2	A1	A2	IP1	IP2	BW1	BW2	T1	T2	T3
Classroom lectures	Learning in the presence of the teacher		✓		✓	✓			✓			✓		
Videos and other visual aides	Slides are used to support course content													
In-class debates of controversial topics	The teacher will regularly ask questions		✓		✓	✓						✓		
Individual and group presentations	Cases related to the topics discussed in calls will be presented and by groups of students	✓	✓	✓	✓	✓			✓			✓		
Individual readings (studying)	Students read reading material (i.e., they study)	✓	✓	✓								✓		
Individual written examination	Students should also learn from the exercises and questions they have at the exam													

**Assessment Tasks/Activities designed to assess how well the students achieve the ILOs**

Assessment Tasks/Activities	ILOs													Weighting*	
	K1	K2	S1	S2	A1	A2	IP1	IP2	BW1	BW2	T1	T2	T3		
Students' work	✓	✓	✓	✓	✓			✓			✓				100%
Individual written exams															
* The weightings should add up to 100%.														100%	

**Examination Regulations**  
**for the consecutive master degree programme “European Master in Business Studies” (EMBS) of**  
**the Department of Economics and Management at Università degli Studi di Trento, Italy, the IAE at**  
**Université Savoie Mont Blanc, Annecy, France, the Fachbereich Wirtschaftswissenschaften at**  
**Universität Kassel, Germany, and the Facultad de Ciencias Económicas y Empresariales at**  
**Universidad de León, Spain**

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## **I. General Regulations**

### **§ 1 Scope**

The examination regulations for the consecutive Master's degree programme "European Master in Business Studies" (EMBS) of the Department of Economics and Management at Università degli Studi di Trento, Italy, the IAE at Université Savoie Mont Blanc, Annecy, France, the Fachbereich Wirtschaftswissenschaften at Universität Kassel, Germany, and the Facultad de Ciencias Económicas y Empresariales at Universidad de León, Spain, are appended to the general examination regulations for the Bachelor and Master degree programmes at these universities in the version actually being in force.

### **§ 2 Academic Degrees, Profile**

(1) After completion of the master degree examination the Università di Trento, Italy, the Université Savoie Mont Blanc, Annecy, France, the Universität Kassel, Germany, and the Universidad de León, Spain, jointly award a second level academic degree within the European Higher Education System for the programme "European Master in Business Studies" (EMBS) corresponding to the following four national degrees:

- In the Italian University system, to a "Laurea Magistrale in CLASSE LM77 Lauree Magistrali in Scienze Economico-Aziendali";
- In the French University system, to a "Master de Droit, Economie, Gestion, Mention Management"
- In the German University system, to a "Master of Arts"
- In the Spanish University system, to a "Master Universitario en Europeo en Dirección de Empresas".

(2) The degree programme "European Master in Business Studies" is designed as an application-orientated degree programme. The Diploma Supplement - drafted according to the model developed by the European Commission, Council of Europe and UNESCO/CEPES - contains the details.

### **§ 3 Regular Period, Scale and Structure of Studies**

(1) The regular period of study for the master programme amounts to four semesters (one semester in each of the participating universities), including the company project according to § 8, the master thesis module according to § 9, and the internship module according to § 10.

(2) Students of the EMBS programme obtain 120 ECTS credits, out of which 15 ECTS credits are allocated to the master thesis (including the colloquium) and 10 ECTS credits to the internship.

(3) The master programme starts each winter semester at the Università di Trento. The 2nd semester is run at the Université Savoie Mont Blanc, Annecy, the 3rd semester at the Universität Kassel, the 4th semester at the Universidad de León.

(4) As an exception rule, consistently with some specific national regulations, internships may be extended until the date of graduation.

(5) The entire study programme, including exams, is held in English.

#### **§ 4 Examination Board**

(1) All decisions on examination matters (*exams, internship, company project, master thesis report*) are taken by the joint examination board “European Master in Business Studies”.

(2) The examination board is formed by the participating universities.

(3) The examination board consists of:

- a) four professors of the degree programme “European Master in Business Studies”.
- b) one research assistant or lecturer,
- c) one student of the master programme.

(4) The members of the examination board are entitled to attend the examinations.

#### **§ 5 Types of Examination, Module Examinations, Repeat Examinations**

(1) Examinations are specified in the module handbook and can be:

- examinations in writing (indicative duration 90 to 120 minutes),
- oral presentations (indicative duration 15 to 30 minutes),
- presentations with written elaboration (10-30 minutes, 5-15 pages)
- oral examinations (indicative duration 15 to 30 minutes),
- homework essays,
- seminar papers (15-25 pages, with or without presentation),
- group work with individualised contributions of the participating students,
- other academic achievements, such as (individualised) case study solutions,
- a combination of several of the aforementioned modes.

The type of examination for a module is determined by the lecturer at the beginning of the course to which the module examination refers, within the framework of the specifications of the study and examination plan.

(2) Module examinations can also consist of several part-module examinations.

(3) The module examination has been passed, when it is at least ranked “sufficient” (18 in Italy, 10 in France, 4 in Germany, 5 in Spain).

In case of failure a module examination can be repeated twice. Module examinations which have been passed cannot be repeated.

(4) If a module examination consists of several part-module examinations and one or more of these part-module examinations are not ranked “sufficient” or better they can be repeated twice. If there is the possibility to select among different part-modules a change of the subject is no longer possible for the repeat examination. A repetition of part-module examinations which have been passed is not allowed.

(5) If a student does not attend an examination or does not comply with other obligations of these examination regulations, e.g. related to company project, master thesis, internship (§§ 8, 9, 10), unless for reasons he/she is not responsible for, he/she will have failed the corresponding module / part-module. If the student cannot be held responsible, the examination board decides on how the student can fulfil the requirements.

## II. Master Qualification

### § 6 EMBS Admission Requirements

(1) Applicants can only be admitted to the European Master in Business Studies if before the start of the programme they:

a) have passed a bachelor degree or an equivalent degree (at least amounting to 6 semesters and 180 ECTS) with at least an overall national grade of 2,5 in Germany, 95 in Italy, 13 in France, 6,5 in Spain or the equivalent in other countries.

b) have working knowledge of the English language (B2 level of the Common European Framework of Reference for Languages), proved e.g. by a 560 paper-based (87 internet-based) TOEFL or IELTS 5.5 or equivalent test results on the basis of corresponding certificates. Test results are only required if the applicant's first language is not English or if the language of instruction of his / her previous degree is not English.

c) have good knowledge of the most common computer applications.

d) in case of fulfilling a), b) and c) have passed an individual assessment of their knowledge and aptitude/suitability concerning the EMBS programme's content.

(2) The contents of the prior studies required in (1)a) must comply with the requirements of the "European Master in Business Studies" and, in particular, provide sufficient economic and managerial knowledge on the basis of a relevant study programme. They must contain at least an amount of 50% of courses in general belonging to bachelor studies of management / economics. The fulfilment of the requirements is to be documented and to be submitted with the application.

(3) The Admission Board (in Germany: Examination Board) can also decide to admit a candidate on condition that he/she passes additional courses before the start of the programme.

(4) Applicants who do not have yet completed their Bachelor's degree, can apply for the EMBS master's programme, provided they graduate by the end of October of the application year. Such applicants will not be admitted unconditionally to the programme, but may be "conditionally admitted" as long as the certificate remains outstanding. Formal enrolment to the programme can only be granted, however, when the Bachelor's certificate is submitted.

(5) Credits can be transferred in accordance with the provisions of the Lisbon Convention. Students can submit an application to the Examination Board for this purpose. The Head of the Examination Board will decide on the transfer of credits.

### § 7 Course Modules

(1) The EMBS programme consists of module / part-module examinations listed in (2), including company project, master thesis, and internship according to §§ 8, 9, 10.

(2) Modules and part-modules part of the master degree (altogether 120 ECTS credits) are listed in Annex 1 Course scheme.

(3) All modules are mandatory. Each semester's workload is worth 30 ECTS credits. 1 ECTS credit stands for a workload of 25 hours (class attendance, preparation and reworking of classes, examinations and their preparation).

## **§ 8 Company Project**

Each student has to participate in a company project during the fourth semester, consisting of applied research for a company. The company project is a group work. The evaluation criteria are defined in the handbook. The individual contributions have to be identified.

## **§ 9 Master Thesis**

(1) 15 ECTS credits are allocated to the master thesis and its presentation.

(2) The topic of the master thesis is defined at the beginning of the third semester. The total working time for the master thesis is about 12 weeks during the 3<sup>rd</sup> semester. Special time is allotted in the timetable. A prolongation of time beyond the final deadline is only possible if the student cannot be held responsible for a delay. The maximum prolongation for handing in the written report is altogether 6 weeks.

(3) After completion, the thesis is to be finally presented to a joint evaluation committee by the end of the third semester. The joint evaluation committee is composed at least of five members (including the chairman) chosen from among the professors and researchers of the partner universities.

(4) Besides the candidate, the reviewer and an observer (preferably the second reviewer) can take part in the final presentation.

(5) The master thesis report has to be handed in to the joint evaluation committee in due time (two bound written copies and an electronic one).

(6) The final assessment of both the master thesis and its presentation is delivered during the first half of the fourth semester. The weighting of the written report and the presentation for grading is 70% and 30% respectively, the final mark being up to 100%. In case of failure both final report and its presentation can be repeated once at the end of the studies.

## **§ 10 Internship**

(1) Within the master programme a three-month internship (minimum duration) is mandatory; it has to be completed in a company / institution being relevant for the EMBS. The internship and its evaluation fall into the responsibility of the Universidad de León. The internship will be awarded with 10 ECTS credits.

(2) The basis of the evaluation is an internship report and an evaluation recommendation of the company. The report is weighted with 70% of the final grade, the recommended evaluation by the company with 30% of the final grade.

## **§ 11 Evaluation and Grades**

(1) All grades are expressed in the national grading system of the country where the (last) module / part-module examination takes place. The conversion table used for module grade calculation is reported in Annex II - Conversion tables. The same holds true for the calculation of the overall grade; this one is expressed in all four national grading systems. In the conversion process from a national grading system into another one, should a grade fall between two grades in the conversion table, the resulting grade is rounded up or down to the closest one (0,5 is rounded up to the better mark). Conversion can only be applied once on the basis of an original mark.

(2) Grades for modules, which consist of several part-modules with part-examinations, are calculated on the basis of the arithmetic mean of the respective parts, weighted with the corresponding credits.

(3) As far as the overall grade of the master programme is concerned it is calculated in compliance with the national rules as a weighted arithmetic mean of the course module grades, including company project, the master thesis, and the internship. As weights the corresponding ECTS credits are used. The overall grade is expressed in all four national grading systems, calculated on the basis of the aforementioned conversion table. For the Italian points for the master thesis the conversion table in Annex II - Conversion tables apply.

### **III. Concluding Provisions**

#### **§ 12 Entry into Force**

These examination regulations will come into force according to the regulations of the partner universities, i.e. either on the day following their announcement in the official news bulletin of the universities involved or upon signature by the representatives of the four partner universities.

Trento, **XXXXX**

Annecy, **XXXXX**

Kassel, **XXXXXXXX**

León, **XXXXX**

## Annex I - Course scheme

	ECTS
<b>1st semester under the responsibility of the Università di Trento</b>	<b>30</b>
European and International Commercial Law	6
Organizational Behaviour and Human Resources Management	5
Information System	5
International Accounting	5
International Strategic Management	9
<b>2nd semester under the responsibility of the Université Savoie Mont-Blanc</b>	<b>30</b>
Statistics and Marketing Research (8 ECTS)	
Part-module Principles of Marketing Research	4
Part-module Intensive study Programme	4
Purchasing and Supply Chain Management	5
European and global economics	6
European and global consumer behaviour	6
Financial markets and corporate finance	5
<b>3rd semester under the responsibility of the Universität Kassel</b>	<b>30</b>
Business negotiation	5
Distribution and pricing in the internet age	5
Research methods and thesis (20 ECTS)	
Part-module research methods	5
Part-module thesis	15
<b>4th semester under the responsibility of the Universidad de León</b>	<b>30</b>
Sustainable and responsible management	5
Communication challenges (10 ECTS)	
Part-module Consumer engaging communication	5
Part-module Company project	5
Innovation and entrepreneurship	5
Internship	10

## Appendix II – Conversion tables

All grades are expressed in the national grading system of the country where the (last) module / part-module examination takes place. The following conversion table is used for module grade calculation. The same holds true for the calculation of the overall grade; this one is expressed in all four national grading systems. In the conversion process from a national grading system into another one, should a grade fall between two grades in the conversion table, the resulting grade is rounded up or down to the closest one (0,5 is rounded up to the better mark). Conversion can only be applied once on the basis of an original mark.

Mark in percentage	Germany	Italy	Spain	France
95,00-100	1	30L	the grade is calculated as 1/10 of the percentage=percentage/10	the grade is calculated as 1/5 of the percentage=percentage/5
90,50-94,99	1	30		
86-90,49	1,3	29		
81,5-85,99	1,7	28		
77-81,49	2	27		
74,00-76,99	2,3	26		
72,50-73,99	2,3	25		
70-72,49	2,7	25		
68,00-69,99	2,7	24		
67,00-67,99	3	24		
63,50-66,99	3	23		
60,00-63,49	3,3	22		
59,00-59,99	3,3	21		
57,50-58,99	3,7	21		
54,50-57,49	3,7	20		
52,50-54,49	4	19		
50-52,49	4	18		
<50	5	<18= FAIL	<5 = FAIL	<10 = FAIL

For the Italian points for the master thesis the following conversion table will apply:

<b>Mark in percentage</b>	<b>Italian points for Thesis (up to 10 points)</b>
95.00-100	10
89.00-94.99	9
83.00-88.99	8
77.00-82.99	7
72.00-76.99	6
67.00-71.99	5
63.50-66.99	4
60.00-63.49	3
54.50-59.99	2
51.50-54.49	1
50-51.49	0
<50	FAIL

#### Appendix III - Module handbook

**Quality management of the joint degree programme “European Master in Business Studies” (EMBS) of the Faculty of Economics of the University of Trento, Italy, the Institute of Management (IAE) of the University of Savoie Mont Blanc, Annecy, France, the Department of Economics and Business Administration of the University of Kassel, and the Faculty of Economic and Business Sciences of the University of León, Spain.**

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## 1. Scope and Objective

This document describes the measures for quality assurance and development of the joint degree programme “European Master in Business Studies” (EMBS) of the Faculty of Economics of the University of Trento, Italy, the Institute of Management (IAE) of the University of Savoie Mont Blanc, Annecy, France, the Department of Economics and Business Administration of the University of Kassel, Germany, and the Faculty of Economic and Business Sciences of the University of León, Spain. It is guided by the overarching goal of ensuring and continuously improving the quality of the international study programme.

This joint quality document is implemented in alignment with the internal Quality Assurance systems and regulatory frameworks of each partner institution and the Standards and Guidelines (ESG) of the European Association for Quality Assurance in Higher Education.<sup>1</sup> Therefore, the document supplements the statutes on the evaluation of studies and teaching at the University of Kassel<sup>2</sup> and takes into account the requirements of the Hessian Study Accreditation Ordinance<sup>3</sup>. For the University of León, this includes the University of León Quality Assurance System (SGC\_ULE) coordinated by the Office of Evaluation and Quality (Oficina de Evaluación y Calidad - OEC).<sup>4</sup> The Quality Assurance Framework of the University of Trento follows ESG 2015, which is embodied in Italian Ministerial Decree No. 987 of 2016 and the Guidelines issued by the National Quality Assurance Agency for Higher Education and Research (ANVUR).<sup>5</sup> Regarding USMB, French higher education follows different reference systems developed by the HCERES (High Council for the Evaluation of Research and Higher

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<sup>1</sup> [https://www.hrk.de/fileadmin/redaktion/hrk/02-Dokumente/02-10-Publikationsdatenbank/Beitr-2015-03\\_Standards\\_und\\_Leitlinien\\_ESG\\_2.pdf](https://www.hrk.de/fileadmin/redaktion/hrk/02-Dokumente/02-10-Publikationsdatenbank/Beitr-2015-03_Standards_und_Leitlinien_ESG_2.pdf)

<sup>2</sup> <https://goto.uni-kassel.de/go/Evaluationssetzung>

<sup>3</sup> [https://www.akkreditierungsrat.de/sites/default/files/downloads/2019/HE\\_StakV.pdf](https://www.akkreditierungsrat.de/sites/default/files/downloads/2019/HE_StakV.pdf)

<sup>4</sup> <https://calidad.unileon.es/sistema-de-garantia-de-calidad/>

<sup>5</sup> <https://www.unitn.it/en/about-us/quality>

Education). HCERES is a member of ENQA (European Association for Quality Assurance in Higher Education).

The special structure of the EMBS programme poses challenges for quality assurance, which this document addresses. The procedures and responsibilities defined here ensure that all components of the programme are covered by the quality control loops and that these loops themselves are closed and ensure systematic monitoring, joint reporting, decision-making, implementation, and documentation of improvement actions. This document represents a joint comprehensive and flexible framework for quality assurance and development across the four Universities. The combination of established instruments and specific measures enables continuous improvement in the quality of studies and strengthens the strategic international positioning of the programme through joint implementation.

## 2. Quality Objectives

The academic learning and qualification objectives of the EMBS programme are defined in the module handbook and examination regulation and serve as benchmarks for quality achievement. Building on these intended learning outcomes, this document defines programme-level quality objectives to ensure a coherent and continuously improving implementation of EMBS across all partner institutions, including the monitoring of learning outcome achievement, consistency of teaching and assessment standards, comparability of workload and ECTS allocation, quality of academic and administrative coordination, student satisfaction and study progress, and the systematic follow-up of improvement measures. While the implementation of these objectives lies with the relevant departments and teaching staff at each partner university, joint monitoring and coordinated quality enhancement are ensured through the programme governance structures and instruments defined in this document.

## 3. Quality Instruments

The quality management of the EMBS uses proven instruments established in the evaluation statutes of the four Universities (such as course evaluations, module evaluations, study programme surveys, graduate surveys, study progress monitoring, teaching reports) and supplements them with specific measures to address the unique study structure.

### 3.1. Application and Expansion of Established Instruments

#### **a. Course and Module Evaluation:**

The standard questionnaires used by the four universities for course and module evaluations are applied to all courses within the EMBS. The consolidated results are reviewed by the Joint Quality Assurance Board (see point 3.3.) and reported to the Management Board, enabling the identification of strengths and targeted improvement measures. Each partner university conducts periodic surveys to monitor students' opinions on the quality of teaching and final examinations.

#### **b. Course surveys and study progress monitoring:**

Regular surveys are conducted to assess overall student satisfaction and the quality of academic processes. Study progress is closely monitored, including examination performance, dropout and graduation rates, study duration, and time to completion. All monitoring activities are aligned with national regulations and jointly evaluated by the consortium to inform targeted interventions and policy decisions.

In terms of personal development, students' advancement is supported by regular meetings with a mentor, selected among EMBS teachers. Each student is assigned a mentor who will take care of them throughout the EMBS programme.

### **c. Graduate Survey**

The EMBS-specific graduate survey is conducted annually right before the graduation ceremony. It serves to retrospectively evaluate the success of studies and in particular:

- overall programme satisfaction
- feeling that the programme has equipped graduates with the achievement of ILOS
- personal and professional development
- networking and professional relationships
- internship experience
- programme support and satisfaction
- Employment status and type of job

### **d. External Sources**

Feedback from external stakeholders, including practice partners, advisory board members, and accreditation bodies, is collected and incorporated into the quality assurance framework. These external perspectives provide additional validation, ensure the programme's relevance to professional practice, and support continuous strategic development.

## **3.2. EMBS Specific Instruments**

### **a. Semester Report**

The EMBS programme employs semester reports (see Appendix I) as a key complementary evaluation instrument designed to compensate for the heterogeneity inherent in the four distinct student evaluation systems already adopted by the four partner universities.

The semester report is conducted by the respective students at the end of each semester in the respective country, which reflects all positive and critical impressions without strict structuring requirements. The student representatives are responsible for ensuring that the report accurately reflects the feedback of the whole respective cohort. The semester reports allow for systematic comparison of the four semesters, for instance, in terms of programme coherence,, achievement of the ILO's, workload, support services of the different facilities, and the overall experience of the EMBS.

### **b. Exchange formats (international corporate seminar and alumni interaction)**

To enhance reflective feedback and programme development, the consortium establishes structured exchange formats, in particular during the international corporate seminar, involving students from different cohorts, alumni, academic coordinators, and administrative staff. These formats support dialogue on programme strengths, improvement needs, and employability-related insights and complement quantitative evaluation instruments.

### **c. Establishment of a Quality Board**

The programme has substantially strengthened its quality assessment process by establishing a dedicated Quality Board with clearly defined tasks and responsibilities. The revised system is based on a structured, comprehensive process of internal data acquisition that integrates student evaluations of individual courses, semester reports, final reports from graduates, and qualitative feedback from teachers. These inputs are systematically analysed and translated into recommendations by at least two independent Qualitative Representatives (constituting the Quality Board), ensuring coherence and critical distance in the evaluation process. The Management Committee uses the evidence generated by the Quality Board to inform decisions on programme modifications and continuous improvement.

Assessment of the programme is done periodically based on the students feedback and initiated whenever the following critical factors are identified by the Management Committee: (i) recommendations from the Advisory Board, alumni, and companies with EMBS links; (ii) findings from

experience or information regarding other programmes; and (iii) remarks/complaints of any other stakeholder.

### **3.3. Responsibilities**

Unless otherwise specified in the descriptions of the respective instruments, responsibility for implementing and executing quality assurance measures rests with the participating universities and the teaching staff. The results of university evaluations and semester reports are used by the Management Committee to further develop the programme, to conduct discussions with members of the teaching and administrative staff, to engage in dialogue with students, and to implement adjustments where necessary. In detail, each country coordinator is responsible for reporting the recommendations from the management board to the respective teaching staff and coordinating the local advancement of quality.

In the following, the responsibilities are described further:

#### **a. Management Committee**

The Management Committee consists of the four programme directors of each country and meets at least four times a year. It determines the strategy of the programme and is responsible for all major decisions connected with it. The Management Committee holds the overall strategic responsibility and decides on curricular adjustments, resources, and measures upon receiving information from the different stakeholders (programme coordinators, administrative staff, student representatives, and the Quality Board) and implements approved measures. The Committee supervises the work of the Administrative Committee. Members can also be part of the Admission and Examination Boards.

#### **b. Administrative Committee**

The Administrative Committee coordinates administrative processes (admission, enrollment, mobility organisation, examination administration), provides direct administrative support to students, and implements any required administrative improvements. The Administrative Committee regularly reports to the Management Committee and implements its decisions. The members are in permanent contact and are responsible for coordinating the programme delivery, all other administrative matters. Some or all members may attend the Management Committee meetings.

#### **c. Advisory Board**

The Advisory Board consists of two persons from each country (one academic and one company representative) and two alumni. The Advisory Board meets at least once a year. It provides guidance on the further development of the programme and on other strategic issues, helping integrate external views into major decisions.

#### **d. Quality Board**

The Quality Board is responsible for assessing all quality evaluation data and reports to the Management Committee (see 3.2.c).

#### **e. Academic Programme Coordinator**

The Academic Programme Coordinator is responsible for implementing local specific measures and informing all relevant stakeholders. The EMBS has a coordinator for each partner organisation. Each Academic Programme Coordinator is part of the Management Committee.

#### **f. Student Representation**

The student representatives (two students nominated per semester) are responsible for the communication between the student cohort and the local Academic Programme Coordinator, and participate in the Examination Board. They coordinate the preparation and writing of the Semester Reports and are responsible for sharing the received feedback with their cohort.

#### **g. Admission Board**

The Admission Board consists of members from all four countries, with the Management Committee also being represented. The Board is responsible for the student admission process and all decisions related to the selection stages and final admission.

#### **h. Examination Board**

The Examination Board consists of representatives from all four countries, including the Management Committee, the Administrative Committee, and the student representation. The board decides all matters related to examination questions, including exceptions, complaints, and student conflicts.

#### **i. Alumni Association**

The Alumni Association meets at least once a year during the International Corporate Seminar and provides advice, especially from the perspective of the graduate market. Through its two representatives on the Advisory Board, it is directly connected with this body.

#### **j. Faculty Representation**

The Faculty Representation consists of at least one faculty representative from each country. They report on their experience and give advice to the Academic Programme Coordinator.

### **4. Processes**

The consortium maintains a robust annual quality cycle designed to ensure academic excellence, coherence, and continuous improvement, materialized in the module handbook and through the general teaching and learning environment. In the first initial step, teaching and assessment plans are aligned by the local coordinators and they are communicated to all stakeholders through the EMBS website. Ongoing monitoring enables early identification and resolution of potential issues. At the end of the semester, local module evaluations are conducted, semester reports are compiled, and data are submitted to the Quality Board for comprehensive analysis.

The Quality Board synthesizes these inputs and suggests recommendations and areas for improvement and directly communicates them to the Management Committee who approves and mandates appropriate actions. The programme coordinators together with the Administrative Committee support and oversee their implementation, timelines, and documentation. Students receive written feedback on the semester reports, complemented by direct communication, given the small cohorts.

A fundamental principle of the consortium's approach is dual evaluation: each module undergoes both local assessment at the respective institution and consortium-wide evaluation via the semester report. Both sources are mandatory and jointly inform evaluation, decision-making, and action planning, ensuring a holistic and evidence-based approach to continuous quality improvement.

To ensure continuity of support and effective transmission of student-related information across semesters and host institutions (Trento, Annecy, Kassel, and León), the EMBS joint degree programme relies on a structured but lightweight coordination process embedded in existing institutional roles. Each student is assigned a dedicated academic mentor who follows them throughout the entire two-year programme and serves as a stable point of reference across mobility phases (see 1.1. b). At the beginning of every semester, dedicated induction sessions are organised at the host university to familiarise students with local academic regulations, administrative procedures, support services, and facilities. In parallel, each semester has clearly identified academic and administrative coordinators at the hosting institution, who are responsible for monitoring students' progress and addressing emerging academic or personal needs. Relevant information on student issues, learning progress, or specific support requirements is shared, when necessary, among professors, coordinators, and administrative staff through regular coordination exchanges, ensuring continuity of care without creating additional programme-specific structures. Students have full access to the standard support services of each host university, and the combination of mentoring, local coordination, and systematic induction activities ensures that students are continuously supported and never left to manage transitions on their own.

## 5. Conflict management

The study programme has a clearly defined and institutionally embedded conflict management system as part of its internal quality assurance framework. It aims to identify potential conflicts in teaching, learning, and programme administration at an early stage, address them transparently, and ensure sustainable solutions.

### **a. Students**

Conflicts involving students are initially addressed informally. Students can contact teaching staff, programme coordinators, or administrative staff directly. Student representatives also serve as low-threshold points of contact. Students may contact their assigned academic mentor as well, who provides continuity of guidance across semesters (as described above). Where necessary, relevant offices at the host universities (e.g., ombudspersons or central advisory/complaints offices) may be involved.

### **b. Teaching Staff**

Conflicts involving teaching staff are addressed in the first instance through direct dialogue. Programme coordinators play a key mediating role in negotiations involving teaching staff. In the event of conflicts involving the coordinators, the department/faculty director, or the dean intervenes. If the issue remains unresolved, in exceptional cases, the relevant governance bodies of the partner universities may be involved. Throughout the process, the principles of transparency, fairness, and confidentiality are strictly upheld.

### **c. Programme Coordinators**

Conflicts involving programme coordinators are addressed in the first instance through direct dialogue, where appropriate, with the relevant institutional bodies of the partner universities, ensuring impartial resolution and full compliance with shared governance and quality assurance standards.

#### **d. Administrative Staff**

Disagreements or conflicts involving administrative staff are addressed in the first instance through direct dialogue. In case of no solution, programme coordinators are responsible for seeking a resolution in collaboration with the management committee. If the issue remains unresolved or involves the programme coordinators or the management committee, the relevant governance bodies of the partner university may be involved. All conflict management procedures are based on confidentiality, transparency, and fairness.

#### **e. The Consortium**

The following procedures govern the cessation of a partner's participation in the EMBS consortium, ensuring academic continuity for students and the long-term stability of the programme. To prevent a unilateral withdrawal and ensure the stability of the Joint Degree, the partners agree to a multi-level "Escalation" process for any conflict related to the management, funding, or academic delivery of the EMBS. Any dispute shall first be addressed within the Management Committee. The representative members from University of Trento, University of Kassel, University of Léon, and University of Savoie Mont Blanc, must seek an amicable solution. The Rectors and Presidents (or their designated delegates) of the four universities must hold a high-level meeting. A withdrawal is only possible as defined by the Memorandum of Cooperation.

## **6. Evaluation of the document**

This QM document is itself subject to a process of continuous improvement. The quality document framework will be reviewed at least every four years and may be updated earlier if necessary to address emerging needs or challenges.

## **7. Entry into force**

This joint Quality Management document shall enter into force on 01.09.2026 and shall replace previous regulations within the consortium.

# Appendix

## Appendix I - Semester Report Form



## ***FINAL SEMESTER REPORT***

Evaluation of: The **(first or second)** semester in **Trento/Annecy/Kassel/Leon**

We encourage you to evaluate your semester with a critical and reflective spirit. Your constructive feedback on the academic, organizational, and experiential elements of the programme is vital to the ongoing development of the EMBS.

### **1. Some general comments on ORGANIZATION**

### **2. Some general comments on ACCOMMODATION (learning environment, university, etc.)**

### **3. Some general comments on courses and other teaching activities**

#### **3.1. Course 1**

#### **3.2. Course 2**

#### **3.3. Course 3**

##### **3.3.1. Module 3.1**

##### **3.3.2. Module 3.2**

3.4. Course 4

3.5. Course 5

4. Evaluation of the Intended Learning Outcomes

	KNOWLEDGE		SKILLS		ATTITUDES		INTERNATIONAL PERSPECTIVE		BUSINESS WORLD		TRENDS IN SOCIETY		
	K1	K2	S1	S2	A1	A2	IP1	IP2	BW1	BW2	T1	T2	T3
Course 1													
Course 2													
Module 3.1													
Module 3.1													
Course 4													
Course 5													

Please fill the white cells with either: L (Low), S (Satisfactory) or E (Excellent)

In appendix you will find a reminder with a description of the ILOs

5. Evaluation of the workload

To what extent do you consider the workload of each course appropriate for achieving its intended learning outcomes?

	Much too Low	Slightly Low	Appropriate	Slightly high	Much to High
Course 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Module 3.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Module 3.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Some general comments on language courses

**7. Some general comments on the students' experience and the EMBS group**

**8. Please evaluate how much you agree with the following sentences**

	Not at all 1	2	3	4	To a very high extent 5
The dates of the exams have been given before the beginning of the lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The examination schedule is very tight, dense, and work-loaded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class material and syllabus are easily available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The study rooms are numerous and adequate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The canteen offers a good service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**9. Student support services and accessibility**

	YES	PARTLY	NO
Were you sufficiently informed about student support services (administrative support, wellbeing, disability support, counselling, international office, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**10. Final comments**

Class representative | EMBS XX

**Name Surname**

**Name Surname**

## **Appendix: ILOs description**

### **Knowledge**

Upon completion of the programme graduates will:

- K1: understand and be able to assess marketing and other managerial challenges for companies within a globalized and dynamic environment.
- K2: have learned to solve managerial problems by applying adequate methodologies in order to design strategies and their implementation, as well as corresponding processes.

### **Skills**

Upon completion of the programme graduates will:

- S1: have acquired or developed personal skills such as analytical thinking, adequate communication and presentation skills, self-management regarding occupational and private challenges, finding creative solutions, and making decisions.
- S2: have acquired or developed interpersonal skills such as working in teams and negotiating successfully, motivating and convincing other people, solving conflicts, mutual but especially intercultural understanding, and empathy.

### **Attitudes**

Upon completion of the programme graduates will:

- A1: have developed or reinforced a general open-mindedness regarding other views, persons, cultures, etc.
- A2: have become convinced of the need to consider ethical, environmental, and sustainability aspects when making managerial decisions.

### **International perspective**

Upon completion of the programme graduates will:

- IP 1: have internalized an international perspective in considering their managerial strategies and decisions.
- IP 2: be able to work in (and lead) international teams in an adapted, flexible, and efficient way.

### **Understanding of the business world**

Upon completion of the program, graduates will:

- BW 1: have learnt how to apply academic knowledge to practical problems.
- BW 2: have learnt how to communicate with business people and to organize practical projects.

### **Awareness of the broader trends in society**

Upon completion of the programme, graduates will:

- T 1: be able to assess and deal with the global internet economy and technological change, understand the rising challenges for society, and take them into account in managerial decisions.
- T 2: be aware of the diverse impacts of changes in politics, economics, and culture on society, and consider them in management decisions.
- T3: be able to critically assess and implement digital transformation strategies, including digitization and AI-driven solutions, to better manage organizations

## COMPENSATING FOR THE DISADVANTAGES OF HANDICAPPED STUDENTS OR STUDENTS IN PARTICULAR CIRCUMSTANCES

**Anney:** <https://www.univ-smb.fr/en/formation/amenagements-specifiques/etudiantes-et-etudiants-en-situation-de-handicap/>

**Trento:** <https://www.unitn.it/en/about-us/equity-diversity-inclusion/support-and-well-being>

<https://www.unitn.it/en/about-us/equity-diversity-inclusion/disability-specific-learning-disorders-and-special-needs>

<https://www.unitn.it/en/about-us/equity-diversity-inclusion/disability-specific-learning-disorders-and-special-needs/student-community/student-community-inclusion-service>

<https://www.unitn.it/en/about-us/equity-diversity-inclusion/disability-specific-learning-disorders-and-special-needs/student-community/other-special-needs>

**Kassel:** <https://www.uni-kassel.de/uni/studium/vor-der-bewerbung/rund-um-die-studienplatzbewerbung/spezielle-bewerbungssituationen/nachteilsausgleich.html>

<https://www.uni-kassel.de/uni/en/studium/kontakt-und-beratung/servicestellen/studium-und-behinderung/studieren-mit-chronischer-krankheit-oder-behinderung.html>

**Leon:** <https://servicios.unileon.es/servicio-de-apoyo-a-personas-con-discapacidad-o-necesidades-especificas/guias-y-documentacion/>

## GENDER EQUALITY AND DIVERSITY

**Anney:** <https://www.univ-smb.fr/en/universite/universite-citoyenne/egalite-diversite/#plan>

<https://www.univ-smb.fr/en/universite/universite-citoyenne/egalite-diversite/>

**Trento:** <https://www.unitn.it/en/research/responsible-research/gender-and-equality>

<https://www.unitn.it/en/about-us/equity-diversity-inclusion>

**Kassel:** <https://www.uni-kassel.de/hochschulverwaltung/en/topics/equality-unit.html>

[https://www.uni-kassel.de/hochschulverwaltung/files/Themen/Gleichstellung\\_Familie\\_Diversity/Diversity/Dokumente/Diversity-Leitbild\\_Universit%C3%A4t\\_Kassel.pdf](https://www.uni-kassel.de/hochschulverwaltung/files/Themen/Gleichstellung_Familie_Diversity/Diversity/Dokumente/Diversity-Leitbild_Universit%C3%A4t_Kassel.pdf)

**Leon:** <https://servicios.unileon.es/area-de-inclusion-igualdad-y-accion-social/unidad-de-igualdad-y-diversidad/oficina-de-igualdad/planes-de-igualdad/>