



MODULE HANDBOOK 2021



UNIVERSITÀ DEGLI STUDI
DI TRENTO



UNIVERSITÉ
SAVOIE
MONT BLANC

U N I K A S S E L
V E R S I T Ä T



1 TABLA DE CONTENIDO

Abbreviations Index.....	3
Università degli Studi di Trento: 1 st Semester	
EUROPEAN AND INTERNATIONAL COMMERCIAL LAW	4
ORGANIZATIONAL BEHAVIOUR AND HUMAN RESOURCES MANAGEMENT.....	7
INFORMATION SYSTEM	10
INTERNATIONAL ACCOUNTING	13
INTERNATIONAL STRATEGIC MANAGEMENT	15
Université Savoie Mont Blanc: 2 nd Semester.....	18
STATISTICS AND MARKETING RESEARCH: Part-module: PRINCIPLES OF MARKETING RESEARCH.....	18
STATISTICS AND MARKETING RESEARCH: Part-Module: INTENSIVE STUDY PROGRAMME.....	21
PURCHASING AND SUPPLY CHAIN MANAGEMENT	23
EUROPEAN AND GLOBAL CONSUMER BEHAVIOUR	26
EUROPEAN AND GLOBAL ECONOMICS.....	29
FINANCIAL MARKETS AND CORPORATE FINANCE.....	32
3 rd Semester: Universität Kassel	34
BUSINESS NEGOTIATION	35
DISTRIBUTION AND PRICING IN THE INTERNET AGE.....	38
RESEARCH METHODS	41
MASTER THESIS	43
4 th Semester: Universidad de León.....	45
SUSTAINABLE AND RESPONSIBLE MANAGEMENT	45
COMMUNICATION CHALLENGES: Part-module CONSUMER ENGAGING COMMUNICATION	48
COMMUNICATION CHALLENGES: Part-module COMPANY PROJECT	51
INNOVATION AND ENTREPRENEURSHIP	54
INTERNSHIP	57

2 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: 1st Semester

Università degli Studi di Trento European Master in Business Studies				
EUROPEAN AND INTERNATIONAL COMMERCIAL LAW				
Semester	Duration	Type	ECTS	Student workload
1 st 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

Upon completion of the module students will:

- Be familiar with the different sources of law in European and national law and their practical implications (programme ILO K1).
- Be familiar with the main practical problems and needs arising from European and international company law (programme ILO K1).
- Be able to formulate managerial responses to the above mentioned needs provided by legal tools (programme ILO K2).
- Be able to think analytically within a legal framework. (programme ILO S1)
- Have learnt to discuss / work together as an international team (programme ILO S2 and IP2).
- Be able to take into account European / international legal restrictions for management decisions (programme ILO IP1).
- Have become aware of the impact of the legal framework on management decisions (programme ILO T2).

Correspondence between major intended learning outcomes and assessment

K1: 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.

K2: In the presentations and in the exam the student must explore the different legal implications of managerial decisions.

S1: In the presentations and in the exam the student must understand the different value of legal provisions.

S2: In the presentations and in class discussions students understand the different approach to company law problems existing in the European Union.

IP1: In presentations and in the exam the student must discuss the limits imposed by the law on managerial decision making.

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

T2: During class discussions students understand the different approaches to legal problems existing in the EU.

Content of the module
General Principles of EU Law; General Overview on the Institutions of the European Union; Company Law: Basic Elements; The Freedom of Establishment; The Freedom of Establishment in the Decisions of the CJEU; The Harmonisation Programme; The 1st and the 11th Company Law Directives (Disclosure, Agency and Nullity); The 2nd Company Law Directive (Legal Capital); The 3rd and the 6th Company Law Directives (Mergers and Divisions); Cross-Border Mergers; European Business Organizations; Formation and Financing of EU Companies; Management and Control; The Influence of European Financial Markets Regulation on European Company Law (Takeover Bids and Shareholders' Rights).

Literature
<p>Adriaan Dorresteyen, et al., <i>European Corporate Law</i>, Kluwer.</p> <p>Additional legal sources and materials are made available online to the students.</p> <p>Other related readings:</p> <p>Andenas - Wooldridge, <i>European Comparative Company Law</i>, Cambridge University Press, 2009.</p> <p>Dorresteyen, et al., <i>European Corporate Law</i>. Kluwer Law International, 2nd Edition 2009.</p> <p>Edwards, E.C., <i>Company Law</i>. Clarendon Press, 1999.</p> <p>Grundmann, <i>European Company Law: Organization, Finance and Capital Markets</i>. Intersentia, 2nd Edition 2011.</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
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	
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 st 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%), Class participation and case discussions (30%) 2 presentations in team (20%)	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"> • Be able to analyse some of the basic concepts of Human Resource Management (HRM) and the most important variables affecting organizational and group behaviour (programme ILO K1). • Get aware of some of the more common problems faced in the management of personnel and be able to apply methodological and practical instruments to deal with them (programme ILO K2). • Have learnt to make convincing presentations (programme ILO S1) • Have learnt to discuss / work together as an international team (programme ILO S2 and IP2). • Consider ethical aspects in organizational and human resource decisions as important variables (programme ILO A2). • Look at organizational and human resource decisions from an international perspective (programme objective IP1) • Be able to apply behavioural theory in the organizational and human resource context to practical company problems (programme ILO BW1).

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 drivers of organizational behaviours in Human Resource Management.

K2: In the individual presentation, the student learn how to solve problems of HRM by applying adequate methodologies and processes.

S1: During presentations and open discussions, students acquire competences in analytical thinking, adequate communication and presentation skills.

S2: Preparing presentation and other group works, students learn how to work in team.

A2: In the program students study the concept of work-life balance and consider ethical issues when discussing about career development and organizational behaviours.

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 presentations, students will be able to apply models and best practices in the management of human resources.

T2: 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.

Content of the module

The course is divided into units. Each unit will include a traditional lecture with an introduction of the theme of the unit, and an open discussion of the topic using cases and readings. Students are requested to present some specific techniques or case studies during class.

The course will present a selection of HR and preliminary organizational behaviour topics, such as:

- Linking strategy and HRM
- Diversity management and multicultural teams
- HR demand and market
- Selection and Hiring
- Training methods and decision making
- HR assessment
- Motivation, performances and incentive schemes
- Careers management and compensation systems

Literature

For each topic, a set of articles is provided. The list changes every year according to the last research findings but the following readings are considered fundamental:

Noel Tichy, Charles Fombrun, and Mary Ann Devanna “Strategic HRM” Working paper No. 279 University of Michigan, 1981 (Paper Strategic HRM - UMICH WORKING PAPER.pdf).

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, Human Resource Management Volume 43, Issue 4 , Pages 381 – 394.

Leanne E. Atwater, David A. Waldman, and Joan F. Brett “Understanding and optimizing multisource feedback” Human Resource Management, Summer 2002, Vol. 41, No. 2, Pp. 193–208.

Loveman, G. The Case of the Part Time Partner. Boston, MA: Harvard Business Review, 1990.

Nigel Nicholson “Seven Deadly Syndromes of Management and Organization: The View from Evolutionary Psychology” MANAGERIAL AND DECISION ECONOMICS Manage. Decis. Econ. 19: 411–426 (1998).

Other material will be made available in the reserved course site

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
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	
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 st semester	Within one semester (6 hours over 10 weeks)	Mandatory	5	180 hours (60 teaching hours, 120 hours of self-study)
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 parts (40%)	Lectures, presentations, individual inputs, lab sessions with practical examples	Prof. Andrea Molinari

Major intended learning outcomes
<p>Upon completion of the module students will:</p> <ul style="list-style-type: none"> • 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)

Correspondence between major intended learning outcomes and assessment
<p>Upon completion of the module students will:</p> <ul style="list-style-type: none"> • 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, in order to prepare managers and staff of modern business to understand the main technological solutions available for organizations operating in the digital economy. The course aims to provide the basis for understanding the business phenomena nowadays more and more connected to the use of ICT, with a special attention to the relationship between ICT, business organization and related costs.

- ICT, trends, convergences and consequences: the value of going digital
- New laws of the knowledge society
- Definitions of Information systems
- Information Technology as a Support to Strategic Management
- The productivity paradox
- Classification of Information systems
- Application software and its possible acquisition ways
- Software licensing
- Components of Information Systems – Networks
- Issues in Managing the IS Infrastructure
- Freeconomics
- Emerging computing environments
- Big data: characteristics, application fields and tools
- Data Management concerns and respective problems
- Database and Database Management Systems, advantages, costs and risks
- Data Analysis: datawarehouse, datamarts, OLAP, dataming and text mining tools
- OLAP, their characteristics and the comparison with OLTP
- Data Mining and other mining techniques

Literature

Fundamentals of Information Systems, 8th Edition, Ralph Stair, George Reynolds, ISBN-13: 978-1305082168, ISBN-10: 1305082168, Cengage Learning.

Management Information Systems: Managing the Digital Firm, 15th edition, Kenneth C. Laudon, Jane P. Laudon, Pearsons Ed., ISBN-10: 0134639715, ISBN-13: 978-0134639710.

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
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		
Individual written exam	✓	✓				✓			✓		✓			60%
Individual practical exam		✓							✓					40%

* 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 st 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
<p>Upon completion of the module students will:</p> <ul style="list-style-type: none"> • 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
<p>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.</p> <p>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.</p> <p>S1: During classroom discussions, the student learns how accounting can be used for strategic purposes and how it can be interpreted and understood.</p> <p>S2: During case studies and assignment the student learn how to work in team</p> <p>A2: In the program students study the concept of sustainability and social and environmental impacts as key issues in current accounting developments.</p> <p>IP1: Students internalised international perspectives participating in a multicultural class, and dealing with diversity management during the course.</p> <p>IP2: Students are introduced in a multicultural class and start to collaborate in international teams.</p> <p>BW1: Through cases studies and the assignment, student learns how to apply academic knowledge.</p> <p>BW2: Through the assignment, student learns how to communicate a business idea and how to motivate it with accounting numbers and figures.</p>

Content of the module
<p>The course is divided into a number of topics that are designed to develop the competences outlined above:</p> <ul style="list-style-type: none"> • 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 • Financial Statement Analysis: Applications • Evaluating Quality of Financial Reporting

Literature
<p>Thomas R. Robinson, Hennie van Greuning, Elaine Henry and Michael A. Broihahn, International Financial Statement Analysis, CFA Investment Series, John Wiley & Sons, Inc., 2015.</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
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	
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 st 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 only	2 written exams: one of 60 minutes for International Marketing (20%), one of 120 minutes (55%), business game outcome; students' presentations (25%)	Lectures, presentations, individual inputs simulation (Business game)	Prof. Italo Trevisan

Major intended learning outcomes
Upon completion of the module students will: <ul style="list-style-type: none"> • Understand the concepts of international commerce and globalization of competitive environments and know the determinants of international competitive advantage (programme ILOs K1 and IP1) • Be familiar with the concepts of international business and multinational enterprise (programme ILOs K1 and IP1) • Be able to apply conceptual approaches to foreign markets and select possible strategies of internationalisation: trade, foreign direct investment, and cooperation such as licensing, franchising etc. (programme ILOs K2 and IP1) • Will be able to assess the role of technology and SMEs in the international business arena (programme ILO K1 and IP1) • Will have a deep insight into the internationalisation process, the strategy behind it and are able to formulate adequate approaches by assessing the internal and external environment (programme ILOs K1, K2, S1, IP1, T2) • 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, IP1) • Be familiar with working in international teams in the context of a business game and have learnt to apply conceptual and theoretical elements of international management strategy for practical challenges (programme ILOs S2, IP2 and BW1) • N.B.: as the EMBS students are admitted after a selection process that aims at identifying and choosing good students, intellectually well endowed, it seems disrespectful –if not downright insulting– towards the same students to think that they need to be told all the above to help them understand what a course in International Strategic Management entails

Correspondence between major intended learning outcomes and assessment

K1: Usually, exam questions refer to topics discussed in class or, in any case, included in the learning programme as presented at the beginning of the course. This being a course by the name of International Strategic Management its learning programme aims at allowing the students to understand the issues related to the strategic aspects of international operations of a company. 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 business simulation requires the students to grasp these challenges and act –albeit in a simulated environment– to assess them and to find ways to face them successfully. The outcome of the simulation and the report they write to analyse it 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 lectures as well as in the preparation for the presentations on selected managerial topics of strategic relevance the students learn to assess strategy alternatives and to apply adequate methodologies in designing strategies and implementing them. Thereby they learn to solve managerial problems as they emerge in the course of the simulation.

S1: Assessing presentations and progress in the simulation allows to ascertain that students have acquired adequate communication and presentation skills. The simulation allows to check and ascertain their acquisition of decision making capability as well as the ability to devise creative solutions to the management problems they encounter.

S2: Both in the preparation for presentations and in the business simulation the 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 completing the business simulation and their group presentations the students shall demonstrate that they are able to work in (and lead) international teams in an efficient way.

BW1: Through the lectures, personal study, presentations and the simulation, the students shall learn how to apply academic knowledge for practical problems. By being positively assessed for the presentations and the simulation they shall prove that they have learnt to apply their knowledge to practical problems.

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

Content of the module

The module gives a comprehensive insight into ~~of~~ strategy models for the international competition, particularly on the characteristics of international business, strategic planning in the international context, and management of various business activities in a global environment.

The international marketing part will give an in-depth knowledge of the development factors of international marketing and of the latest areas on interest in this field. Analysis of international environment and demand, international segmentation, international marketing mix, e-business. Particular attention shall be given to relationship marketing and to the techniques of analysis of consumer behaviour (this part may be taught as a separate course by a teacher from one of the partner universities, to enhance the interaction between partners and expose the students to different didactic approaches).

Moving from an overview of international commerce to discuss the globalization of the competitive environment, the course examines the various aspects of a firm's activity in the light of the process of internationalization. The course is divided into a number of topics that are designed to develop the competencies outlined above:

- The process of globalization and the development of the international trade system
- International trade theory and theories on the internationalization of the firm
- Foreign Direct Investments and the multinational companies
- Strategies for the international firm
- Organization of the international firm
- Production strategy for international firms
- International Market Analysis
- Marketing in foreign markets
- International Human resources management

A business simulation will be part of the programme to give the opportunity to the students to apply their acquired knowledge to (albeit simulated) reality.

Literature
Hill C, International Business, McGraw-Hill, New York, 2007.
Trvisan I., International Strategic Management, Webster srl, Padova, 2018.
Rugman A. M. Collinson S., International Business, Prentice Hall, Harlow, 6th ed.,2012.
Other material will be made available in the reserved course site.

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
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	✓	✓	✓	✓			✓	✓				✓
Classroom presentations by managers	Managers of international companies will share their experience	✓											✓
Individual and group presentations	Projects will be made by the students that require to use the content of the course	✓	✓	✓	✓			✓	✓	✓			✓
Individual readings (studying)	Students read reading material (i.e., they study)	✓						✓					✓
Business simulation	A business simulation is used to understand and apply the content of the course	✓	✓	✓	✓			✓	✓	✓			✓
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	
Individual and group presentations	✓		✓	✓			✓	✓				✓	25%
Business simulation	✓	✓	✓	✓			✓	✓	✓				
Individual written exams	✓	✓					✓					✓	75%
												100%	

* The weightings should add up to 100%.

UNIVERSITE SAVOIE MONT BLANC: 2ND SEMESTER

Université Savoie Mont Blanc European Master in Business Studies				
STATISTICS AND MARKETING RESEARCH: PART-MODULE: PRINCIPLES OF MARKETING RESEARCH				
Semester	Duration	Type	ECTS	Student workload
2 nd 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 nd semester	EMBS course only	1 written exam (50%) 1 group work (50%)	Courses, case study,	Prof. Stéphane Ganassali

Major intended learning outcomes
Upon completion of the part-module students will: <ul style="list-style-type: none"> • 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)

Correspondence between major intended learning outcomes and assessment
<p>S1: The study case will help the students to develop personal skills such as self-management, communication and presentation skills, analytical thing and formulation of relevant recommendations.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>BW1: Mainly through the study case, embs students will have to transfer marketing research results into marketing recommendations for the target institution.</p>

Contents of the part-module
Statistics applied to market research: <ul style="list-style-type: none"> • International marketing research methodology: questionnaire design, sampling techniques, 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, 2007. Groves R., Fowler F., Couper M., Lepkowski J., Singer E., & Tourangeau R.: Survey Methodology, Wiley, 2004. Saunders M., Lewis P. & Thornhill A.: Research Methods for Business Students, Prentice Hall, 2007. Hair J., Black W., Babin B. & Anderson R: Multivariate Data Analysis, Prentice Hall; 2009.

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
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		
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 nd semester	Within one semester (blocked period of one week)	Mandatory	4	100 hours (70 teaching, 30 hours of self-study)
Pre-requisite for participation	Applicability	Module examination	Teaching and learning method	Responsible person for the module
Admission to 2 nd semester	EMBS course only	1 individual paper (50%) 1 group work (50%)	Intensive programme: workshops, group work, business simulation	Prof. Stéphane Ganassali

Major intended learning outcomes
Upon completion of the part-module students will: <ul style="list-style-type: none"> • 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 BW2)

Correspondence between major intended learning outcomes and assessment
<p>K2: Through the group work and individual paper, students will understand how consumer needs information are crucial before making strategic marketing decisions.</p> <p>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.</p> <p>IP1: In the group work, students are integrated into international teams and will therefore have a concrete experience of intercultural communication/leadership.</p> <p>BW1: Through the simulation group work, students will have to make marketing decisions for their fictitious company. Then they apply strategic marketing concepts (such as segmentation, or positioning) on practical situations.</p> <p>BW2: Via the group work during that intensive programme, students organize a complex project, manage time constraints, conflicting opinions and stressful competition.</p>

Contents of the part-module
<p>Markstrat Intensive Programme</p> <p>The intensive programme Markstrat is a marketing simulation (see http://web.stratxsimulations.com/simulation/strategic-marketing-simulation) in which the students will learn how to use marketing studies information for making their marketing decisions, within a competitive environment.</p>

Literature
Kotler P and Keller KL: Marketing management, Pearson 2015.
Markstrat participant handbook: 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	
Classroom mini-lectures	Learning in the presence of the teacher		✓											
Videos and other visual aids	Slides are used to support the course contents		✓											
Individual reading	Students are given a user manual		✓											
Group problem solving	Problems solved in group during the simulation are used to apply the marketing concepts		✓			✓		✓		✓	✓			
Individual written paper	Students have to present, explain and justify the strategy they implemented and the results they got during the simulation		✓							✓	✓			

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	
Individual written paper		✓			✓		✓		✓	✓			50%
Simulation results		✓			✓		✓		✓	✓			50%
													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 nd 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 nd semester	EMBS course only	Section SCM: written exam and oral presentation (50% each). Section PM: Written exam (75%) + in class contribution and group exercises (25%)	Interactive courses, exercises, case studies	Mr. Jorge Espinosa (SCM: Supply chain management and PM: Purchasing management)

Major intended learning outcomes

Upon completion of the module students will:

- Be familiar with all fundamental concepts of purchasing and supply chain management in an international professional context (programme ILOs K1 and IP1)
- Be able to assess the strategic role of the purchasing function within a cross functional environment, be able to identify the 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, IP1, BW1)
- Have learnt how to take into consideration SCM and logistics aspects in international project activities, be able to implement SCM main concepts,
- know the levers that impact supply chain performance (programme ILOs K1, K2, IP1, BW1)
- 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: In the readings, in the individual written exam and in the group case study presentation, the student has to assess the managerial issues related to the purchasing function's role in a global context.

K2: In the group case study presentation, the student has to analyze the financial and non-strategic impact of various scenarii and to provide a recommended solution including management process that meets management's goals.

A1: In the individual written exam, demonstrate a general understanding of global purchasing in relation to cultural and labor practices in other regions of the world.

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

BW1: In both the case study and the individual written exam, the student will show how calculations can be made to address concrete practical issues such as supplier quality, economic order quantity and so forth.

S2: Through the group case study work (both preparation and presentation) the student will learn to interact and address conflicts with colleagues from other cultures.

Content of the module
<p>Section SCM:</p> <ul style="list-style-type: none"> • 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 <p>Section PM:</p> <ul style="list-style-type: none"> • An example of career in Purchasing and SCM • The importance of the function, roles and interactions with adjacent functions, evolution, Purchasing vs SCM • Category Sourcing strategies and Supplier relationship management • Cost management and target setting with a case study/ role play • Balanced score cards, Purchasing and supplier performance management • Risk, uncertainty and resilience management in purchasing

Literature
<p>Purchasing and supply chain management, 8th edition, Lysons & Farrington, Pearson, 2012</p> <p>Purchasing and supply chain management, 5th ed., van Weele, Cengage, 2010</p> <p>Article: Why purchasing must become supply management, P Kraljic, September-October 1983, HBR no. 83509</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	
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		✓		✓	✓		✓		✓				
Serious game	Simulation of a chain of companies facing demand-supply issues	✓	✓											
Individual readings	Pre-reading	✓												
Short problem solving exercises	Problems solved in group during the class to apply the content of the course	✓	✓					✓		✓				

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	
Group case study presentations	✓	✓		✓					✓				25%
Individual written exam		✓					✓		✓				75%
													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 nd 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 nd semester	EMBS course only	1 written exam (50%) 1 essay (50%)	Interactive courses, exercises, case studies	Prof. Stéphane Ganassali & Prof. Carmen R. Santos

Major intended learning outcomes
<p>Upon completion of the module students will:</p> <ul style="list-style-type: none"> • 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 interpretativist 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
<p>K1: through lectures and essay preparation, students will understand how crucial the understanding of consumers' needs and expectations is, in the marketing process.</p> <p>K2: through essay preparation, students will connect their knowledge about consumer insights with a marketing strategy.</p> <p>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.</p> <p>A2: through lectures and essay preparation, students will be sensitized to ethical, environmental and sustainable problems related to consumption analysis.</p> <p>IP1: mainly through lectures, EMBS students will have to consider the cross cultural dimensions of consumption.</p>

Content of the module

- Factors influencing customer decision making: cultural, sociological, personal, psychological and situational aspects
- Theoretical stages of the decision-making process: from the perception of needs to post purchase feelings
- Consumption as a natural and ancestral human activity: why do we consume?
- Culture, lifestyles and consumption
- Impact of socio demographics on consuming priorities and purchasing patterns
- Sociological aspects in customer behaviour: the different persons involved in the decision process, group influence phenomena (including social classes) and opinion leadership
- Psychological explorations of customer behaviour, e.g. perception, learning, motivation, involvement, attitude,
- Purchase environment and shopping behaviour
- Basics of neuro-marketing analyses
- Symbolic consumption and identity (self-image)
- Post-modern customers and brand consumption
- Experiential consumption – consumer culture theory approaches to understanding consumption practices

Literature

Solomon R: Consumer Behavior, Prentice Hall, 2008.

Bagozzi R., Gurhan-Canli Z., & Priester J: The Social Psychology of Consumer Behaviour (Applying Social Psychology), Open University Press, 2002.

Sheth J. & Mittal B: Customer Behavior: A Managerial Perspective, South-Western College Pub, 2003.

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
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	✓	✓				✓	✓					

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		
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 nd 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 nd semester	EMBS course only	1 written exam (50%), 1 individual oral presentation (30%), readings (20%)	Seminar, case studies, discussion	Pr. Aude Pommeret

Major intended learning outcomes
<p>Upon completion of the module students will:</p> <ul style="list-style-type: none"> • 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
<p>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.</p> <p>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.</p> <p>IP1 : In the individual written exam, the the student will show that he is able to analyze a lot of macroeconomic situations, most of them with an international aspect.</p> <p>S1: Through the individual presentation, the student will show his ability in analytical thinking, adequate communication and presentation skills.</p> <p>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.</p>

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
- Output, employment and inflation
- Aggregate demand and aggregate supply

Literature

- Text books:
 - Burda and Wyplosz (2013) «Macroeconomics, a European text», Oxford, 6th 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
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	
Readings	✓											✓	20%
Individual presentations	✓	✓	✓									✓	30%
Individual written exam		✓					✓					✓	50%
													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 nd 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 nd semester	EMBS course only	Written exam	Seminar, case studies, discussion	Dr. Owen Williams

Major intended learning outcomes

Upon completion of the module, students will:

- Be able to understand how the main asset classes (cash, bonds, equities ...) may be used for Investment management (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 and in the individual presentation, the student has to identify the main macroeconomic drivers which affect financial markets.

K2: In the individual presentation, the student has to analyze the consequences for managerial decisions of the macroeconomic and financial cycles and potential imbalances between them.

A1: In the individual written exam, the student will show that he is able to analyze how unconventional policies from 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 individual 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:

- Characteristics of the main asset classes (cash, bonds, equities, commodities, alternative investments, currencies)
- Measure economic growth and detail the various tools used to predict future economic activity
- Analyse the impact of economic growth on the main asset classes
- Detail the various measures of inflation (headline, core, cost-push, demand pull)
- Analyse the impact the growth-inflation mix on the major asset classes
- Central bank policies –both conventional and unconventional– and their impact on financial markets

Corporate Finance:

- Equity Valuation
- Combining top-down and bottom-up analysis for optimum investment management

Literature

Baumohl Bernard, *The secrets of Economic Indicators*, Pearson Education, 2015.

Bodie, Z., Kane, A., and Marcus, A.J., *Investments*, McGraw-Hill, 2014.

Brealey R.A., Myers S.C., Allen F., *Principles of corporate finance*, 2014.

Elton, E.J., Gruber, M.J., Brown, S.J. and Goetzmann, W.N., *Modern Portfolio Theory and Investment Analysis*, Wiley, 2006.

Mishkin F., *Monetary policy strategy*, MI T Press, 2007.

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
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	
Readings	✓											✓	20%
Individual presentations	✓	✓	✓									✓	30%
Individual written exam		✓					✓					✓	50%
													100%

*The weightings should add to 100%.

3RD SEMESTER: UNIVERSITÄT KASSEL

Universität Kassel European Master in Business Studies				
BUSINESS NEGOTIATION				
Semester	Duration	Type	ECTS-credits	Student workload
3 rd 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 rd semester	EMBS course only	Written exam, seminar paper, presentation	Interactive teaching input, discussions, exercises, student presentations	Dr. Katrin Zulauf

Major intended learning outcomes
<p>After completion of the module students:</p> <ul style="list-style-type: none"> • 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

Contents of the module
<ul style="list-style-type: none"> • Introduction to negotiation management • Characteristics of negotiations • How to define success in negotiations • The chicken game • The Harvard negotiation method • Preparing the negotiation • Single issue negotiations: how to deal with the basic techniques • Multiple issue 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 • Dealing with difficult people • Dealing with foreigners • Closing the deal

Literature

Fisher, R., Ury, W. and Patton, B.: *Getting to yes*, RH Business Books, 2005.

Lewicki, R., Saunders, D. and Barry, B.: *Negotiation*, McGraw Hill, 2010.

Thompson, L: *The Mind and Heart of the Negotiator*, Pearson, 2013.

Malhotra, D. and Bazerman, M.: *Negotiation Genius*, Harvard Business School, 2008.

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	
Blended Learning /E-learning & E-teaching	✓												
Case studies (single/group)	✓				✓								
Computer simulation games				✓									
Frontal lecture input			✓										
Exercices	✓	✓						✓					
Group exercises/ discussions/ moderation rounds	✓	✓	✓	✓	✓								
Individual homework readings	✓				✓								
Individual homework exercices		✓			✓								
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 exercices supports and individual homework exercices 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 exercices during class. Students learn to assign roles and prepare group presentations.

BW2: Communication is an elementary part of the negotiation process. In role plays student 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		
Individual written exam	✓	✓												25%
Group presentations	✓	✓	✓	✓	✓									25%
Seminar Paper	✓	✓				✓		✓		✓				50%
													Max. 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 are included.
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.

Universität Kassel European Master in Business Studies				
DISTRIBUTION AND PRICING IN THE INTERNET AGE				
Semester	Duration	Type	ECTS-credits	Student workload
3 rd 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 rd semester	EMBS course only	80% Written exam, 20% oral presentation	Interactive teaching input, discussions, exercises, student presentations	Prof. Dr. Reinhard Hünenberg

Major intended learning outcomes
After completion of the module students: <ul style="list-style-type: none"> • Will understand the special challenges of marketing beyond borders with regard to sales, distribution and pricing • Will understand the globalisation issues in marketing with regard to sales, distribution and pricing • Will understand the specific role of distribution and pricing within marketing oriented management • 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 • Will have a deep understanding of e-commerce and be able to develop appropriate strategies, also with regard to the price –distribution– communication interface • Can develop international marketing strategies for a given situation, especially for all areas of distribution/channel and price management • Can suggest marketing-mix solutions for international settings, especially for retailing /wholesaling and pricing decisions • 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 • Have learnt to solve conflicts in international teams over marketing issues and tackle ethical challenges in sales, distribution, pricing and marketing in general

Contents of the module
I. Distribution Management <ul style="list-style-type: none"> • Fundamentals of Distribution • E-Commerce
II. Price Management <ul style="list-style-type: none"> • Fundamentals of Pricing • Pricing and the Internet
III. The Relationship between Price and Distribution Management

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
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	
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 question 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 rd semester	Within one semester	Mandatory	5 module	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 (100%)	Seminar, case studies, discussion	Prof. Ralf Wagner

Major intended learning outcomes

Goals of the teaching activities:

- To introduce students to the main practical problems and needs arising from international business research
- To offer an overview of the research methodologies and analysis techniques
- To familiarize students with the different analysis softwares (R; SmartPLS, SPSS)
- To provide the students with the required knowledge and skills to write their master thesis

Content of the module

- Introduction to business and management research
- Research philosophies and approaches, theories, and hypotheses testing
- Methods of topic identification
- Literature review – how it is done
- Research design
- Sample selection
- Data collection methods (qualitative and quantitative)
- Analysis methods (qualitative and quantitative)
- Thesis writing and presentation

Literature

Saunders, M.N., Saunders, M., Lewis, P., & Thornhill, A. (2011). *Research methods for business students*, 5/e. Pearson Education India.

Craig, C.S., & Douglas, S.P. (2005). *International marketing research*. Chichester: John Wiley & Sons.

Hair, J.F., Hult, G.T.M., Ringle, C.M., & Sarstedt, M. (2014). *A Primer on Partial Least Squares Structural Equation Modeling*. Thousand Oaks: Sage.

Creswell (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 4th ed.

Eisenhardt (1989). *Building Theories from Case Study Research*.

Mayring (2014). *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	
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: The international 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		
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 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.

Universität Kassel European Master in Business Studies				
MASTER THESIS				
Semester	Duration	Type	ECTS-credits	Student workload
3 rd 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	Individual essay (70%), presentation (30%)	Group sessions, one-to-one sessions, tutoring	Prof. Ralf Wagner

Major intended learning outcomes
Goals: <ul style="list-style-type: none"> • Assessing the most recent scholarly discussion of management knowledge and recognizing the related gaps on contemporary knowledge • Developing a proposal for substantial contributions and fitting research design • Deciding on a suited explanatory framework • Applying theoretical frameworks, methods of analysis, and tools • Improving abilities to critically observe a phenomenon • Learning how to organize, write and discuss a long scientific essay

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

Literature
Saunders, M. N., Saunders, M., Lewis, P., & Thornhill, A. (2011). <i>Research methods for business students</i> , 5/e. Pearson Education India.
Craig, C. S., & Douglas, S. P. (2005). <i>International marketing research</i> . Chichester: John Wiley & Sons.
Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2014). <i>A Primer on Partial Least Squares Structural Equation Modeling</i> . Thousand Oaks: Sage.
Murray, R. (2011). <i>How to write a thesis</i> . McGraw-Hill Education (UK).
Creswell (2014). <i>Research Design: Qualitative, Quantitative and Mixed Methods Approaches</i> , 4 th ed.
Eisenhardt (1989). <i>Building Theories from Case Study Research</i> .
Mayring (2014). <i>Qualitative Content Analysis. Theoretical Foundation, Basic Procedures and Software Solution</i> . 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
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 utmost importance in order to cope with the complexity of the 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	
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.

4TH SEMESTER: UNIVERSIDAD DE LEÓN

Universidad de León European Master in Business Studies				
SUSTAINABLE AND RESPONSIBLE MANAGEMENT				
Semester	Duration	Type	ECTS	Student workload
4 th 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 th semester	EMBS courses and international students	Exams (60%) discussion in class and students' work/ presentations (40%)	Lectures, tutoring, seminars, company visits, case studies, videos, individual homework, readings, discussion and presentations	Prof. Roberto Fernández Gago Miss. Rebecca Johnson

Major intended learning outcomes

Primary goals:

- To make students aware of the importance of business ethics at both an academic level and in terms of practical management in organizations
- To discuss the relevance of stakeholder theory for the broader understanding and practice of Corporate Social Responsibility
- To familiarize students with the main ethical issues typically encountered in relation to each of the stakeholders and the best responsible and sustainable management decisions
- Additional goals:
- To provoke students to gather and analyse the relevant information in order to justify their decisions on sustainability and ethical issues
- To stimulate discussion in English on the topic

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. and Matten, D. Glozer, S. and Spence, L. (2019). *Business Ethics. Managing Corporate Citizenship and Sustainability in the Age of Globalization*. 5th edition. Oxford: Oxford University Press.
- Crane, A., Matten, D. and Spence, L. (2013). *Readings and Cases in Global Context*. 2nd edition. London: Routledge.
- Gentile, M.C. (2010). *Giving Voice to Values*. New Haven: Yale University Press.
- Hoffman, W.M., Frederick, R.E. and Schwartz, M.S. (Ed.) (2014). *Business Ethics: Readings and Cases in Corporate Morality*. 5th edition. Oxford: Wiley-Blackwell.
- Pedersen, E.R.G. (Ed.) (2015). *Corporate Social Responsibility*. London: Sage Publications.

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. Some times 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.

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
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		
Class discussions and group presentations			√	√	√	√			√					40%
Individual written exams		√							√					60%
* The weightings should add up to 100%.													100%	

Universidad de León				
European Master in Business Studies				
COMMUNICATION CHALLENGES: PART-MODULE CONSUMER ENGAGING COMMUNICATION				
Semester	Duration	Type	ECTS	Student workload
4 th 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 th semester	EMBS courses and international students	Exam (40%), case studies and continuous work (60%)	Theoretical lectures, case studies, practices, seminars, tutoring, videos	Prof. Carmen R. Santos Mrs. Marta Rodríguez

Major intended learning outcomes
<p>Objectives:</p> <ul style="list-style-type: none"> • To be able to identify and control the factors influencing the communication process • To know and be able to develop and advertising campaign • To be able to develop a message to engage the consumer in a global and European context • To be aware of the traditional and new communication techniques, as well as to apply them in the right situation • To be able to present a creative idea and project

Content of the module
<ul style="list-style-type: none"> • Integrated Marketing Communications • Objectives and Target • Message Design • Content Marketing • Digital Marketing • Corporate Reputation • Top Seminars

Literature
<p>O’Guinn, T. C., Allen, C. T., Semenik, R. J. & Close, A. (2018), Advertising and Integrated Brand Promotion, Cengage Learning</p> <p>Andrews, J. C. & Shimp, T. A. (2018), Advertising, Promotion and other Aspects of Integrated Marketing Communications, Cengage Learning</p> <p>Samovar, I. A., Porter, R. E., McDaniel, E. R. & Roy, C. S. (2017), Communication Between Cultures, Cengage</p> <p>Kingsnorth, S. (2019), Digital Marketing Strategy. An Integrated Approach to Online Marketing, KoganPage</p> <p>Clow, K. E. & Baack, D. (2018), Integrated Advertising, Promotion and Marketing Communications, Pearson Education Limited</p> <p>De Pelsmacker, P., Geuens, M. & Van Den Bergh, J. (2018), Marketing Communications. A European Perspective, Pearson Education Limited</p> <p>Smith, P. R. & Zook, Z. (2019), Marketing Communications. Offline and Online Integration, Engagement and Analytics, KoganPage</p> <p>Campbell, R., Martin, C. R. & Fabos, B. (2017), Media & Culture. Mass Communication in a Digital Age, Bedford St. Martin’s.</p> <p>Tuten, T. I. & Solomon, M. R. (2018), Social Media Marketing, Sage</p> <p>Tracy L. Tuten, Miachel R. Solomon, Social Media Marketing, Sage, 2018</p>

ILOS
<p>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.</p> <p>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.</p> <p>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 analyze diverse factors and based on this analyses they have to take the best decision regarding: the objective, target, strategy and UVP in their communication plan.</p> <p>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.</p> <p>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.</p> <p>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 they 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.</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
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	
Class discussions and group presentations	√	√	√	√	√				√				60 %
Individual written exams	√		√						√				40 %
												100%	

* The weightings should add up to 100%.

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

Major intended learning outcomes

The objective of the Consultancy Project is for the student to face business world, specially applying their knowledge and skills (as well as to develop new ones) in the context of the Communication Department. The student should search information, integrate the communication mix in the marketing plan, take decisions about the communication mix, consider all the factors influencing in the communication process , develop and design the IMC.

Content of the module

The content is adapted to the particular situation of the company analyzed. The general guide is:

- Briefing
- IMC strategy
- IMC design

Literature

Chris Fill, Graham Hughes, Scott de Francesco (2013). *Advertising*, Pearson.

Belch, G.E. and Belch, M.A. (2012). *Advertising and Promotion*, McGraw-Hill.

Shrimp, T.A., Andrews, J.C. (2013). *Advertising, Promotion, and other aspects of Integrated Marketing Communications*. South-Western Cengage Learning.

Clow, K.E. and Baack, D. (2014). *Integrated Advertising, Promotion, and Marketing Communications*. Pearson.

Pelsmacker, P. de, Gevens, M., Van Den Bergh, J. (2013). *Marketing Communications*, Pearson.

ILOS
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>BW2: Have learnt how to communicate with business people and to organise practical projects. During all 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.</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
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	
Class discussions and group presentations	√	√	√	√			√	√	√	√			100%
Individual written exams													100%

* The weightings should add up to 100%.

Universidad de León European Master in Business Studies				
INNOVATION AND ENTREPRENEURSHIP				
Semester	Duration	Type	ECTS	Student workload
4 th 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 th semester	EMBS courses and international students	Individual exam (40%), group report (60%)	Case studies, debates/ discussions, outdoor training, tutoring, exercises, role play/ simulation activities, presentations, magistral lectures	Prof. Gloria Sánchez González Mr. Ernesto González Castañón

Major intended learning outcomes
<ul style="list-style-type: none"> • Understand innovation and different knowledge creation processes • Articulate innovation management strategies • Getting to know business models and strategies for entrepreneurs and startups, 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
<ul style="list-style-type: none"> • 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
<p>Chesbrough, H. (2019). Open Innovation Results: Going beyond the hype and Getting Down to Business, Oxford University Press.</p> <p>Harvard Business School Cases.</p> <p>Osterwalder, A. and Pigneur, Y. (2011). Business Model Generation, Wiley.</p> <p>Pisano, G.P. (2019). Creative Construction: The DNA of Sustained Innovation, PublicAffairs.</p> <p>Portales, L. (2019). Social Innovation and Social Entrepreneurship, Springer Books.</p> <p>Rehn, A. (2019). Innovation for the Fatigued: How to Build a Culture of Deep Creativity, KoganPage.</p> <p>Schilling, M.A. (2017). Strategic Management of Technological Innovation, McGraw Hill.</p> <p>Tidd, J. and Bessant, J. (2018). Managing Innovation: Integrating Technological, Market and Organizational Change, Wiley.</p>

ILOS
<p>K2: Have learned to solve managerial problems by applying adequate methodologies in order to design strategies and their implementation as well as corresponding processes.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>BW1: Have learnt how to apply academic knowledge for practical problems.</p> <p>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.</p> <p>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.</p> <p>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".</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
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	
Class discussions and group presentations		√	√	√					√				60%
Individual written exams									√				40%
* The weightings should add up to 100%.												100%	

Universidad de León European Master in Business Studies				
INTERNSHIP				
Semester	Duration	Type	ECTS-credits	Student workload
4 th semester (starting in June or July)	3 months (minimum) It will vary depending on the vacancy	Mandatory	10	250
Pre-requisite for participation	Applicability	Module examination	Teaching and learning method	Responsible person for the module
The student must have passed all other Content of the EMBS program	EMBS courses and international students	Final report (70%), tutors' evaluation (30%)	Representative input, in-company activities, project work, tutorials	Prof. Carmen R. Santos Mr. Oscar Calzado Arija Prof. Mario Díaz Martínez

Major intended learning outcomes
Primary goals: <ul style="list-style-type: none"> • Put into practice all the theoretical concepts • Skill to solve problems and react as a manager under pressure and uncertainty • Take responsibilities and show an ethical behaviour • Face challenges and innovate in their positions at the companies • Communicate efficiently (in and out communication) in the company • Managerial skills

Content of the module
The Internship is a work-related learning experience as a part of the EMBS program under the guidance of a 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. 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.

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 to 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
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	
Class discussions and group presentations	√	√	√	√	√			√			√		100%
Individual written exams													
* The weightings should add up to 100%.												100%	