

# Estonian Business School

Estonian  
Business  
School

Tallinn | Helsinki



Self-assessment report for  
institutional accreditation





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## List of abbreviations

AACSB	Association to Advance Collegiate Schools of Business
ABS	Academic Journal Guide (former)
ACCA	Association of Chartered Certified Accountants
AJG	Academic Journal Guide
AKAF	Academic Capital Development Fund
AMBA	Association of MBAs
APEL	Accreditation of Prior and Experiential Learning
BMDA	Baltic Management Development Association
CAGR	Cumulative Annual Growth Rate
CEEMAN	Central and Eastern European Management Development Associations
CFA	Chartered Financial Analyst
EBS	Estonian Business School
EDAMBA	European Doctoral Programmes Association for Management and Business Administration
EFMD	European Foundation for Management Development
EHEA	European Higher Education Area
EHIS	Estonian Education Information System at MoER
ELIAS	European Institute for Advanced Studies in Management
EKKA	Estonian Quality Agency for Higher and Vocational Education
ENIC/NARIC	Academic Recognition Information Centre
EPAS	EFMD Programme Accreditation System
EQUAL	The European Quality Link
EQUIS	EFMD Quality Improvement System
ERP	Enterprising resource planning
ETAg	Estonian Research Council
ETIS	Estonian Research Information System
EUFin	European Financial Reporting project
EURAXESS	European initiative providing access to researchers to pursue their research careers in Europe
FECC	Finnish-Estonian Chamber of Commerce in Estonia
FTE	Full-Time Equivalent
HEI	Higher Education Institution
ILO	Intended learning outcomes
INOMICS	The Site for Economists
KPI	Key performance indicator
LMS	Learning Management System
MEUR	Millions of Euros
MoER	The Ministry of Education and Research
ÕIS/SIS	Student Information System
OMD	Omnicom Media Group Finland
QMS	Quality Management System
R&D	Research and Development
RITA	European Regional Development Fund research financing programme
SAIS	Admission Information System
SAR	Self-Assessment Report
SEKY	Finnish-Estonian Trade Association in Finland
SHE	Standard of Higher Education
WOBACA	Towards gender equality through increased capabilities for work-life balance
WU	Vienna University of Economics and Business

# 1. Estonian Business School

## 1.1. Brief history of EBS

The Estonian Business School (EBS) is the oldest private business school in the Baltics, founded in 1988. As a free-standing private business school owned by the SA Estonian Business School (a non-profit foundation), the university is financially independent and receives only limited research base financing from the state. As a business school with university standing, EBS offers bachelor's, master's, and doctoral-level programmes in the business and administration study programme group. The Estonian Business School was the first university in Estonia to establish a subsidiary in Finland in 2011. The EBS Helsinki Branch began by offering an international business administration bachelor's programme, and since the academic year 2015-16, it also offers a master's programme in international business administration with a specialisation in organisational change and leadership.

EBS has two missions. First, to provide students with the necessary knowledge, contact base, and practical experience to set and reach their career-related, financial, and life goals. Second, to help organisations achieve their goals through human resources engaged in life-long learning and applying the knowledge obtained in EBS. The long-term vision of EBS is to belong to the top-ranked European business schools with an internationally recognised accreditation (EQUIS) and to be an opinion leader in the field of business and management in Estonia. EBS is positively accredited by the Estonian Quality Agency for Higher and Vocational Education (EKKA) for its quality of the study programmes on all three levels and holds an institutional accreditation, also by EKKA. Furthermore, the R&D is positively evaluated by the Estonian Research Agency, and the international business administration bachelor's programme has attained the EPAS (EFMD Programme Accreditation System) accreditation by EFMD (The European Foundation for Management Development).

Concerning the teaching and research activities, EBS relies on a high-quality network of contacts and partnerships with business schools, the business community, and the public sector, both within Estonia as well as abroad. An integral part of the strategy of EBS is providing an international learning experience. As the most international uni-

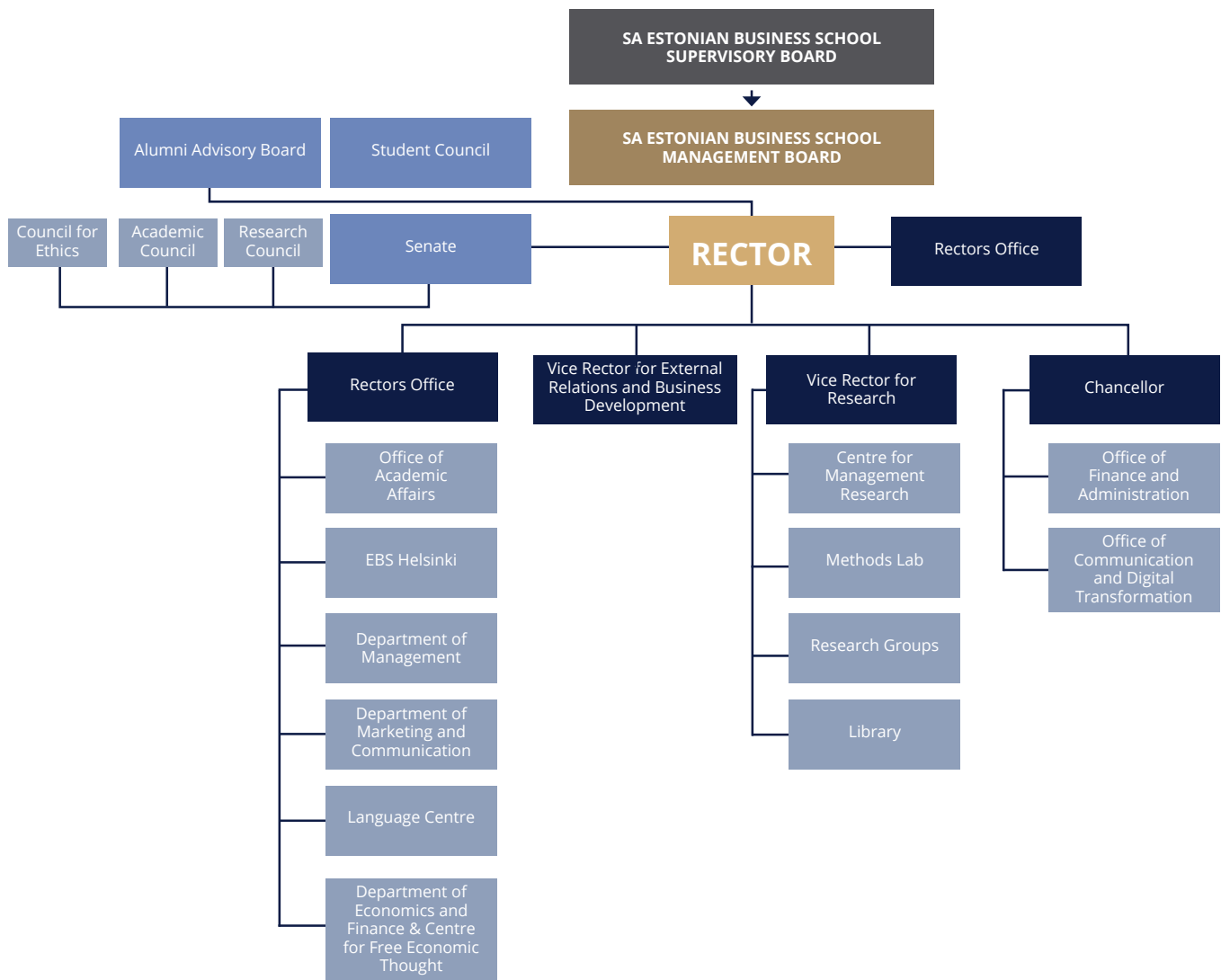
versity in Estonia, we knowingly and strategically aim to increase the share of international staff and its mobility, to strengthen co-operation with academic and corporate partners, and to enhance student mobility.

With this aim, EBS has established partnerships with 70 universities in 30 countries. All these partnerships are of high quality since 43 partner universities possess at least one of the leading institutional accreditations, either EQUIS (EFMD Quality Improvement System) or AACSB (Association to Advance Collegiate Schools of Business). In addition, 12 of EBS's partners' programmes have been awarded an EPAS accreditation. In total, 23 out of the 70 partner universities have the so-called "Triple Crown" status.

Furthermore, EBS has made significant progress during the last three years in hiring new core faculty members with Ph.D. degrees from foreign universities and increasing the international mobility of the students to provide an even better international learning experience.

The strategic focus of EBS, however, has not only been on the products provided to our students and faculty but also on the internal Quality Assurance systems and processes. EBS has fine-tuned these processes in the past three years and improved the academic rigour of the programmes to enhance the impact of the applied research. Also, continuous improvements have been made concerning the IT systems by introducing the Learning Management System (LMS) Canvas, the programme scheduling software TimeEdit, the cloud-based collaborative classrooms platform Zoom, and new intranets for students and employees. Additionally, a new campus building is expected to be opened in 2024. All these efforts and improvements are in line with and further bolster the guiding principles of EBS of ethics, responsibility and sustainability.

Providing an international learning experience is an integral part of the strategy of EBS. As the most international university in Estonia, one of our goals is to increase the share of international staff and its mobility, to strengthen co-operation with academic and corporate partners, and to enhance student mobility. Due to these aims, EBS is also actively involved in international development cooperation projects.

**Figure 1.1. Organisational design of Estonian Business School.**

## 1.2. Structure

As mentioned in Section 1.1, EBS is owned by the non-profit foundation SA Estonian Business School. However, the university has its own, independent organisational structure, which is presented in Figure 1.1. The responsibilities and roles of different institutions are defined in the Estonian Business School Statute.

SA Estonian Business School operates both EBS University and EBS High School. The Estonian Business School is managed by SA Estonian Business School Management Board, which is supervised and evaluated by the SA Estonian Business School Supervisory Board, that meets twice a year and has the responsibility to oversee EBS' financial status and strategy. The management board consists of three persons, one of whom is the Rector of EBS. The Rector receives input from the supervisory board, management board, EBS Senate, Alumni Advisory Board and Student Council.

The Senate of EBS, comprised of the senior management, representatives of staff and students, is the supreme academic body that is responsible for regulating teaching and academic matters such as faculty elections, programme development, study regulations, dealing with ethical matters, and promoting research. The Senate has delegated its authority to its three standing committees: 1) Ethics Committee, 2) Academic Committee and 3) Research Committee. The Rector's Office performs functions in support of the Rector. The Rector's direct subordinates are the vice rectors and chancellor. Support service offices such as finance and administration, and communication and digital transformation, are governed by the Chancellor. The Vice Rector for Academic Affairs is responsible for teaching activities and faculty; the Vice Rector for Research is responsible for the strategy, promotion and evaluation of research.



## 1.3. Aggregated data on students

To provide outstanding teaching activities to the students, EBS is keeping a detailed track of the dynamics in student numbers (see Table 1.1). Therefore, positive growth in the number of bachelor's as well as doctoral student cohorts could be observed during the period from 2013 to 2019 (75% for bachelor's and 4% for doctoral students in 2018-19). Meanwhile, the percentage of master's students from the student cohort dropped from 32% to 21% during the same period. EBS already recognised this trend in

2017 and reacted by evaluating and redesigning our master's programmes portfolio in 2017-19. As of 2019-20, EBS admits students to only two master's-level programmes (see Table 1.2) – an international business administration MA and a generalist MBA (wholly redesigned in 2018). A very positive development, however, can be observed by the number of international students. Across all study levels, the number of international students grew steadily to around 40% of the student cohort.

**Table 1.1. Total number of students by programme.**

Indicator	PROGRAMME	13-14	14-15	15-16	16-17	17-18	18-19
<b>No. of students: bachelor level</b>	International Business Administration B.A.	538	568	552	538	562	561
	% of international students	52%	67%	70%	68%	70%	72%
	Entrepreneurship and Business Administration BA	360	354	392	421	425	447
	% of international students	1%	0%	0%	1%	0%	0%
	Business Administration and Languages B.A.	87	76	69	69	76	51
	% of international students	1%	5%	9%	10%	20%	16%
	Bachelor's students total:	985	998	1013	1028	1063	1059
	% of international students:	29%	39%	38%	36%	39%	39%
	<b>% of bachelor's students in student cohort:</b>	<b>66%</b>	<b>70%</b>	<b>69%</b>	<b>70%</b>	<b>72%</b>	<b>75%</b>
<b>No. of students: master level</b>	International Business Administration M.A.	249	182	190	166	141	119
	% of international students	4%	13%	23%	31%	38%	44%
	International Business Administration MBA	205	132	128	113	78	53
	Business Communication M.A.	20	13	5	4	3	1
	Business Innovation MBA	-	8	15	17	12	11
	% of international students	-	50%	40%	47%	58%	27%
	Entrepreneurship MBA (est)	-	43	71	83	72	46
	Management in Digital Society MBA	-	-	-	-	50	63
	% of international students	-	-	-	-	26%	29%
	Master's students total:	474	378	409	383	356	293
	% of international students	2%	7%	12%	16%	21%	25%
	<b>% of master's students in student cohort:</b>	<b>32%</b>	<b>27%</b>	<b>28%</b>	<b>26%</b>	<b>24%</b>	<b>21%</b>
<b>No. of students: doctoral level</b>	Management Ph.D.	42	40	48	56	60	56
	% of international students	12%	18%	21%	29%	35%	41%
	% of doctoral students in student cohort:	3%	3%	3%	4%	4%	4%
<b>TOTAL NUMBER OF STUDENTS</b>		<b>1501</b>	<b>1416</b>	<b>1470</b>	<b>1467</b>	<b>1479</b>	<b>1408</b>

Considering specifically the admissions over the six-year trend, EBS has had a very constant inflow of students on all study levels. The only exception was 2018-19, when EBS experienced a decline (see Table 1.2). The lowered

admission thresholds by public universities, who do not charge tuition, likely caused the decline; the overall number of students dropped from 1,501 in 2013-14 to 1,408 in 2018-19.



Table 1.2. Admission by programme.

Indicator	PROGRAMME	13-14	14-15	15-16	16-17	17-18	18-19
Admission: bachelor's level	International Business Administration B.A.	157	163	134	127	165	102
	% of international students	73%	70%	76%	65%	72%	78%
	Entrepreneurship and Business Administration B.A.	87	104	121	110	115	109
	% of international students	2%	0%	0%	3%	0%	0%
	Business Administration and Languages B.A.	17	22	14	15	23	-
	% of international students	12%	14%	21%	20%	43%	-
	<b>Bachelor total:</b>	<b>261</b>	<b>289</b>	<b>269</b>	<b>252</b>	<b>303</b>	<b>211</b>
Admission: master's level	International Business Administration M.A.	47	39	56	38	34	32
	% of international students	19%	36%	46%	61%	50%	59%
	International Business Administration MBA	18	29	23	23	-	-
	Business Communication M.A.	-	-	-	-	-	-
	Business Innovation MBA	-	9	7	10	-	-
	% of international students	-	44%	29%	60%	-	-
	Entrepreneurship MBA	17	25	33	21	4	-
	Management in Digital Society MBA	-	-	-	-	51	27
	% of international students	-	-	-	-	25%	19%
	<b>Master total:</b>	<b>82</b>	<b>102</b>	<b>119</b>	<b>92</b>	<b>89</b>	<b>59</b>
Admission: doctoral level	Management PhD	11	7	11	16	10	9
	% of international students	27%	29%	36%	44%	70%	67%
<b>ADMISSION TOTAL</b>		<b>354</b>	<b>398</b>	<b>399</b>	<b>360</b>	<b>402</b>	<b>279</b>
<b>% of international students</b>		<b>37%</b>	<b>34%</b>	<b>34%</b>	<b>35%</b>	<b>41%</b>	<b>39%</b>

Concerning dropouts, EBS had a constant number of early leavers, averaging at roughly 15% the overall study levels (see Table 1.4). The highest dropout rates are on the master's level

as students often find it challenging to combine advanced studies with their career and family life. The majority of master's level students at EBS also work while pursuing their degree.

Table 1.3. Dropout by programme.

Indicator	PROGRAMME	13-14	14-15	15-16	16-17	17-18	18-19
Dropouts: bachelor's level	International Business Administration	82	79	73	70	69	99
	Entrepreneurship and Business Administration B.A.	59	54	63	50	55	81
	Business Administration and Languages	13	11	9	6	6	5
	<b>Bachelor's students total:</b>	<b>154</b>	<b>144</b>	<b>145</b>	<b>126</b>	<b>130</b>	<b>185</b>
	% of dropout in respective cohort:	16%	14%	14%	12%	12%	17%
Dropouts: master's level	International Business Administration M.A.	46	31	37	35	19	22
	International Business Administration MBA	33	36	18	19	20	16
	Business Communication M.A.	1	-	1	1	-	1
	Business Innovation MBA	-	-	1	-	-	2
	Entrepreneurship MBA	1	4	5	11	6	10
	Management in Digital Society MBA	-	-	-	-	2	6
	<b>Master's students total:</b>	<b>81</b>	<b>71</b>	<b>62</b>	<b>66</b>	<b>47</b>	<b>57</b>
	% of dropout in respective cohort:	17%	19%	15%	17%	13%	19%
Dropouts: doctoral level	Management Ph.D.	5	5	3	6	6	8
	% of dropout in respective cohort:	12%	13%	6%	11%	10%	14%
<b>DROPOUTS TOTAL</b>		<b>240</b>	<b>220</b>	<b>210</b>	<b>198</b>	<b>183</b>	<b>250</b>
<b>% of dropout from total student cohort</b>		<b>16%</b>	<b>16%</b>	<b>14%</b>	<b>13%</b>	<b>12%</b>	<b>18%</b>

The number of re-enrolments, however, increased in the observed period from 36 in 2013-14 to 67 in 2018-19 (see Table 1.4). On average, over the observed period, 32 students re-enrolled on the

bachelor's level, while 15 students came back to study on a master's level. The re-enrolment-to-admission ratio on the bachelor's level is 12% while at the master's level, this ratio lies at 16%.

**Table 1.4. Re-enrolments by programme.**

Indicator	PROGRAMME	13-14	14-15	15-16	16-17	17-18	18-19
Re-enrolments: bachelor's level	International Business Administration	16	24	19	12	16	16
	Entrepreneurship and Business Administration	12	16	11	12	12	15
	Business Administration and Languages	2	2	-	2	2	3
	<b>Bachelor's total:</b>	<b>30</b>	<b>42</b>	<b>30</b>	<b>26</b>	<b>30</b>	<b>34</b>
Re-enrolments: master's level	International Business Administration M.A.	4	3	11	6	8	21
	International Business Administration MBA	1	3	6	6	2	12
	Business Communication M.A.	0	0	0	0	0	0
	Business Innovation MBA	0	-	-	-	-	-
	Entrepreneurship MBA	1	-	3	2	2	-
	Management in Digital Society MBA	-	-	-	-	-	-
	<b>Master's total:</b>	<b>6</b>	<b>6</b>	<b>20</b>	<b>14</b>	<b>12</b>	<b>33</b>
Re-enrolments: doctoral level	Management Ph.D.	0	0	1	0	0	0
<b>RE-ENROLMENTS TOTAL</b>		<b>36</b>	<b>48</b>	<b>51</b>	<b>40</b>	<b>42</b>	<b>67</b>
<b>Re-enrolment dropout ratio</b>		<b>97,3</b>	<b>139,4</b>	<b>148,5</b>	<b>115,2</b>	<b>102,3</b>	<b>169,9</b>

In the observed time-period, EBS has a positive growth trend in the number of graduates. The number of all graduates rose from 179 in 2013-14 to 234 in 2018-19, averaging 205

graduates per year (see Table 1.5). On average, 70% of the graduates finished their bachelor's degree, while 29% graduated with a master's degree and 1% with a Ph.D. from EBS.

**Table 1.5. Graduation by programme.**

Indicator	PROGRAMME	13-14	14-15	15-16	16-17	17-18	18-19
Graduates: bachelor's level	International Business Administration	49	95	93	92	71	80
	% of international students	43%	73%	74%	60%	69%	65%
	Entrepreneurship and Business Administration	47	48	41	50	59	58
	Business Administration and Languages	19	11	5	14	12	16
	% of international students	0%	0%	0%	0%	17%	13%
	<b>Total</b>	<b>115</b>	<b>154</b>	<b>139</b>	<b>156</b>	<b>142</b>	<b>154</b>
	<b>% of international students</b>	<b>18%</b>	<b>45%</b>	<b>50%</b>	<b>35%</b>	<b>36%</b>	<b>35%</b>
Graduates: master's level	International Business Administration M.A.	35	28	33	33	39	28
	% of international students	0%	14%	24%	36%	46%	61%
	International Business Administration MBA	22	11	21	14	15	9
	Business Communication M.A.	6	6	1	-	1	-
	Business Innovation MBA	-	-	9	5	11	16
	% of international students	-	-	44%	20%	45%	19%
	Entrepreneurship MBA	-	-	3	9	9	4
	Management in Digital Society MBA	-	-	-	-	-	20
	% of international students	-	-	-	-	-	45%
	<b>Total</b>	<b>63</b>	<b>45</b>	<b>67</b>	<b>61</b>	<b>75</b>	<b>77</b>
	<b>% of international students</b>	<b>0%</b>	<b>9%</b>	<b>18%</b>	<b>21%</b>	<b>31%</b>	<b>38%</b>
Graduates: doctoral level	Management Ph.D.	1	2	4	2	3	3
	% of international students	0%	0%	0%	50%	33%	33%
<b>RE-ENROLMENTS TOTAL</b>		<b>179</b>	<b>201</b>	<b>201</b>	<b>219</b>	<b>220</b>	<b>234</b>
<b>Re-enrolment dropout ratio</b>		<b>12%</b>	<b>36%</b>	<b>39%</b>	<b>32%</b>	<b>34%</b>	<b>36%</b>

## 1.4. Aggregated data on employees

Table 1.6 demonstrates that not only have the total number of permanent (basically tenured) faculty at EBS but also the number of full-time equivalent (FTE) faculty has grown over the last six years. Furthermore, during the observed period, EBS has been able to increase its number of full professors, emphasising the development of the faculty to provide higher academic quality to the students, as well as to increase the impact of the conducted academic research. To further

contribute to the long-term improvement of the academic service and faculty, EBS also implemented the position of junior research fellow for doctoral students (six by 2018-19), which ensures the growth of the academic capital and sustainable financing for doctoral students. By increasing the overall number of faculty as well as the FTE, EBS also ensured the student-to-FTE/permanent faculty ratio decreased from 38.7 in 2013-14 to 30 in 2018-19 (see Table 1.7).

**Table 1.6. The composition and structure of permanent faculty and support staff.**

	13-14	14-15	15-16	16-17	17-18	18-19
<b>PERMANENT FACULTY TOTAL</b>	49	50	55	59	56	58
Professor	6	6	7	9	10	13
Associate Professor	13	14	13	15	13	9
Senior Lecturer	0	0	0	0	3	5
Lecturer	29	27	30	30	26	25
Senior Researcher	0	0	1	1	0	0
Junior Research Fellow	0	2	3	3	3	6
Research Assistant	1	1	1	1	1	0
% of female faculty	51%	54%	51%	47%	46%	38%
% of male faculty	49%	46%	49%	53%	54%	62%
% of PhD holders from total	47%	48%	47%	53%	48%	45%
% of PhDs defended abroad	43%	42%	46%	45%	41%	50%
% of international faculty	2%	2%	7%	7%	4%	9%
Permanent faculty in FTE	38,83	40,5	43,6	44,76	42,56	46,96
Average age of faculty	51,1	50,7	49,9	50,1	52,1	52,1
<b>SUPPORT STAFF TOTAL</b>	40	49	53	56	50	56
% of female staff	36	44	47	49	43	49
% of male staff	4	5	6	7	7	7
Average age of staff	39,5	37,6	37,8	38,8	40,3	40,4
<b>Staff to faculty ratio</b>	0,82	0,98	0,96	0,95	0,89	0,97
<b>EMPLOYEES TOTAL</b>	<b>89</b>	<b>99</b>	<b>108</b>	<b>115</b>	<b>106</b>	<b>114</b>

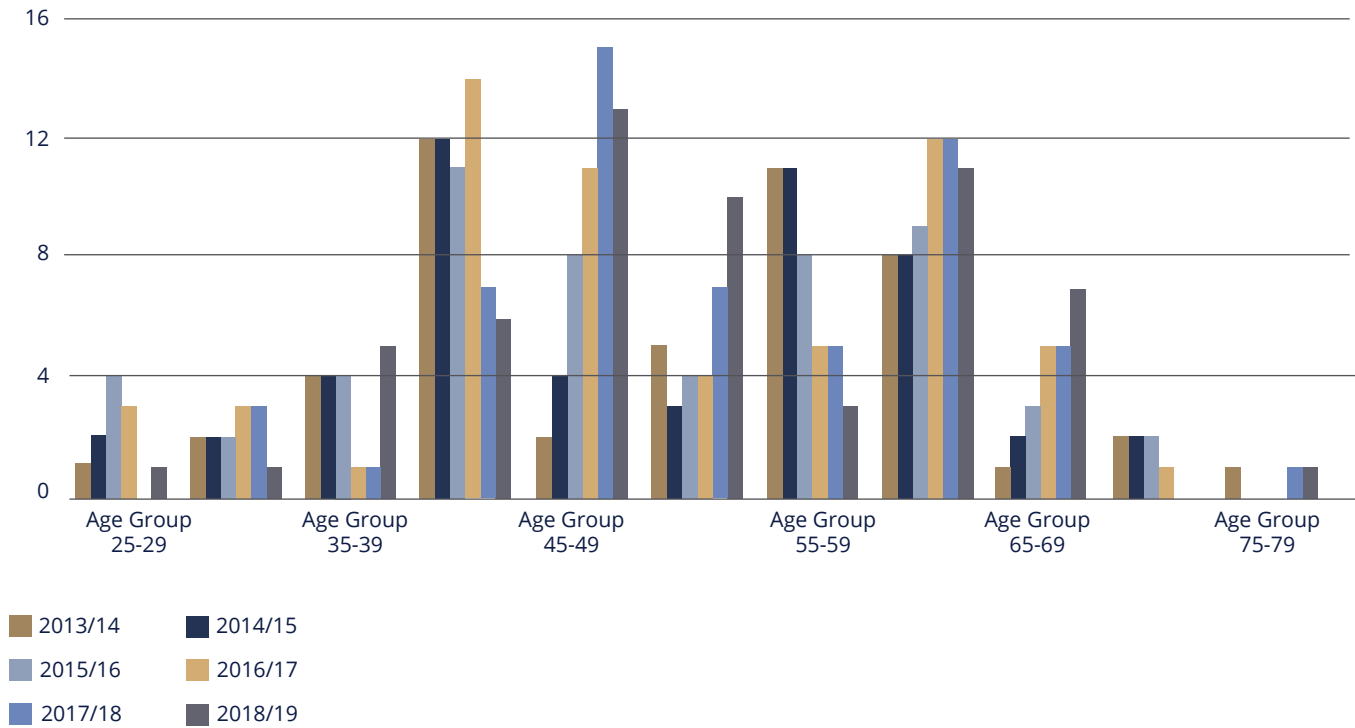
**Table 1.7. The ratio of students and FTE permanent faculty.**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Students per faculty member	38.7	35	33.7	32.7	34.7	30

The importance of academic capital and the access to experience for our students is also depicted in the age distribution of the permanent faculty. Half of the faculty (29) in 2018-19 is between 40 and 54 years old, with an average of 52.1 in 2018-19 (see Figure 1.2), bringing not only a great deal of research and teaching experience to EBS but also practical and professional knowledge. With the shift in the age distributions over the years, it can be observed that the

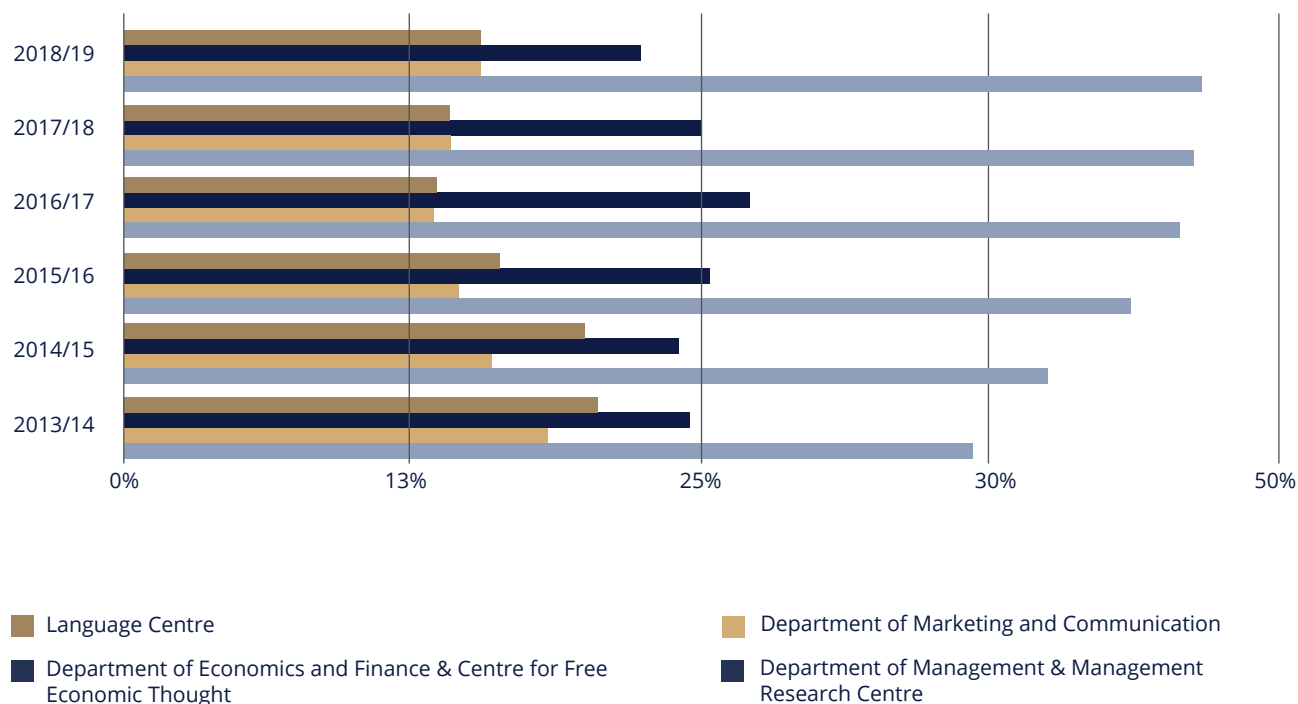
distribution slightly moves to higher age groups – suggesting that EBS could ensure long-term employment with its faculty and therefore bringing stability to both the teaching organisation as well as ongoing research activities. Furthermore, due to the increased share of international faculty from 2% in 2013-14 to 9% in 2018-19 (see Table 1.6) further enrichment of the experience and knowledge base in the faculty of EBS could be ensured.

**Figure 1.2. Distribution of faculty by age groups.**



As a business school, EBS dedicates its teaching of students as well as its research to better understand businesses processes and the economy. The established departments within EBS represent this higher goal. The distribution of faculty to the departments is depicted in

Figure 1.3. While the majority of the faculty is dedicated to providing knowledge on management and entrepreneurship research (47% in 2018-19), EBS also emphasizes the importance of economics (22% in 2018-19), marketing (16% in 2018-19) and languages (16% in 2018-19).

**Figure 1.3. Distribution of faculty by academic departments.**

## 1.5. The process of self-assessment

The Vice Rector for Academic Affairs, Maarja Murumägi, led the self-assessment period, which lasted from August 2019 until January 2020. Ms Murumägi set up the project with the appointment of the employees to their respective chapters or sub-chapters as well as assigning the coordinating Project Manager for Academic Affairs. The appointments were made so that all departments collaborated in writing the report.

The planned process and schedule of the project were introduced to the core team consisting of the Rector, the Rector's

Office, the Vice Rectors, the Heads of Departments and the Heads of Programmes. The project was managed through Microsoft Teams to ease communication, task breakdown, deadline setting and control, as well as co-writing and storing of documents. Since such a large project needs constant alignment, several formal and informal meetings were held to discuss crucial issues in face-to-face meetings. The finalisation of the self-assessment report was made by an internal review team, including professors, the Rector, the vice rectors and the heads of departments.

# 2. Main changes from previous institutional accreditation

## 2.1. Internationalisation and research

**Recommendation I:** It is necessary to select key performance indicators in the areas that are crucial to the future of the University (internationalisation, research), which would provide benchmarks for comparisons with other business schools and be used for continuous development.

**Action:** Objectives and KPIs of internationalisation and research have been integral parts of the EBS Development Plan 2016-20 (DP 16-20) and Development Plan 2019-23 (DP 19-23). Please see Table 2.1. They are reviewed and updated annually if needed and allow international benchmarking.

**Table 2.1. Internationalisation related objectives and KPIs of Development Plan 2016-20.**

General internationalisation:	
<b>Goal:</b>	EBS has a leader's position in the field of entrepreneurship and business education in Estonia and has become qualified among the 300 top business schools in the world (DP 16-20)
<b>KPIs:</b>	A place in the Eduniversal ranking list, 2020: among top 300
<b>Outcome:</b>	Achieved
<b>Goal:</b>	EBS has reinforced its position as the most international university in Estonia and has achieved an international reputation as the most recognised business university in the Baltic States (DP 16-20)
<b>KPIs:</b>	Develops high quality international academic cooperation; participates in international cooperation networks (EFMD, CEEMAN, BMDA), ongoing.
<b>Outcome:</b>	Achieved: from 2013-14 until 2018-19, EBS took part in 16 international cooperation projects (see more section 3.12.1); an active member of EFMD, CEEMAN, BMDA.
<b>Goal:</b>	EBS has achieved positive results in the process of EFMD and national evaluation of the quality of study programmes, scientific research and institutional accreditation (DP 16-20 and DP 19-23)
<b>KPIs:</b>	Results of the EFMD accreditations, 2020: EPAS accreditation for at least one study programme, joining the EQUIS accreditation process; 2023: 5-year EPAS accreditation
<b>Outcome:</b>	Partially achieved: EPAS accreditation for the bachelor's programme in International Business Administration; EBS has not entered the EQUIS accreditation process yet.
Internationalisation of studies:	
<b>Goal:</b>	EBS will guarantee the existence and undergrowth of faculty who are professional, internationally recognised, and capable of scientific research (DP 16-20 and DP 19-23)
<b>KPIs:</b>	The number of international faculty and the proportion among core faculty, 2020: at least 30%, 2023: at least 20%. The number of lecturers who have the experience and competence to teach in foreign universities and the proportion among core faculty, 2020: at least 30%; values the international teaching and research experience of the academic staff.
<b>Outcome:</b>	Partially achieved: Currently, international lecturers account for 39% of visiting faculty and 9% of core faculty. 37% of EBS faculty has taught in foreign universities; since 2017, EBS started using EFMD, EIASM, INOMICS, EURAXESS, AKADEUS, ResearchGate to recruit to achieve these goals.
<b>Goal:</b>	More international students (DP 16-20) and students increasingly participate in international study and research opportunities (DP 19-23).
<b>KPIs:</b>	The number of international students and the proportion among all students, 2020: at least 60%, including 70% from Finland and 30% from other foreign countries; 2023: at least 30% of the student body is international. The total number of admitted first-year international students, by study programmes and by countries of origin, 2020: at least 250 (60% of the total number of admitted first-year students, see the proportion among all students). 2023: at least 40% of all students have a study or research experience abroad.

<b>Outcome:</b>	Not yet achieved: In 2018-19 international students account for 40.6% of all students; 86% of students were Finnish, and 14% from other foreign countries; 108 (39%) of all successful admissions were international students in 2018-19 (see more Section 1.3).
<b>Internationalisation in R&amp;D:</b>	
<b>Goal:</b>	Organises international conferences, including at least one scientific conference in three years and at least one international scientific seminar every year (DP 16-20) and participates in prestigious international conferences (DP 19-23)
<b>KPIs:</b>	The number of international conferences and seminars organised by EBS annually and for the past three years, 2020: at least one international conference once in three years, at least one international seminar every year; 2023: EBS academic staff participates at least in two academic conferences in a year.
<b>Outcome:</b>	Achieved (see Section 3.11.1).
<b>Goal:</b>	Increased participation in international projects (DP 16-20 and DP 19-23)
<b>KPIs:</b>	Participates in international cooperation projects: the number of employees/lecturers participating in international cooperation networks.
<b>Outcome:</b>	Achieved: 44% of EBS staff and faculty has participated in international networks

**Recommendation II:** The University should develop a strategy to achieve its research goals regarding the internal environment, which has so far been mainly teaching-oriented. For example, it would be appropriate to identify separate teaching and research requirements for the teaching staff.

**Action:** In September 2018, EBS implemented The Employment Rules for the Academic Staff at Estonian Business School, which among other regulations, sets precise workload proportions allocated to research and teaching for different academic positions. EBS expects that this enables balancing of research efforts with high-quality teaching and evidence-based programme design.

**Recommendation III:** It is advisable to increase the number of Ph.D. students participating in University research projects, which would increase the efficiency of doctoral studies and create an opportunity to increase the number of researchers in the University.

**Action:** EBS has gradually increased the number of doctoral students engaged in R&D projects (see appendix 3.1). Simultaneously, EBS has steadily increased the number of doctoral students hired as Junior Research Fellows with internal financing to create more synergy, increase the efficiency of doctoral students, and to enrich the faculty. To strengthen EBS research capabilities and further support the R&D activities at EBS, one senior researcher and one researcher were beginning their work at EBS starting in 2020. See more in Section 3.11.2.

**Recommendation IV:** To facilitate research and internationalisation, it would be necessary to set up a University fund for financing priority activities and projects.

**Action:** Since 2002, EBS has an Academic Capital Development Fund (AKAF), which supports the personal development of the faculty, particularly the preparation of

R&D project proposals. The allocations from AKAF have not been sufficiently prioritised since recently. EBS is setting up an EBS Impact Fund in spring 2020; the first €100,000 is committed. The purpose of the fund is to finance and co-finance R&D projects with major social impact and support publication of the research results. It also provides scholarships for student and faculty exchange, invests in innovation projects in higher education and a new library to be part of the EBS campus expansion in 2021-24.

**Recommendation V:** Given the importance of internationalisation, it would be practical to re-establish the position of Vice-Rector for international relations, instead of distributing the responsibility for internationalisation separately among senior managers who are responsible for teaching and research.

**Action:** EBS considers internationalisation as an integral part of the core activities – teaching and research. We firmly believe the process of internationalisation in these areas should be led, encouraged, and promoted by respective area vice rectors. However, EBS has a Vice Rector for External Relations and Business Development that drives the process involving corporate partners.

**Recommendation VI:** An important measure to support the development of the University would be a partnership with some Finnish universities in the field of research or consulting.

**Action:** During the last years, EBS has established partnerships with Laurea University of Applied Sciences, Turku University, and Vaasa University in the areas of research and doctoral studies, including setting up teams of co-supervisors for doctoral projects. Taking into consideration the above-mentioned universities' active profiles in attracting and managing R&D projects and consulting, EBS expects to enhance its activities in these areas through the continuing cooperation in the



coming years. Additionally, through doctoral students' co-supervision, EBS expects to offer more systematic support to doctoral students and enhance the graduation rate at the nominal time. Please see more in Section 3.11.

A partnership agreement with Haaga-Helia UAS (HH) was signed in spring 2015 to foster regional collaboration and support EBS' presence in Finland in various areas. First, all preparation and submission of project proposals for EU and Baltic Sea Region funding have been conducted in collaboration. Second, from 2013-16 as part of the Management of Export module "Practical Projects for Baltic Entrepreneurs" course, projects for developing international business were done for Finnish companies (for instance, Latimeria Design Factory (2013), Nicotron OY (2014), Creax (2016)) in collaboration with HH students. Third, HH has delivered courses and lectures in EBS, for example, the "Coaching" course at EBS Helsinki and the "Service Design" course at EBS Tallinn. Fourth, HH led a "Service Marketing" course at EBS in 2016, which partnered with companies such as Viru Hotel and Mothercare. Finally, as a close partner, EBS has been able to promote itself at HH; for instance, as HH does not have an MBA programme, EBS has been welcomed to advertise our own at the HH campus.

## 2.2. Studies

**Recommendation VII:** When involving foreign teaching staff, it is advisable to implement flexible models, both short-term (1–6 months) and longer-term contractual relationships. The involvement of visiting teaching staff would strengthen the international dimension of curricula and help launch international research projects.

**Action:** EBS applies flexible employment models for visiting faculty, i.e., some are involved only short term (one semester) teaching a particular course or a part of it; with some, we have a long-lasting collaboration (several years) in delivering specific courses or participating in student supervision.

**Recommendation VIII:** It is necessary to select key indicators for the field of study, which would provide benchmarks for comparisons with other international business schools.

**Action:** Since 2015, EBS has aligned its processes and quality management according to the EQUIS framework. The criteria and standards of EQUIS were considered when composing the most recent EBS Development Plan. As a result, key indicators in the field of study were selected and are currently implemented in 2019-23 EBS Development Plan: (1) EPAS five-year accreditation for the international business management programme for

the bachelor's degree; (2) Online studies will account for 5% of turnover in 2023. Most studies are carried out in the form of blended learning; (3) Student feedback is below 80% of the maximum make up less than 5% of all lecturers and subjects; (4) At least 40% of students have gained study or research experience abroad; (5) The share of international students across all levels of study is 30% of the total; (6) The share of students exceeding their chosen length of study: up to 20%.

**Recommendation IX:** It is necessary to improve the quality of feedback surveys and their analyses and use the results more extensively for evaluating the success of curricula and the University in general.

**Action:** Student feedback surveys are updated and improved every few years to increase the number of respondents and receive more input into programme and course development. In autumn 2018, EBS started using a new, more contemporary student-friendly software called EvaluationKIT, which is integrated with LMS Canvas to collect feedback. Students give feedback not only about faculty and course satisfaction but also on support systems and the graduation process. Feedback is analysed thoroughly and used in the design of new courses, updating existing courses, renewing programmes, modernising IT and physical facilities, and bettering student support. See more about feedback in Sections 3.6, 3.8, and 3.10.

**Recommendation X:** It is also essential to involve all stakeholder groups (students, alumni, employers) in the process of the quality assessment of curricula.

**Action:** Students, alumni and employers are involved in the process of quality assessment and programme development in various formats. Students give feedback on courses twice a year and programmes once a year. The Student Council is represented at the monthly Senate meeting and the annual Senate Strategy Meeting. Students, alumni and employers participate in programme development meetings and programme boards. The alumni have board meetings twice a year and an alumni survey is conducted every three years. Collaboration with the employers is intense as EBS is represented at industry and employers' association boards and working groups. See more in Section 3.12.

**Recommendation XI:** In addition to summative assessment, the teaching process should make more use of formative assessment, which provides students with regular feedback on their progress toward meeting the intended learning outcomes.

**Action:** EBS has consciously moved towards implementing more formative assessment methods by training and encouraging the faculty and implementing modern

ICT tools. Please see more about the implementation of formative assessment at EBS in Section 3.9.

**Recommendation XII:** The EBS should undertake a thorough study to identify the reasons and patterns for students dropping out and, based on those results, develop a strategy to reduce dropout rates.

**Action:** EBS has conducted a thorough study on reasons behind dropouts and taken necessary actions to reduce the dropout rate and bring students back to the university. Please see Section 3.10.2 for a comprehensive overview.

**Recommendation XIII:** Cooperation with Estonia–Finland joint enterprises would contribute to improving the quality of bachelor’s and master’s degree programmes provided by the Helsinki branch of EBS, and to prepare students following international standards.

**Action:** A primary connection between the EBS Helsinki branch and the companies exist through the adjunct faculty from the companies and the students’ study visits to the companies. Bachelor’s level marketing specialisation students of EBS Helsinki, for example, have taken study visits to the Omnicom Media Group Finland and Avidly during the last six years. Avidly is an advertising agency represented in Finland and Nordic countries, OMD is the world’s largest media network. The EBS Helsinki students’ organisation HEBS ry has set up a Corporate Relations Committee to engage with companies and organise company visits through student-affiliated companies. EBS supports HEBS ry with the yearly budget and by linking the study visits to the courses of the programmes. Since 2015, EBS is a recognised CFA programme partner through the CFA Institute Finland. In the academic year 2019-20, the EBS Helsinki students’ team, made up of students specialising in finance, is participating in CFA Institute Investment Research Challenge, together with seven other Finnish University student teams.

The EBS Helsinki Advisory Board, convened in 2011, represents Finnish academics and entrepreneurs from different fields. The Advisory Board meets regularly and advises on the development of EBS Helsinki’s strategy and programmes. EBS Helsinki is an active member of the Finnish-Estonian Chamber of Commerce Estonia and Finnish-Estonian Trade Association in Finland. The Head of EBS Helsinki represents EBS on the SEKY Board. In cooperation with SEKY, several seminars in Helsinki and Tallinn are organised offering possibilities for EBS Helsinki master’s level students to participate and engage with member companies’ representatives. EBS Helsinki branch has established contacts with the following institutions in Finland: Finnish Ministry of Education and Culture; Confederation of Finnish Industries EK; Suomen Ekonomit; The Finnish Business School Graduates, a

community of business school graduates and students; Finnish Family Firms Association; Enterprise Estonia Finland, the organisation assisting Estonian companies find new opportunities in Finland and Finnish companies succeed in Estonia.

# 3. Self-evaluation of EBS across standards

## 3.1. Strategic management

The activity of EBS has been characterised by a long-term strategic vision and its systematic analysis of both internal and external environment since the organisation was founded in 1988. In the turbulent times of the county's restoration of independence and re-establishment along the lines of a market economy, creating an opportunity and establishment for business education was a strategic act in itself. It was essential to the sustainable development of a country restoring its independence.

EBS was founded on the principles that were later summarised by professor and founder Madis Habakuk in the EBS credo. The document highlights, above all, the importance of student and employer success, employee and student satisfaction, and the necessity for contemporary education to have an impact on the development of society. Additionally, the internationalisation of programmes, its orientation to practise, and the development of a network of contacts while providing and obtaining a modern education are principles that have been valued in EBS since its foundation.

EBS has established a firm position in the landscape of Estonia's higher education as a specialised private university that offers a business and management education held in high esteem by employers. The university's position is further assured through interdisciplinary co-operation with Estonian public universities – Universities Estonia ("Rektorite Nõukogu"), the Doctoral School of Social Sciences, and the joint master's programme with the Estonian Academy of Music and Theatre – and with the collaborative creation and establishment of values and jurisdiction within higher education.

Together with partner universities and evaluated research bodies in Estonia, EBS is part of the research integrity agreement and quality agreement in doctoral studies, and it partakes in the legislative process that concerns regulations within higher education. EBS has also developed good co-operative relations with various public organisations, such as the Bank of Estonia, the Estonian Employers' Confederation, the Estonian Chamber of Commerce and Industry, the Finnish Chamber of Commerce, the Estonian Service Industry Association, and others.

### 3.1.1. Consistency in the planning and implementation of EBS' strategic development

The planning of the EBS's strategic development is done in the form of the traditional five-year cycle, however, with the distinction of a flexible time frame. At the end of each year, the end date of the current cycle is elongated by a year. This method of planning ensures a more dynamic approach to strategic development. It allows for operative consideration of results and shortages in management, adjustments of interim goals or development measuring indicators, as well as a regard for any changes in the internal or external environment of education. During this period of evaluation, two amended development plans have been devised – one between 2016-20, and the other currently active plan for 2019-23.

The implementation of EBS's strategy in the observed period was a serious challenge due to the reform in Estonian higher education. In 2013, Estonia decided to offer free higher education in public universities, and that drastically changed the competition situation for EBS, which is the only private university in Estonia. EBS managed to react fast in the changing environment by focusing on programme development, teaching methods and quality assurance. This allowed EBS to ensure sustainable development.

Yearly in-depth analysis is conducted on reaching the strategic objectives of the areas of responsibility. Based on that the objectives and the synergy between them are assessed, and if necessary, the development plan is amended accordingly. Representatives from the faculty, administrative staff and Student Council are involved in this process. The actuality and relevance of the core strategic objectives are tested with the Alumni Board and with representatives from corporate partners. Recommendations provided by the international and national assessments and the results of quality management are considered in amending the development plan.

The proposal on adoption or amending a development plan is given to the EBS Senate, as the collegiate academic decision-making body, and the SA Estonian Business School management, who submits it to the

SA Estonian Business School Supervisory Board for approval.

A development plan is a public document that is accessible to all EBS employees. The stages of realisation of a development plan are regularly communicated at the Senate and the start of semester meetings.

### 3.1.2. The organisation, amendment, and supervision of meeting strategic objectives

To reach the goals and complete the tasks defined in the development plan, action plans for the ongoing academic year and semester are created according to areas of responsibility. Action plans are discussed, and their completion is analysed by the EBS Senate. This analysis is the basis for amendments to the development plan. Once a year the progress towards reaching the objectives of the development plan is discussed by the SA Estonian Business School Supervisory Board, which oversees the activity of the SA EBS Management Board.

Achieving the general strategic goals of the Development Plan 2016-20:

- EBS actively participated in the process of developing the new Higher Education Act (2017-19). As a result, the law passed in 2019 clearly defines and regulates the legal status and governance of a private university. According to the effective law, the rights and obligations of a private university are the responsibility of the owner of the private university. The new law has replaced previously existed legal ambiguity and assures that a private university can operate independently under-regulated autonomy.
- EBS is the most international university in Estonia (ratio of local and international students, the share of English taught study programmes, etc.) and is the only Estonian university with a branch in a foreign country.
- EBS holds the leading position in the field of management and business education in Estonia, has an extensive network of partner universities, and cooperates effectively with employers, corporate partners, and alumni.
- Margins for achieving critical results in the realm of general management:
- The financial situation of EBS is stable. The owner's fiscal reserves are sufficient to reinforce the goals set in the development plan.
- EBS has completed the national quality assessments of bachelor's, master's and doctoral study programmes with positive results.
- EBS R&D activities are positively evaluated.
- The EBS Business Administration B.A. study programme has twice received international EPAS accreditation.
- The EBS Helsinki branch has opened a master's study programme.

### The mission, amendment of vision, and integration of core values and activities at EBS

As a result of three decades of activity and the context of new development goals, the mission and vision of EBS have been amended in the latest version of the development plan (2019-23). Also, the amended plan separately presents the general principles of activity and the core values supporting these general principles. The mission and vision of EBS (see Section 1.1) are used in daily operations, supported by the key principles of ethics, social responsibility and sustainability. The core values of EBS are independence<sup>1</sup>, cooperation<sup>2</sup>, competence<sup>3</sup>, creativity and inquisitiveness<sup>4</sup>, and profitability<sup>5</sup>.

The new development plan has been based on the EFMD document 2017 EQUIS Standards and Criteria to ensure the comparability of the set goals with leading business schools. The general objective of the given period is to receive EFMD institutional accreditation by 2023.

#### Areas of good practise:

- A well-established system to monitor the ongoing progress of achieving the strategic goals;
- A clear vision and mission that guide all activities at EBS;
- EBS has achieved stability both in a financial position, as well as in performance in its core activities – teaching and research.

#### Areas of improvement:

- EBS is not extensively enough involved in the rapid changes of the corporate world labour market needs and opportunities;
- An absence of systematic compliance to EQUIS evaluation criteria.

#### Planned activities:

- Improvement of the systematic evaluation of future needs and opportunities of the labour market and development of an internal system which would allow agile advancing of study programmes and courses;
- We must thoroughly monitor the implementation of the Development Plan in the context of EQUIS evaluation criteria and be agile in initiating and executing necessary actions in various areas of responsibility.

1. EBS values mobility, flexibility, experimentation, and partner selection based on its mission and vision. This is best achieved under the status of an independent, profitably operating university.

2. EBS values new knowledge created through cooperation and acts as a partner to society and businesses through its employees, students and alumni.

3. EBS regards competence as a decisive prerequisite for development, and therefore engages in the development and communication of the knowledge that will be essential to society and organisations in the long term.

4. EBS appreciates creativity and inquisitiveness as drivers of development. Educative failures are part of the development process.

5. Profit is as important for a company as water is to a plant. Profit successfully amplifies the results of work done, encourages followers, and provides resources for investments and experiments. EBS does not distribute its profits but invests them in its development and reserves.

## 3.2. Resources

### 3.2.1. Financial management

EBS is a part of the EBS Group, which belongs to the foundation established by the founder of EBS, Professor Madis Habakuk, and its purpose is to design and deliver the best possible education and networks to the future business leaders and specialists. EBS Group includes EBS University and EBS High School and investment portfolios of different passively managed securities (stocks, bonds, real estate, start-ups, ETFs, and similar). The summary of assets of the EBS Group, including all its activities, is presented in

Table 3.1. The net assets of the EBS Group have grown by 8.9 million Euros between 2014-19 (6.9% cumulative annual growth rate - CAGR). EBS Group is liquid, well-capitalised, and uses little or no leverage. It owns the title to the school premises and land (7000 m<sup>2</sup>) in Tallinn city centre. Another 29,000 m<sup>2</sup> of premises can be built on the same land plot and plans to expand the EBS Campus into a major business/learning and knowledge dissemination centre are at the stage where an international architectural idea competition has been launched.

**Table 3.1. Statement of financial position of EBS Group (in millions of Euros).**

	31.12.14	31.12.15	31.12.16	31.12.17	31.12.18
Assets	2.9	1.2	2.2	3.4	4.8
Cash & cash equivalents	3.0	4.9	5.4	6.5	9.1
<b>Total current assets</b>	<b>5.9</b>	<b>6.1</b>	<b>7.6</b>	<b>9.9</b>	<b>13.9</b>
Investments in subsidiaries and associates	18.2	15.9	15.7	18.7	12.4
Other long-term investments	6.1	7.6	7.7	7.1	13.4
Total long term investments	24.3	23.5	23.4	25.8	25.8
<b>Total assets</b>	<b>30.2</b>	<b>29.6</b>	<b>31.0</b>	<b>35.7</b>	<b>39.7</b>
Liabilities					
Current liabilities	0.8	0.7	0.8	0.7	1.4
<b>Total liabilities</b>	<b>0.8</b>	<b>0.7</b>	<b>0.8</b>	<b>0.7</b>	<b>1.4</b>
Equity					
Issued capital	4.5	4.5	4.5	5.0	5.0
Annual profit	1.7	0.0	1.3	4.3	4.2
Retained earnings	23.2	24.4	24.4	25.7	29.1
Total equity	29.4	28.9	30.2	35.0	38.3
<b>Total liabilities and equity</b>	<b>30.2</b>	<b>29.6</b>	<b>31.0</b>	<b>35.7</b>	<b>39.7</b>

The summary of EBS University and Executive Education revenues and expenses can be seen in Table 3.2. University revenues have grown since 2014 at CAGR of 6.3%. Faculty costs have been stable, forming about 39% of total revenues. As presented in the EBS Development Plan 2019-2023, a substantial overhaul of premises and technology is in progress. So far, 15 out of 25 classrooms and all faculty and staff premises have been refurbished, with emphasis on co-working spaces, room acoustics,

lights, climate, and air quality, as well as safety. A studio for podcast and e-course recordings, nine new team rooms for students and three student lounges (~100 seats) were added. The construction is being carried out in stages, with the last stage focused on the second floor and the library scheduled to be completed in summer 2021. The 2018-21 infrastructure investment programme size is 4 million Euros (€2.5 million is already completed), and it is fully funded by EBS Group equity.



**Table 3.2. EBS University and Executive Education revenues and expenses 2014-18 in (in millions of Euros).**

	2014	2015	2016	2017	2018
<b>1. Revenues</b>	<b>4.41</b>	<b>4.70</b>	<b>5.01</b>	<b>5.38</b>	<b>5.63</b>
1.1. Bachelor's programmes	2.64	2.67	2.71	2.89	3.05
1.2. Master's programmes	0.52	0.64	0.70	0.72	0.65
1.3. Ph.D. programmes	0.02	0.02	0.03	0.03	0.03
1.4. Open University and ExEd	0.84	0.72	0.83	1.06	1.03
<b>1.5. Government funding:</b>	<b>0.24</b>	<b>0.19</b>	<b>0.20</b>	<b>0.21</b>	<b>0.29</b>
1.5.1. Research projects	0.03	0.03	0.05	0.05	0.06
1.5.2. Ph.D. programme	0.21	0.16	0.15	0.16	0.23
1.6. Other revenues	0.15	0.46	0.54	0.47	0.58
<b>2. Expenses</b>	<b>4.23</b>	<b>4.52</b>	<b>4.95</b>	<b>5.30</b>	<b>5.72</b>
2.1. Academic staff	1.61	1.91	2.00	2.16	2.24
2.2. Admin staff	0.85	0.98	1.03	1.24	1.41
2.3. IT	0.14	0.12	0.18	0.17	0.18
2.4. Marketing & Communication	0.29	0.37	0.38	0.41	0.57 <sup>6</sup>
2.5. Library and study materials	0.19	0.18	0.21	0.17	0.14
2.6. Campus	0.35	0.43	0.49	0.45	0.49
2.7. Scholarships	0.21	0.16	0.15	0.16	0.23
2.8. Other expenses	0.59	0.37	0.51	0.54	0.46
<b>3. Net Result</b>	<b>0.18</b>	<b>0.18</b>	<b>0.06</b>	<b>0.08</b>	<b>-0.09</b>

Investments priorities, beyond infrastructure, in EBS development plan in 2020 and 2021 are targeted for:

1. Capturing growth opportunities in micro-degree programmes at the master's level, which requires building a new procurement process for micro-degree programme design and delivery, as well as a new course-library/registration tool/e-shop,
2. Launching a Doctor of Business Administration programme,
3. Recruitment and development of faculty with Ph.D./DBA degrees and extensive industry experience,
4. Developing further research capability in practise-oriented research and innovation,
5. Implementing new ERP, financial accounting, and management reporting software.

### 3.2.2. Talent acquisition and development

From 2014-18, the faculty recruitment and development process took place exclusively in the academic departments. The administrative staff was recruited and developed by functional teams. In the second half of 2019, EBS established the position of Talent Acquisition and Development Manager to accommodate a more systematic and centralised talent acquisition process. This set-up liberates heads of departments and functional teams from recruitment-related work and leaves more time for their primary tasks. Conscious talent development has been a weak area of EBS, therefore we have set a goal to work out and implement new talent development processes for both faculty and staff by the end of 2020, including in-

vestment in new Talent Management software. Sections 1.4 and 3.6 provide detailed statistics about the faculty and staff.

The acquisition and development procedures and principles of the faculty are regulated in the Employment Rules for the Academic Staff at the Estonian Business School. The same document contains the principles of salary and career system and progression, faculty evaluation, and benefits. EBS systematically contributes to the growth of academic capital by hiring more full-time Ph.D. students as junior research fellows, encouraging them to work in academia and consider an academic career. Launching the DBA programme and actively looking for experienced practitioners with teaching interest and capabilities to join as co-lectures and/or mentors (after passing relevant training) is a part of the long-term faculty acquisition and development plan.

Starting from the academic year 2017-18, EBS has conducted regular in-house training to support course creation, introduce new teaching methods and student evaluation/feedback, as well as mastering ICT for Education. In spring 2020, four-month 6 ECTS programmes in adult teaching for business and IT practitioners will be introduced.

Employee feedback is collected once a year as a part of the annual performance appraisal meeting with their immediate superior. EBS has not collected employees' satis-

6. Marketing expenses in 2018 included a one-time cost item of €200K that related to specific items (i.e., the founder's sculpture, conference, reception for 800 participants, history book, etc.), related to EBS's 30th anniversary.

faction information through surveys; as a relatively small organisation with a flat management structure enables a personal approach with direct communication. But we plan to implement a regular employee satisfaction surveying in spring 2020.

EBS strives to provide a safe, healthy, and modern working environment for its employees. Until Summer 2019, the school premises lacked a co-working space, and faculty offices were scattered on different floors of the building, which inhibited socialisation, cooperation, and efficient information flow. In summer 2019, the previously scattered faculty and student services were moved together to newly renovated and refurbished premises, which have improved internal communication and job satisfaction. As a result, faculty and staff are noticeably more supportive of accepting changes in work processes, and participation in a new course and programme design is impressive – self-formed teams are currently working on eight new master's-level micro-degree programmes, a new three-year bachelor's programme, and numerous elective courses for the 2020-21 academic year.

### 3.2.3. Teaching resources

The EBS Library is the most extensive business library in Estonia that comprises not only books and periodicals, but also online databases. The business periodicals full-text database, ProQuest, permits access to more than 3,500 e-journals (including peer-reviewed journals), dissertations, and conference papers. The EBSCO full-text databases contain more than 21,000 e-journals (including peer-reviewed journals), reference books, online dissertations of different universities from around the world, and videos. The collection of e-books is available through the EBSCO eBook Business Collection. Thomson Reuters Eikon provides access to trusted news, data, and analytics of various companies. The collections are small, but adequate for the needs of studies at EBS. The stock is predominantly in English (56%), Estonian (42%) and other languages (2%). There are 43 periodicals in paper version, 13 of which are academic journals. Master's and doctoral theses are stored in the library. E-versions of final theses are also available through the e-catalogue. Access to the online databases is also available from outside the EBS local network through the ÕIS student information system. The EBS Library has improved acquisition in the fields of entrepreneurship, digital society, creative economy, finance, investments and increased the number of e-books on the platform of EBSCO eBook Collection. The library belongs to the Estonian library catalogue Urram <http://www.lugeja.ee>; the keywords in the catalogue are in Estonian and English. EBS also has the e-books database eBook Business Collection (EBSCOhost). Information on databases and Subject Gateway, which permits access to e-publications and other information resources, is available on the website of the EBS Library. The library serves first and foremost EBS students and facul-

ty, although there are also readers from other HEIs and business organisations. EBS alumni can continue to use library services.

The EBS Library has updated the course training of information literacy skills, carrying out introductory sessions on databases and other information resources, including web-based training on the e-learning environment Canvas. The library is continuously introducing new and interesting books via EBS communication channels on Facebook and Instagram.

The digitalisation of learning and teaching helps to improve access to knowledge, broaden choices of students and faculty and allow them to launch and test new services in the area of education. In 2017-18, EBS moved to a world-leading LMS, Canvas by Instructure. Our students and faculty have received it well, and all our delivered classes are in Canvas, although the quality of structure and content of courses may still fluctuate. EBS has a dedicated team of specialists who monitor the course quality in Canvas and offer specialised internal training whenever needed. Since 2019, Canvas LMS is topped with the LinkedIn Learn online course library, which is available for all students and faculty and allows individual learning and integrating external content into the course structure. In 2018-19, we developed our capability to record and stream classes and by now, 50% of classrooms have recording capability. There is live online access to all MBA classes, and in autumn 2019, the first doctoral defence was streamed online. To support our IT-related ambitions, we have increased full-time IT team headcount from two to four.

The new course catalogue platform is work in progress, as well as the new student information system and management information system (including a paperless use of documentation). In 2019, EBS invested close to €500,000 in digital tools and services, including training. Starting from 2020, the budget for IT-related investments and expenses is about twice the 2014-18 level. It is expected that the IT-related investments will enhance students' user experience in different areas like applying to school, registering for courses, scholarship management, tuition payment, career services, access to study materials, the possibility to self-train in non-programme related areas, etc.). These investments allow us, in the long run, to implement a new level of study analytics for further development of our programmes and improving efficiencies. The digitalisation of back-office services should free resources, improve information flow, and responsiveness to market changes.

### 3.2.4. Internal and external communication

The EBS communication strategy derives from the Development Plan 2023, and yearly activities are defined in the Communication Plan. The internal and external commu-



nication at EBS is the responsibility of the Office of Communication and Digital Transformation, which is under the governance of the Chancellor. The unit is responsible for communication and marketing. The latter consists of local and international markets. All information is shared in both Estonian and English.

Internal communication for the staff is mainly carried out together with the Rector's Office. At the beginning of 2019, to detect shortcomings and map possibilities to improve the internal information flow, EBS conducted an extensive internal communications survey supplemented with focus group interviews. In Summer 2019, based on the survey results and information gathered by interviews, EBS introduced a new internal communications tool, MS Teams, that enables a fast flow of information to all faculty and staff, video meetings, and virtual team collaboration.

EBS carries out monthly all-house meetings where the Rector, Chancellor, and Vice Rector for Academic Affairs give an overview of all significant projects and plans regarding the business school. In these meetings, the staff can participate either physically or through a live stream via MS Teams. All staff, both existing and new, are offered continuous support and training on using MS Teams. Additionally, all heads of the structural units keep their teams informed through regular unit meetings. All principles and materials regarding internal regulations and guidelines are stored in a public drive, accessible for all members of the staff.

Other steps to improve internal information flow include the launch of the staff intranet, which aims to provide more convenient and systematic storage and for information and materials, in spring 2020. Additionally, the staff common areas serve as good communication gates through posters, notifications, and information on screens in the university lobby. Despite the implementation of the mentioned modern tools, all critical managerial decisions and information are also sent to the staff via e-mail to ensure their availability to everybody.

Communication with the students is carried out in cooperation with the Office of Academic Affairs and the EBS Student Council. The main information channel for students besides their corresponding study consultant, a private Facebook group, and the newsletter Ebster (run by the Student Council), is the Student Intranet. The EBS Student Intranet was launched in 2019 and is rapidly growing in usage and popularity. Podcasts have become important communication tool after the EBS Studio was opened in 2019. All information critical to students is additionally shared via the study information system, which sends automatic notifications to students' e-mails. Communication is always shared in all available channels to ensure it reaches all students.

Communication to alumni is managed by website, annual e-mails, and designated Facebook group. When graduating, the alumni have a choice to select on which issues they would like to be informed about EBS. The school has set up an Alumni Council that meets twice a year and acts as an advisory body to the Rector. The initiative to build a new alumni communication tool on the LinkedIn platform is under consideration.

The university's external communication is managed by the Office of Communication and Digital Transformation. The principles for external communication are available on the public drive and introduced to new employees during onboarding. The external communication channels include the university webpage, social media channels (Facebook, LinkedIn, Instagram, YouTube, and VK.com), and media. The main content of the university's webpage is available in Estonian and English (languages of instruction) but we additionally have landing pages in Finnish and Russian to attract our target groups from these language cohorts. We offer designated information for different target markets based on products like bachelor's daytime studies, bachelor's session-based studies, M.A. session-based studies, the MBA one year and two-year programmes, alumni, partners, exchange students from partner universities, etc. Upon need, we outsource professional services from our partners, i.e., PR agencies, to share valuable academic insights and publications with the press and general public. The EBS brand is upheld daily by EBS faculty being active in media via publishing articles, opinion pieces, feature stories, and giving interviews in their areas of expertise, as well as emphasising and echoing our alumni success stories.

#### **Areas of good practise:**

- Financial stability and independence.
- Strong support to teaching and learning as well as back-office and internal communication activities via different implemented modern IT-based tools.
- For the coming five years, EBS has a clear and well-funded action plan both for talent acquisition and motivation, as well as for the infrastructure and academic programme portfolio development.

#### **Areas of improvement:**

- Faculty and staff KPIs (especially their quality and relevance) must be reconsidered, as faculty and staff utilisation and performance outside teaching is not measured, or results come in too late for taking action. This creates an inability to set and communicate clear faculty quality and financial performance objectives, give and receive feedback and plan actions for improvement.
- There is an ambiguous connection between performance and compensation, especially team performance and compensation;

- A poor system of engaging and motivating faculty to lead the design of new or improvement of existing courses, degree programmes and other valuable (revenue-enhancing) services for students and organisations;
- Further development is needed of formal and informal learning spaces on the second and fifth floor.

#### Planned actions:

- A major overhaul of data collection and the warehouse system is planned for summer 2020. This includes a new data warehouse, a new platform for offering electives and master's classes to a wider audience (starting with an alumni base of approximately 5,000), a new financial accounting and a new HR system. Starting from autumn 2020, we should be able to collect on-line data on all important areas and combine it with outside data by using Power BI to receive relevant and timely management reports. This is the basis for setting measurable objectives for teams, giving regular feedback and engaging faculty, staff and partner organisations for continuous improvement;
- We will start testing a variable pay system for teams after new data collection and reporting systems are in place and tested. The goal is to align individual and organisation objectives and to increase the motivation of teams to find and exploit valuable growth opportunities;
- The second- and fifth-floor refurbishment (rooms and technology) will start in June 2020 and will continue until the end of 2020. The second-floor refurbishment will include a library upgrade. The refurbished fifth floor is intended for start-up incubation purposes. In late 2019, EBS acquired a minority stake in a start-up fund management company with over 150 start-ups in its portfolio. The deal includes renting (at market terms) most of the fifth-floor premises for incubating new start-up companies, jointly launching a new entrepreneurship nano-degree programme, start-up summer school, etc.;
- An architectural competition for new premises, next to the existing building, is launched. The new premises will be part of moving into a life-long learning concept where working and learning is connected conceptually and physically.

### 3.3. Quality culture

EBS defines quality culture in higher education as a shared value space that stems from international agreements, standards, and practise, agreements between universities, recognised principles of academic ethics, and valued management practise. The external dimension of the quality culture is the internationalisation of

education and the internal dimension is a unified perception of a shared value system.

The design, assurance, and systematic monitoring of the core and support processes' quality indicators are in the heart of the strategic management process at EBS. The quality of education offered at EBS is the primary source of our sustainable development in the Estonian educational landscape, where we compete with public universities that offer free education. The competitiveness of EBS alumni reflects the quality of education offered at EBS on the international labour market.

The principles and the process of EBS quality management during the assessment period were regulated in the "EBS Quality Assurance Framework" that was confirmed by EBS Senate on 25 November 2016, and composed based on the "Standards and Guidelines for Quality Assurance in the European Higher Education Area". The principles of EBS quality assurance are:

- Comprehensiveness – the quality assurance system includes all core and support processes and considers their coherence and interaction.
- Result orientation – the quality evaluation process highlights practical recommendations for improving and modernising the existing management of both the core and support processes.
- Continuity – the ongoing development of the quality assurance system is based on critical evaluation of gained experiences, the performance of the system, and the implementation of new methods.
- In the observed period, EBS has systematically analysed the functioning of its quality management system (QMS) and the achievement of set indicators in all areas of responsibility. Based on internal analysis and the recommendations of national and international external assessments, EBS has consistently improved its QMS. The system of quality assurance and monitoring of quality indicators have been evaluated based on processes in all areas of responsibility.

The strategic goal of EBS is to acquire EQUIS accreditation by 2023. To secure that, EBS QMS is aligned and performs in accordance to the EQUIS standards and criteria. To enable comparison with leading European business schools, EBS is following the EQUIS quality framework since January 2019. The current QMS has been consistently adjusted to align with EQUIS standards. In result, renewed "EBS Quality Assurance Framework" (QAF) was confirmed by the EBS Senate. QAF determines the quality indicators for core and support processes, their sources as documents of internal law, responsible positions or internal/external evaluators for each process, and its quality assurance. Additionally, EBS QMS is improved based on the changes in the governance of the university that are set by the new Higher Education Act.

### 3.3.1. The quality framework for the core and support processes

The implementation of EBS QMS builds upon a prerequisite that all processes that are evaluated are interconnected, standards of external and internal assessments are unified, and performance and quality indicators are comparable. The core processes of EBS quality management in the context of institutional accreditation are strategic management, studies, research and development, and serving society (please see Table 3.3).

The EBS quality assurance principles are aligned with the mission, vision, key principles and core values of EBS. Quality indicators differentiate between core processes and their support processes and are set in the area according to internal regulations. EBS internal regulations determine both the performance of the core and support processes as well as a person or unit responsible for securing the quality of the core and support processes.

The quality of the study programmes is ensured through regular reviews. At least once a semester, the relevant programme advisory board, that is composed of students, alumni, and employer representatives, evaluates and makes suggestions for programme development and amendments. Changes to the programme will be submitted to the Senate for evaluation and endorsement. A new version of the programme has to be approved by the EBS Management Board. The new programme version will be registered in EHS by MoER. The changes are implemented on September 1st of the following academic year if they have been entered into ÖIS no later than April 15. Stakeholder suggestions, as well as students and staff feedback, provide input for programme development. Quality indicators for programme development include programme compliance, student and faculty feedback, benchmarking of partner universities' and business schools' programmes in the same field, and programme-related statistics. Please see more in Section 3.7.

The heads of the departments evaluate the teaching quality of the lecturer once a semester based on syllabi, student feedback and performance appraisal. If deficiencies occur, a corrective action plan will be drawn up and a deadline will be set for its implementation. If necessary, a tutor will be involved in teaching. At least once every five years all academic staff is evaluated. The quality of a student's learning is assessed based on his or her learning outcomes. At the university level, the quality of teaching is assessed by alumni and employer feedback. Please see more in Section 3.6.

R&D activities at EBS follow the same value and quality assurance principles as other areas. The quality of the doctoral programme as one of the central pieces of EBS research is monitored closely, based both on the doctoral formal student feedback to the courses as well as informal internal feedback shared by the doctoral students

who work at EBS as junior research fellows. The quality of the supervision is evaluated yearly in the doctoral students' evaluation process together with the progress demonstrated in their studies. The possibility to discuss or highlight any concerns which may jeopardise one's progress is always open. A European code of practice for Doctoral Studies in Management and Business drafted by an EIASM / EDAMBA Joint Task Force serves as the primary quality guideline for the EBS doctoral programme.

Quality of the research results and output and their alignment with the EBS overall strategic aims is evaluated annually. All employees with the obligation to contribute to R&D activities report their accomplished work, work in progress, participation in projects, and both academic as well as practitioner-oriented conferences. As explained in Section 3.11, EBS encourages higher impact academic publications although that can mean fewer publications with an extended publication period. To foster a further shift from quantity to quality, as well as to highlight the importance of different R&D related activities, we plan to introduce an EBS R&D standard and individual annual work plans. To ensure that the professors at EBS meet the agreed standards, external experts are involved in their internal evaluation that takes place at least once in every five years.

Derived from the common quality culture, the renewed QAF better connects and integrates internal and external quality assessment, enables the identification of the interconnections in the quality of various core processes, and compares the core processes' quality and achievement indicators. The monitoring of quality indicators proceeds to be the responsibility of the managers of core and support processes and is conducted annually.

The information gathered from the quality monitoring of core and support processes for each area of responsibility is utilised in the following academic year. An internal audit, the inclusion of employees, and the principles of the rotation of auditors are observed in the process. The information gathered using various methods for implementation of monitoring of quality indicators is more systematic, and the opportunities for utilising it in operative management and strategic development planning is more diverse.

Table 3.3. The quality framework of EBS

Core process	Quality indicator	Source	Responsibility	Evaluator
<b>STRATEGIC MANAGEMENT</b>				
<b>Strategy implementation</b>	A positive result in institutional accreditation; Positive results in study group quality assurance evaluation; A positive result in R&D evaluation; Fulfilment of the development plan and financial performance	Higher Education Act; Statutes of EBS	Rector; Vice Rector for Academic Affairs; Vice Rector for Research; EBS Management Board	ETAG and EBS R&D Council; EBS Supervisory Board
<b>STUDIES</b>				
<b>Programme design &amp; development</b>	Compatibility with legal regulations, Engagement of stakeholders in the process; Feedback from stakeholders.	EBS Programme Statute, Procedure for designing programmes, Higher Education Act, Standard of Higher Education, ESG 2015, EPAS Standards & Criteria.	Heads of bachelor's and master's studies, heads of programmes.	Programme councils; Senate; EBS Management Board; MoER; EKKA.
<b>Admissions</b>	Implementation of admission plan; Results of the admission; No. of appeals and their handling; Timely handling of applications and admission procedures; Feedback of applicants on the application procedure; Feedback of admission committees.	EBS Admission Rules, Admission Requirements, Admission procedure.	Head of the Office of Academic Affairs	Rector; Senate
<b>Organisation of studies</b>	Student feedback; Faculty feedback; Student complaints on courses, teaching, assessment and programmes; APEL statistics; Cases of academic misconduct.	Academic Regulations; Syllabi; Assessment regulations & procedures; APEL procedures; Code of Conduct.	Head of the Office of Academic Affairs; Heads of departments.	Vice Rector for Academic Affairs
<b>Teaching &amp; learning</b>	Student feedback; Faculty feedback; Alumni feedback; Employers feedback; Ratio of visiting faculty; Ratio of foreign faculty; FTE of permanent faculty.	Employment Rules for the Academic Staff at EBS; Syllabi; Assessment regulations & procedures; Internship regulations.	Heads of departments; Heads of programmes; Faculty	Vice Rector for Academic Affairs
<b>Graduation</b>	Distribution of final theses and exam grades; Appeals and their handling; Alumni employability; Alumni feedback; Employers feedback.	Academic Regulations; EBS Style Guide; Criteria for final theses and exam (procedures and assessment);	Supervisors; Heads of departments and programmes; Members of the theses defence and final exam committees.	Vice Rector for Academic Affairs

RESEARCH & DEVELOPMENT				
<b>Research</b>	No. of research publications by classifications; No. of research publications per faculty; No. of R&D contracts with industry; No. of funded R&D projects; Financial volume of R&D projects.	R&D Council decisions	EBS R&D Council; Vice Rector for Research	ETAG; Rector; Senat
<b>Ph.D. studies</b>	Feedback of doctoral students on the programme; The number of doctoral theses defended in the nominal study period; The number of full-time doctoral students/the number of part-time doctoral students; The number of doctoral students engaged in R&D projects; Number and qualification of supervisors.	A quality agreement pertaining to doctoral studies signed by the board of rectors of Estonian universities; A European code of practise for Doctoral Studies in Management and Business drafted by an EIASM / EDAMBA Joint Task Force; Agreement between EBS and MoER on Ph.D. studies.	Head of Doctoral Studies	EKKA; Rector; Senat
SERVING SOCIETY				
<b>Relevance of connections with practise</b>	Strategy relating to connections with practise; Customer orientation; National links to the world of practise; International links to the world of practise; Impact of connections to the world of practise.	EQUIS Standards and Criteria	Vice Rector for External Relations and Business Development	EQUIS Peer Review Team; EQUIS Accreditation Board; EKKA
Support process	Quality indicator	Source	Responsibility	Evaluator
<b>Development of the learning environment</b>	Student feedback; Amount of investments m2/student on formal and informal learning spaces, teaching resources; Usage and satisfaction with LMS Canvas; Library resources: investments and usage per student	Development Plan; Statutes of EBS Library.	Chancellor; Head of Library.	Senate; EBS Management Board
<b>Development of support staff and faculty</b>	Student feedback; Participation at internal and external trainings; Staff and faculty satisfaction feedback.	EBS Work Organisation Rules; Employment Rules for the Academic Staff at EBS; Faculty and staff development plan; Job descriptions.	Vice Rectors and Chancellor according to their area of responsibility.	Rector
<b>Document management</b>	Document compatibility to standards and law; Archiving and managing of documents (process flows); Document availability.	Procedures for Administrative Activities	Head of Rector's Office	Rector



<b>Internal audits</b>	Mapped nonconformances; Results of observations.	EBS Quality Manual; Audit plan	Vice Rector for Academic Affairs	Rector
<b>Information management</b>	Student feedback; Faculty and staff feedback; Access to documents and information flows.	Procedures for Administrative Activities	Head of Rector's Office; Head of Communication & ICT Office	Rector

**Areas of good practise:**

- By covering all core and support processes, the implemented quality assurance framework creates a common value space (a quality culture), secures comparability and interaction of the performance and quality indicators, and gives feedback to the quality evaluation external and internal processes.
- Monitoring the achievement of performance and quality indicators (quality assurance) is an open process allowing to engage representatives from different stakeholder groups (e.g., faculty, students, alumni).

**Areas of improvement:**

- Continuous improvements to the implemented quality framework and quality assurance systems through ongoing performance testing and monitoring.
- A shared understand how to measure outcomes and impacts of different R&D activities.

**Planned activities:**

- Fine-tuning quality assurance procedures at EBS and creating better knowledge of them amongst employees, starting in spring 2020.
- Establishing and implementing an agreed standard concerning different R&D activities and annual pre-agreed individual R&D work plans, starting in summer 2020.

## 3. 4. Academic ethics

As an institution, EBS systematically supports and expects its students and faculty to understand and respond to ethical issues. Both faculty and students do not tolerate academic fraud, including cheating and plagiarism, and will act immediately upon any such occurrence. The management of complaints concerning ethical issues (including discrimination cases) is regulated and therefore transparent and objective, ensuring fair treatment of all parties.

### 3.4.1. Research ethics

EBS respects fundamental values and policies of research set out in the Estonian Code of Conduct for Research Integrity issued jointly by Estonian research institutions, the Estonian Academy of Sciences, the Estonian Research Council, and the Estonian Ministry of Education and Research, and signed by the rector of EBS in 2017. Additionally, the

research ethic at EBS is following the guidelines stipulated in the Code of Ethics of Estonian Scientists adopted in 2002. In these two documents, Estonian higher education institutions have defined and agreed on the principles for academic ethics, values, and principles covering research activities. The EBS R&D Council is responsible for the dissemination of these principles and guidelines among the academic faculty at EBS.

Additionally, leaders of the current eight research groups at EBS are ensuring that members of their research group are aware of the principles articulated in the documents mentioned above and follow them in research activities. In recent research project applications, EBS is experimenting with open science principles, which brings along new challenges regarding data management and storage. All non-compliances, complaints and ethical issues are handled by the Ethics Committee that is part of the Senate (until late 2019 the Ethics Council was part of the R&D Council).

### 3.4.2. Academic fraud and misconduct

EBS is taking academic fraud and plagiarism seriously. In the light of an international trend, which shows students' increasing involvement in different forms of academic misconduct and numerous local cases reflected in the Estonian media, EBS has chosen to contribute intensively to the activities that help to prevent academic fraud and misconduct, including plagiarism. As part of the governance reform, the Council of Ethics has been transformed into a standing committee of the Senate, the Ethics Committee, with wider mission and powers.

The Council for Ethics is promoting the principles and values of academic ethics among the EBS faculty and students in all aspects of studies and research as well as in communication with other staff members, the public, and external partners. The Council is also solving disputes concerning academic misconduct of the EBS members and other issues of academic ethics.

The main mean of preventing academic fraud is regular and consistent communication. Our faculty members are reminded to inform students about the nature and different forms of academic fraud at departmental meetings and at the briefings of pre- and final defences. Faculty members are also informed about how academic fraud cases should be appropriately logged and solved. We not only encourage but also expect all our faculty to report

any case of misconduct and make sure they are not discouraged from doing that in fear of possible lower student evaluations. EBS consistently renews its student paper EBS Style Guide and expects faculty to implement it for their course assignments as that gives the students the possibility to learn the principles of academic integrity, including proper citation. In autumn 2018, a special in-house seminar on academic misconduct with a guest speaker from the University of Tartu was held for faculty to raise awareness of the seriousness of the challenge. Additionally, the EBS LMS Canvas mandatory course syllabus template includes academic integrity, and citation etiquette sections which inform students on the strict standards of academic integrity and the level of seriousness plagiarism is treated in EBS.

Such preventive communication to students like in the syllabus also includes a comprehensive set of guidelines and rules stipulated in the Code of Conduct and chapters 8 and 10 of the EBS Academic Regulations (available in the student intranet) that state the nature of academic fraud and the actions taken in such cases. All bachelor's programmes also include the course "Development of Study Skills" (taught in the first semester), which thoroughly introduces the topic of academic misconduct and subsequent consequences. Additionally, the topic, supplemented with real-life examples, is systematically covered in the seminars for bachelor's and master's theses.

EBS has established a system for proceeding and solving plagiarism cases. Any case academic misconduct (or

suspicion thereof) must be reported with evidence by the lecturer to the head of the Office of Academic Affairs who will then submit a decision, which depending on the severity of the case, might be a written warning or expulsion. As a rule, the student cannot resubmit his/her work in the case of a proven occurrence of academic misconduct. That may lead to the lost credit points, failed courses, or a failed final thesis. After three recorded cases of academic misconduct, EBS has the right to expel the student. Academic fraud in the final thesis results in automatic expulsion. In 2017-19 EBS expelled one student due to the repeated academic misconduct and 11 students for plagiarism in the final thesis. Until spring 2017, all the cases of academic misconduct were recorded manually in the Study Information System on the student account, meaning that until that time EBS did not have a general overall overview of all the cases of misconduct. During the 2017 spring semester, EBS started keeping a central register for all plagiarism cases, which includes violation of academic honesty, both in course assignments and final theses during the graduation process. In autumn 2017, EBS started using the plagiarism detection system Urkund, which is also integrated into LMS Canvas and therefore enables easy scans of all course assignments. All submitted final theses are scanned in Urkund by the graduation specialist and results are visible to both the student and to members of the defence committee. In most cases, courses in LMS Canvas have incorporated Urkund as a plagiarism detection device to check all students. Table 3.4 gives an overview of academic fraud cases in the period of 2017-2019.

**Table 3.4. Cases of Academic Fraud.**

Year	2017	2018	2019
Bachelor's Theses	3	2	1
Master's Theses	0	4	1
Course works	9	20	36

As the numbers in Table 3.4 indicate, in total, the number of registered academic misconduct cases has increased, while plagiarism incidents with the final theses have decreased. The systematic coverage of the issues related to the academic misconduct in its various forms among the

faculty as well as students complemented with the technical support provided by Urkund explains these dynamics. At the moment, EBS does not have a common tool to recognise possible use of paper-mill services by students, enabling ghostwriting and, therefore academic fraud.



### 3.4.3. Discrimination

As a provider of modern business and management education, EBS is aware of the general concerns related to various inequalities and discrimination thereof. EBS values all its members independent of their background, choices, and preferences, and ensures that all its employees and students are treated according to the principles of equal treatment. EBS does not tolerate any form of gender, sexual, ethnic, national or religious discrimination from and of faculty and students. All the cases of discrimination are solved according to the Procedure for Discrimination Complaint. In the case of discrimination, students should inform their study consultant and employees of their direct manager, who will then take the case to the Ethics Committee. Up to December 2019, the Council of Ethics had registered one complaint of gender-based discrimination from the students' side. The case resulted in serious discussion between the Rector and the lecturer and a reminder about the principles of equal treatment. In 2010, EBS launched a scholarship for young mothers to encourage them to continue studies on the master's level. Based on students' feedback, EBS also implemented a scholarship scheme to young fathers in 2017, and therefore renamed the whole support scheme the Young Parent's Scholarship. Concerning religious choices, EBS does not have a separate prayer room, but there are several small rooms available upon pre-booking for private use.

#### Areas of good practise:

- EBS has made decisive steps to communicate issues related to academic integrity to students, and the Code of Conduct, to raise awareness and transparency.
- EBS students are informed about the principles of academic ethics, the types of academic misconduct and its consequences, and they know how to avoid unintentional misconduct.
- All academic misconduct cases are documented in a central register.

#### Areas of improvement:

- Involvement of all aspects (including self-plagiarism and challenges related to open science) and target groups (students, faculty, staff) of academic integrity into the enhancement of academic culture.
- Increasing the awareness of visiting faculty on academic integrity issues.
- Encouraging wider use of the plagiarism detection system among faculty, including visiting faculty, particularly in the teaching and learning context.

#### Planned activities:

- To promote the development of an academic integrity culture among students, faculty and staff, based on a common understanding of the principles of academic ethics, and balanced use of the learning and teaching

paradigm and the crime and punishment paradigm concerning cases of academic misconduct.

- To develop and adopt the Code of Academic Ethics, addressing all aspects of academic integrity and all target groups.
- To develop a strategy for the holistic development of the academic integrity of students in study programmes, particularly using the plagiarism detection system as a teaching and learning tool.

## 3.5. Internationalisation

One strategic goal of EBS is to receive EQUIS accreditation in the year 2023. To reach this objective internationalisation is integrated into all our activities, foremost into building an international learning and teaching environment. The indicators of this internationalisation are defined in our Development Plan and are discussed below.

EBS has 57 Erasmus+ bilateral agreements and 13 international cooperation agreements. The partners have been selected following the strategic goals of EBS. Therefore, 22 of our partner universities are Triple Crown accredited (AACSB, AMBA, EQUIS), a status held by less than 1% of business schools in the world. Due to the high quality of the partner universities, EBS is currently working on strengthening the relations with existent partners and not actively seeking new ones.

EBS has implemented the EBS Mobility Procedure, which describes the general international mobility rules for staff, faculty, and student exchange, as well as the formation of mobility committees. In addition to student, faculty and staff exchange, EBS utilises these international partnerships to conduct various other projects in close collaboration with these universities, i.e., three-week Summer University in cooperation with Vienna University of Economics (WU), which took place in Tallinn in 2016 and 2017, and in Helsinki in 2018. In 2018, EBS and WU brought in additional international companies such as Liviko, Sokos Hotel, Instrumentarium, and Sleepwell to collaborate with lecturers of WU and EBS on the content of Summer University 2018. The expenses of such international projects are not covered by a separate foundation, but since EBS is a private university, rather through project-based internal financing.

One of the most significant indicators of internationalisation at EBS, however, is the prevalence of English taught programmes (see Table 3.5). Since the international competition requires distinction in the content, teaching methods, and faculty, EBS opted to obtain the internationally acknowledged EPAS accreditation for its International Business Administration B.A. programme. Furthermore, EPAS quality standards are the foundation in developing new programmes and support systems at EBS.

**Table 3.5. English-taught study programmes.**

Programme	Status
International Business Administration (B.A.)	Active
Business Administration and Languages (B.A.)	No admission since 2018
International Business Administration (M.A.)	Active
International Business Administration (MBA)	Active
Cultural Management (M.A.) <i>Joint programme with Estonian Academy of Music and Theatre</i>	Active
Management in Digital Society (MBA)	No admission since 2019
Management (Ph.D.)	Active

**3.5.1. Internationalisation of students**

Besides the courses taught in English and international projects, the effective mobility of students is another important indicator of the internationalisation of students. Table 3.6 gives an overview of EBS students going for an exchange abroad (a.k.a outgoing mobility) for a month or a year. By 2023 EBS aims to have 40% of the new bachelor's students participating in the mobility up from 20% in 2018-19. For this goal, consistent communication, individual support, and removal of possible obstacles have been implemented.

Information about the exchange opportunities is shared with prospective students at the Bachelor Information Tour (organised twice a year), via the EBS homepage and during the admission interviews. The largest mobility promotional event for students is the annual International Days, which includes a student fair with the representatives of partner

universities (exchange students, EBS students and/or staff who have experience in these universities) and networking events. In autumn 2019, the event was also held at EBS Helsinki. Exchange opportunities and experiences are further promoted via the student Intranet, EBS social media channels (Facebook, Instagram, Twitter), and an EBS podcast named "Just go!". Additionally, a database with detailed information about partner universities is in development and available for students by autumn 2020.

Additionally, EBS introduced a specific mobility window to bachelor programmes in autumn 2018 to facilitate the mobility and balance the ratio between outgoing and incoming students (see Table 3.6 and Table 3.7). As a result, the transferability of the courses taken abroad does not prolong students' study time at EBS. From spring 2020, students who study a semester abroad will have their tuition fees reduced by 20% for the semester.

**Table 3.6. Outgoing student mobility.**

Indicator		13-14	14-15	15-16	16-17	17-18	18-19
No. of students: bachelor's level	Outgoing students	26	26	25	37	26	41
	Bachelor's internship	0	0	1	1	2	2
	% of bachelor's student body	2.64%	2.61%	2.57%	3.7%	2.63%	4.06%
	% of bachelor's intake	10%	9%	9.66%	15.08%	9.24%	20.38%
No. of students: master's level	Outgoing students	8	13	11	7	8	6
	Master's internship	0	0	1	0	0	1
	% of master's student body	1.69%	3.44%	2.93%	1.83%	2.24%	2.39%
	% of master's intake	9.76%	12.75%	10.08%	7.61%	8.99%	11.86%
No. of students: doctoral level	Outgoing students	8	11	9	14	22	27
	% of doctoral student body	19.04%	27.5%	18.75%	25%	33.33%	48.21%
	% of doctoral intake	72.73%	157.14%	81.81%	87.5%	220%	300%

Up until now, the possibility to do an international internship via the Erasmus+ programme has not been widely used, but EBS promotes this opportunity, and the Erasmus+ Coordinator consults all interested students. The Student Council also shares opportunities for working abroad. However, the emphasis of promotional activities has been rather on studies than internships, since finding suitable internship solutions individually by the students nurtures the independence expected by the job market. Nevertheless, communication activities promoting international mobility are expected to include information about international internships increasingly.

Exchange obstacles connected to work and family are difficult to overcome. Therefore, EBS tries to ensure through its programme development that also students, who cannot participate in mobility could still have international experience and gain intercultural competencies. For example, students who cannot participate in semester-long mobilities are welcomed to join shorter projects such as Summer Universities or the annual Nordic Ideation Camp, organised in collaboration with Haaga-Helia University of Applied Sciences and Copenhagen Business Academy. EBS additionally encourages international classrooms by integrating local and exchange students into the same courses and provides language courses

of various proficiency levels to all students. The students themselves have the opportunity to cooperate via the International Club (see more in Section 3.5.2). Furthermore, recent development projects within EBS bring the experience of various partners to the classroom (e.g., creative industries learning module and EUFin case-based financial literacy course).

### 3.5.2. International and exchange students

EBS aims to have an equal number of local and international students by 2023 and to expand the passport mix to introduce more cultural variety into the teaching and learning process. So far, the proportion of international students has grown an average of all study levels from 15% in 2013-14 to 40.6% in 2018-19 (see Section 1.4, Table 1.1). The number of incoming exchange students shows a general trend of acute increase (see Table 3.7), except for the academic year 2018-19, where the slight decrease can be attributed to the new requirement of a B2 Cambridge/TOEFL/IELTS certificate or equivalent level in English. This requirement was implemented due to the critical feedback from local students and faculty on the variation of the level of English, thus decreasing the experience of all students in the class, especially in the case of group assignments. The aim of implementing this requirement was to prioritise the quality, not the quantity of the EBS student body.

**Table 3.7. Incoming exchange students.**

Indicator		13-14	14-15	15-16	16-17	17-18	18-19
<b>Bachelor's level</b>	No. of incoming students	37	52	67	58	98	102
<b>Master's Level</b>	No. of incoming students	13	10	38	44	54	31
<b>Doctoral level</b>	No. of incoming students	0	2	1	0	0	1

In terms of admission requirements and tuition fees, EBS does not differentiate between national and international students and treats every candidate equally. Nevertheless, since there have been issues in terms of tuition fee payments by non-EU students, EBS requires such students to pay a one-year tuition fee upfront. With regards to services provided in academic matters, both – degree-seeking as well as international exchange students – can refer to the study consultants. Only specific issues, concerning the Erasmus+ programme, are handled separately by the Programme Coordinator. Furthermore, all study-related documents, homepage, ŌIS, and LMS Canvas are available both in Estonian and English. In the light of the internationalisation of the university, EBS opts to teach all students jointly and does not provide separate courses for incoming Erasmus students.

When it comes to international students, who study full-time at EBS, the EBS Career Specialist provides them with advice concerning career decisions, navigating job portals, and creating their CV (see more in Section 3.10). These international full-time students, similar to locals,

are also encouraged to make use of the mobility opportunities for studies and/or internships. Full-time international master's students can also apply for Dora+ scholarship. While top EU universities could seem out of reach due to finances, these financial scholarships provide students with the possibility to study a semester or a year abroad for the same tuition fee they pay at EBS. In recent years it has been one of the driving factors for international students to choose EBS.

As an additional support system for international students, the Student Council implemented the International Club as a subunit. This Club works closely with the International Relations Project Manager and helps international students through a tutor system. Local students are tutoring international students to help them adapt to life in Tallinn. Every tutor mentors up to five international students and is awarded credit points or small scholarships for their help. Since EBS does not have a dormitory, the most essential support tutors provide is finding appropriate accommodation in the city. Exchange students are automatically assigned a tutor,

while full-time international students are assigned one upon request.

To ease the start of their Estonian experience, EBS organises Orientation Days at the beginning of every semester for all international students. At this event, the students receive essential information about life in Estonia, health care, and working locally, which is followed by a weekend of social activities. Furthermore, the International Club organises informal activities such as hiking and sightseeing, and culinary, cultural, and sports events to integrate international students with local students and culture. Information about these and other events in Tallinn is shared via social media by the International Club. International students have been offered courses on Estonian language and culture, but due to the lack of interest among the most recent exchange students, the course was cancelled.

### 3.5.3. Internationalisation of staff

The strategic goal of EBS is that at least 50% of faculty teaching at the master's and doctoral level are international, have received their doctoral degrees abroad, or have substantial international teaching experience. We try to reach this goal by international exposure (organisation of international conferences and seminars) and recruitment.

English is the primary language of instruction at EBS, and we expect a good command of English from the faculty who teach in the language. EBS offered English-language

courses to its staff and faculty until 2015, but due to a decreased interest, the courses were discontinued. However, EBS still has an in-house competency (Language Centre), and the course can be reopened upon necessity and request. The need for additional English language training is charted during the performance review of the lecturer and student evaluations. Training on managing cultural diversity in the classroom was conducted from 2005 to 2015, under the ESF Primus programme.

Table 3.8 gives an overview of the teaching and training mobilities carried out from 2013-19. The number of teaching mobilities has been stable and includes countries as Austria, France, South Korea, Georgia, Latvia, Denmark, Poland, Germany, Greece, Hungary, Finland, Czech Republic, and Spain.

Staff and faculty training mobility encompasses participation in staff weeks of partner universities, training, topical training visits, and meetings to enhance our international cooperation. Although staff and faculty are informed about various mobility opportunities during monthly meetings, seminars, and via the EBS homepage and e-mail, and have access to individual consultations that are consistently advertised and conducted throughout the year, there is no significant increase in neither training nor teaching mobilities. International Exchange Information Sessions, held at the beginning of every semester, accommodate the promotion of mobility, sharing of best practises between faculty members, and Q&A.

**Table 3.8. Teaching and training mobility.**

	13-14	14-15	15-16	16-17	17-18	18-19	Total
No. of outgoing teaching mobilities	7	16	15	16	25	25	96
No. of incoming teaching mobilities	11	10	7	10	2	2	41
No. of outgoing training mobilities	3	5	6	2	5	5	24
No. of incoming training mobilities	0	2	9	2	2	2	16

EBS expects its faculty to encourage student mobility by promoting exchange opportunities in their classes and during International Days. In autumn 2020, the university shall launch an ambassador scheme, meaning there will be a lecturer for each country who becomes an expert in the partner universities of that area. This way, students and fellow staff have someone with specific knowledge to contact who can inform and encourage them.

To strengthen international relations, EBS held a reception in Helsinki in Autumn 2019, where representatives of all our partner universities were invited. The guests enjoyed an entertaining introduction to Estonian culture and EBS representatives, including management, shared experiences, and discussed possibilities for future collaboration. Another example of dedicating time and effort to our international network is the Staff Week, held during

the spring of 2018, for lecturers and staff from our partner universities. The event included interactive presentations, workshops, a visit to EBS Helsinki, and an additional cultural programme. Such opportunities as this event are used to strengthen our collaborations as was achieved for example, through an extension of the cooperation agreement between EBS and Stellenbosch University from South Africa. This, in turn, led to a tailor-made Study Tour organised and conducted by EBS International Office for Stellenbosch EMBA students in September 2019, which received excellent feedback.

### 3.5.4. International staff

Concerning internationalisation, EBS not only focuses on exchange opportunities for faculty and students but also on the actual body of faculty teaching at EBS. Currently, EBS permanent faculty comprises nine nationalities: United States (2), Canada (1), Finland (1), Germany (1), Italy (1), Russia (1), Spain (1) and Estonia (45). For the most recent calls for vacancies, two were filled with international faculty: one in the Department of Economics and Finance and one in the Department of Marketing and Communication. However, candidates are, without exception chosen, according to their competencies, experience, and potential, not nationality. Nonetheless, to diversify the knowledge base, we have a significant portion of new core faculty members with Ph.D. degrees from foreign universities, such as the University of Massachusetts (USA), Copenhagen Business School (Denmark), and the University of St. Gallen (Switzerland).

EBS's international faculty comprise the leading lecturers for around 20% of all delivered ECTS. At the doctoral level, even about half of the courses are thought by international faculty. EBS furthermore has well-established relationships with scholars from ETH Zurich, the University of Turku, the University of Helsinki, and the EHL Swiss Hospitality School in Management, who are regularly participating in the teaching in the EBS doctoral programme. Following the recommendation from the doctoral programme evaluation, EBS has worked to assign either local or international co-supervisors to the EBS doctoral students' projects. Currently, six such co-operation with international co-supervisors, who are affiliated with Monash University (Australia), the Laurea University of Applied Science (Finland), the University of Turku (Finland), and la Universidad de Valladolid (Spain), is set up. To further enhance the international dissemination of research, EBS aims to invite international opponents (external examiners) to the doctoral defences. So far approximately 50% of all opponents have been international.

International lecturers are supported in academic and university-related matters in the same way as locals, and all EBS services, including e-learning support, are available in English and Estonian. EBS is also a member of EURAXESS, which provides information events for our specialists in academic affairs. The gained information is shared with the international staff and Ph.D. students and the specialists provide additional support services concerning adaptation to life and work in Estonia (researcher mobility, career development, social insurance, migration, work laws, etc). Also, international lecturers can contact the assistants for departments and HR for support.

EBS aims to provide a welcoming environment to international lecturers and encourages them to join all activities and events in EBS. Activities, where international lecturers are participating, are held in English. Furthermore, EBS is developing an onboarding process that holds special attention to foreign staff and accounts for their specific needs.

### Areas of good practise:

- The majority of the study programmes at EBS are taught in English, and the International Business Administration (B.A.) programme is the first in Estonia to have the international EPAS accreditation.
- EBS has taken concrete steps to increase student mobility, such as implementing a mobility window, expanding promotional events, development of a comprehensive database about partner universities, and a 20% deduction of the tuition fee.
- EBS has an increasing number of international students. According to informal feedback, international students choose EBS because of the wide selection of courses taught in English, flexibility and personal approach, practical learning and networking opportunities.

### Areas of improvement:

- The number of training mobilities is low.
- Even though there has been a significant increase in full-time international lecturers, they still constitute a minority proportion of EBS faculty.

### Planned activities:

- More communication with staff members to promote mobility is planned. For instance, creating a public in-house database of partner universities' Staff Week and holding more frequent information sessions. In addition, a more systematic and goal-focused approach is implemented: certain partner universities are selected based on the strategic goals of EBS and suitable employees are proposed to visit.
- One of the main tasks of the recently created Talent Acquisition and Development Manager position is finding high quality and motivated international faculty to join the EBS team.

## 3.6. Teaching staff

### 3.6.1. The composition and tasks of the faculty

The composition of the permanent faculty of EBS is reflecting the existing and anticipated needs for teaching, programme and project development, and research. All our faculty, except senior lecturers and lecturers, focuses on both teaching and research. The Employment Rules for the Academic Staff at Estonian Business School sets an indicative distribution of the teaching and research obligation for all academic positions. The senior lecturers and lecturers are engaged mainly in teaching while having a possibility to participate in research activities by personal agreement. Further detail on the structure and composition, including age and gender distribution, of permanent faculty is explained in Section 1.4 of this SAR. The proportions of the tasks of the faculty by positions are shown in Table 3.9. The breakdown of teaching and research hours shown in the table is indicative as it is dependent on yearly personal agreements between the faculty member and the department head.



**Table 3.9. The proportions of the main tasks of faculty since 2018-19.**

	Lecturer/ Senior Lecturer	Assistant Professor	Associate Professor	Professor	Junior Research Fellow	Research- er
Annual work hours	1700 h	1700 h	1700 h	1700 h	1700 h	1700 h
Individual input to the activities of the university <sup>7</sup>	500 h	500 h	500 h	500 h	500 h	500 h
Teaching & programme development	1200 h	900 h	750 h	500 h	600 h	300 h
Research	0	300 h	450 h	700 h	600 h	900 h

Our permanent faculty is complemented by visiting faculty from industry and partner universities to enrich student learning experiences and enhance their development by connecting theory and practise. The inclusion of visiting faculty (practitioners and academics) allows EBS to offer diverse practical hands-on classroom experience. EBS also applies these professional qualifications both in teaching and programme development since they complement the traditional research-based approach.

In 2018-19, 61% of visiting faculty at EBS were Estonian in origin and 39% international (Table 3.10). The distribution of visiting faculty between disciplines is relatively proportional to the distribution of permanent faculty between departments, except industry-rich topics like entrepreneurship and management. The average age of the visiting faculty has decreased slightly, and there are fewer Ph.D. holders compared to the permanent faculty reflecting the overall trends of the start-up industry.

**Table 3.10. The composition and structure of visiting faculty.**

Visiting faculty	13-14	14-15	15-16	16-17	17-18	18-19
Total number	68	83	89	96	95	82
FTE	12.88	17.94	16.8	16.38	16.58	11.82
Average age	44	44	44	43	42	42
Internationals	15	26	27	29	36	32
Estonians	53	57	62	67	59	50
% of male	59%	55%	55%	57%	59%	63%
% of female	41%	45%	44%	43%	41%	37%
% of Ph.D. holders	22%	27%	25%	18%	23%	21%
Distribution by disciplines:						
Economics & Finance	13	12	9	8	15	10
Marketing & Communication	20	26	29	33	30	22
Management & Entrepreneurship	31	40	49	52	43	45
Languages	4	5	2	2	2	2
Methods	0	0	0	1	5	3

### 3.6.2. The recruitment, development, and evaluation of the faculty

EBS envisions to be not only a competence centre for its students and alumni but also offers extensive self-development opportunities for its staff and faculty. EBS seeks to develop the skills of its people and encourage self-motivation continuously. According to the EBS development plan, 2019 - 2023, our team (faculty and staff) is international, involved in consultancy, research and development activities, proficient in the modern study and instructional methods, analytical, motivated, open to experiments, and ethically minded. Additionally, the aim of EBS is that the faculty, staff, and students use state-of-the-art e-learning solutions and that their user experience corresponds to the user experience of the world's best comparable e-environments. By the year 2024, EBS aims

to have an effective staff and faculty development and motivation system. All the talent acquisition and management activities EBS has undertaken since 2018-19 stem from the aforementioned long-term aims.

Since 2017-18, EBS has been focusing on employing highly qualified experts with international experience in full or part-time permanent positions. Earlier, EBS hired only in Estonia via traditional means like newspapers and local job-portal ads. Hiring internationally is time-consuming, lengthy, and often challenging due to the Estonian salary level and the country's geographic position, but EBS is making gradual progress (see Table 3.11). The average competition per position was almost non-existent until 2017 when EBS knowingly started to recruit through inter-

7. This covers a wide range of institutional activities, including representation of the university and conducting non-commissioned research projects.

national portals (i.e., EFMD, EIASM, INOMICS, EURAXESS, AKADEUS, ResearchGate) and promoting open positions through the networks of the faculty. EBS uses more than 10 different job portals, but most of the candidates come through EURAXESS, AKADEUS, and ResearchGate. The

most attractive positions have been a Lecturer for Marketing position and Professor of Finance, where EBS received applications from all over the world. The efforts in international recruitment will be continued to gradually improve the composition of the EBS faculty.

**Table 3.11. Competition for open positions 2013-19.**

CALL FOR POSITIONS	13-14	14-15	15-16	16-17	17-18	18-19
Open calls	11	10	19	20	11	15
Submitted applications	10	15	26	34	16	178
Positive decisions	7	10	13	14	8	8
Contracts signed	7	10	13	13	8	7
Incl. international hires	0	0	2	1	0	2
Average competition	0.9	1.5	1.36	1.7	1.45	11.87

In terms of the development of faculty, EBS emphasises the continuous development of both permanent and visiting faculty, and established an ongoing process in January 2020 that is regulated in the EBS Faculty Development Plan. The faculty development process aims to contribute foremost to raising faculty competencies and skills development for improving teaching and learning quality, but also to change mindsets (a sense of initiative, an entrepreneurial approach, self-motivation, a readiness to embrace disruption in education). The in-house approach to faculty development is based on student feedback (including supervision of the final thesis), results of annual performance appraisal, analysis of syllabi, EPAS, and other accreditation recommendations, and programme development needs. For the past three years, EBS involved doctoral students more systematically in both teaching and development activities to prepare them as possible future faculty members.

In the academic year 2019-20, EBS initiated an analysis of the alignment of the programme and course learning outcomes. The results of this process indicated the need for a systematic revision of the intended learning outcomes, assessment criteria, and teaching methods throughout programmes, modules, and courses. This systematic revision process, however, requires specific competencies and a unified understanding. For that reason, EBS, in cooperation with the University of Tartu, organised several in-house thematic seminars and train-

ing, (i.e., the agile method in teaching and learning, assessment, supervision, teaching methods, the role of a university teacher, etc.), throughout the academic year. The aim is to gain a shared understanding of what constitutes high-quality and insightful teaching and learning.

Additionally, EBS is continually monitoring supervision and graduation processes, which have led to the need to critically evaluate and possibly redesign the current processes in this area. To accomplish that, a working group was formed that analyses the graduation and final theses supervision process thoroughly, and will provide suggestions to the management of the university for further developments. The necessary modifications should be implemented in 2020-21.

Since the 2016-17 academic year, EBS also collects systematic data on training (see Table 3.12). Over the years, participation in both internal and external training is growing, but there is still room for improvement. The focus of internal training in the observed period has been on thesis supervision, research skills, teaching skills, and digital competences. For example, in 2018-19, six trainings dealt with the improvement of digital skills for using LMS Canvas. A lot of professional self-development takes place in an international environment through mobility and international cooperation programmes (see Section 3.5) and by participating in research conferences (see Section 3.11).

**Table 3.12. The participation of faculty in external and internal training.**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Number of faculty	49	50	55	59	56	58
Number of internal trainings	2	2	3	1	10	12
Attendances on internal training	N/A	N/A	N/A	19	89	116
Attendances on external training	N/A	N/A	N/A	66	73	108



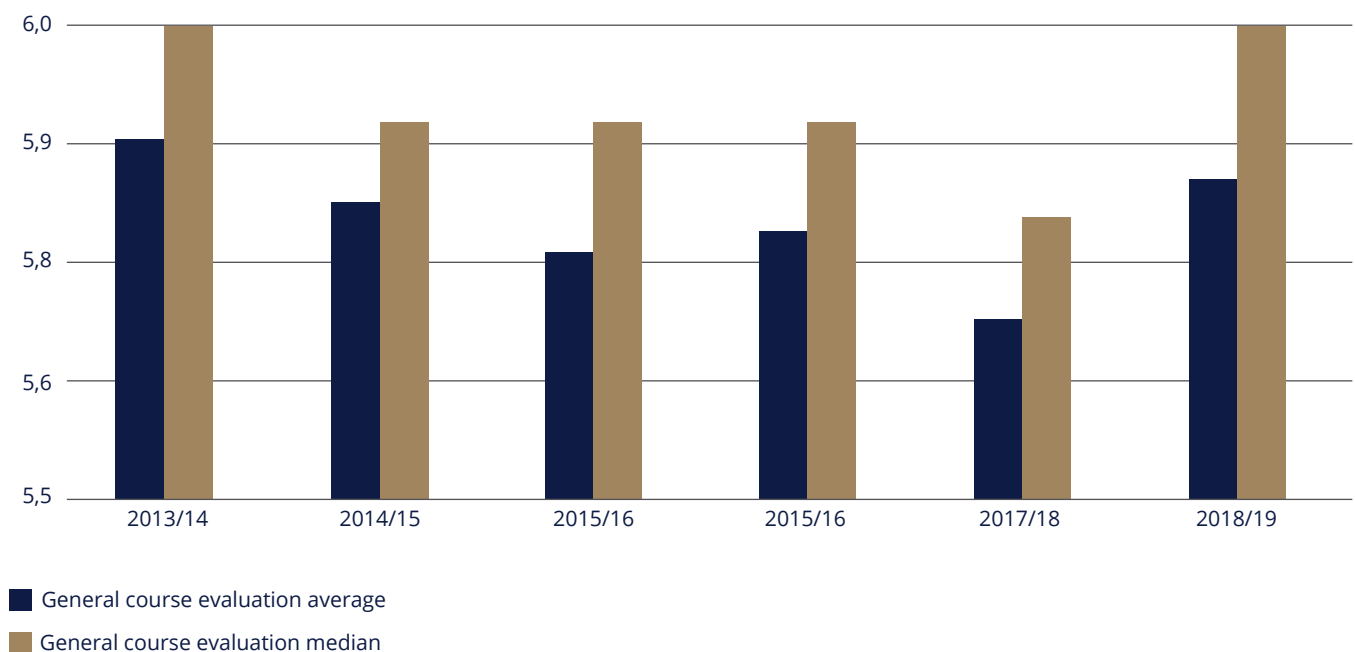
The evaluation of permanent faculty is done through a performance appraisal with the head of their department at the end of the academic year. Besides the reviewed topics like teaching, research and development, and consultancy activities, student feedback is an integral part of the annual appraisal. At the end of the appraisal interview, a development plan is prepared for the upcoming year to either reach new goals or improve in certain identified areas highlighted in the feedback.

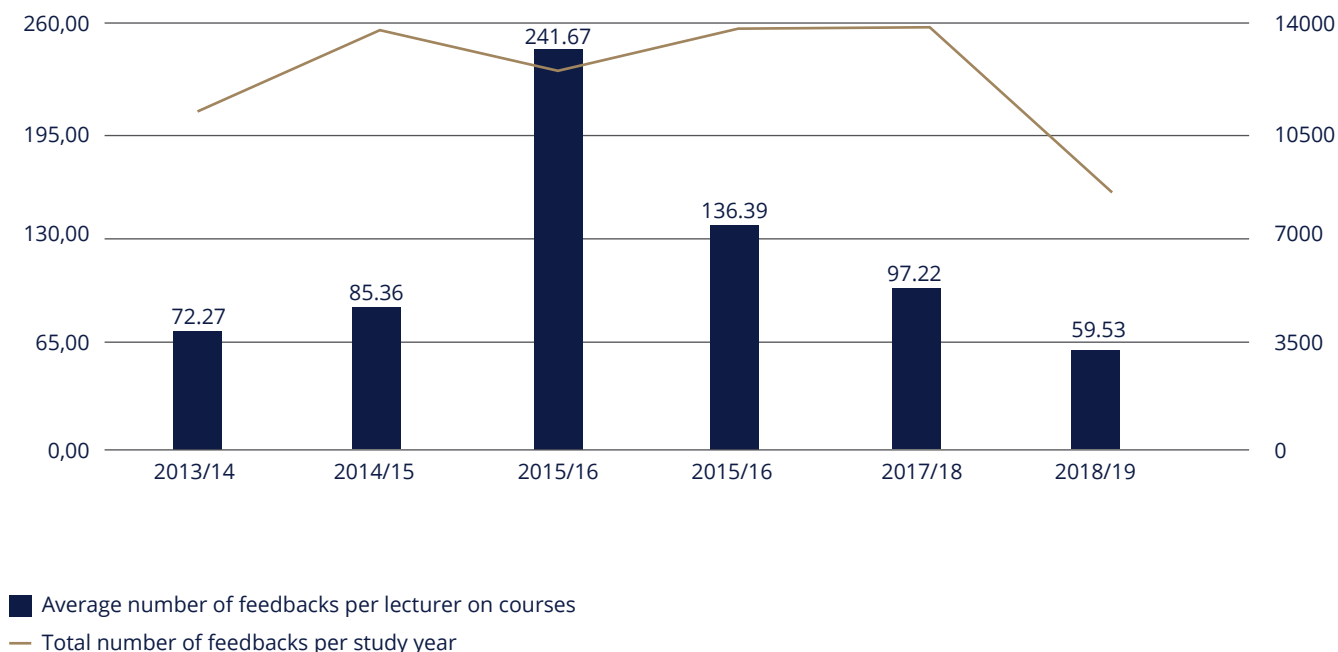
At least once every five years, all of the faculty at EBS undergo a more comprehensive evaluation. This evaluation process assesses the effectiveness of the faculty members' teaching as well as research and development work, the effectiveness of student supervision (including doctoral students), development of their lecturing and supervisory skills, international mobility, and other work experience in their fields of expertise outside EBS, e.g., consulting. The components of this evaluation are a self-analysis report, the evaluations of the immediate supervisor, and student feedback (see Employment Rules for the Academic Staff at Estonian Business School). The evaluation results are used to decide on the conformity of faculty member's activities with the requirements for the respective academic position profiles, including promotion. If the requirements are not met, the evaluation board can either propose to change the conditions of the faculty member's labour contract, including termination of the contract, or make recommendations for improving the results in an agreed period.

The development of teaching skills and student satisfaction with the teaching quality are measured at the end of each semester via feedback questionnaire. The survey covers topics like the lecturer and student contribution to the course,

or the student's general satisfaction with the course. The evaluation is done on a Likert scale from 1-to-7 with 1-point interval possibilities from strongly disagree (1) to strongly agree (7). The feedback forms are available in LMS Canvas after the end of each course, and the answers given by the students are anonymised both in the view of the lecturers and the administration. Figure 3.1 illustrates the given feedback throughout the observation period and shows that the evaluation of the teaching staff done by the students has been on a very high level, never dropping below an average of 5.69. However, if the distribution of the grade and the median of all the given evaluations is considered, it can be seen that more than 50% of all the students evaluate the courses remarkably higher than the average. The median, separating the upper and the lower half of evaluations, is always at least 0.08 points higher than the average, meaning that we have the same total amount of evaluations but distributed over a broader range of evaluation values (the data is skewed to the left). These results are in so far very positive since, over the whole observation period, EBS collected at least 8,453 responses on course evaluations (2018-19) with a maximum of 13,708 evaluations possible for all the courses given collected in 2017-18 (see Figure 3.2). The minimum average number of reviews of the courses our lecturers received was in 2018-19, with approximately 60 responses per lecturer. In 2015-16, EBS lecturers received an average of roughly 241 evaluations for their courses, enabling EBS and the lecturers to draw from a significant number of observations to improve the courses and teaching of the students. The Office of Academic Affairs analyses the aggregated feedback and forwards it to the heads of departments, heads of programmes and heads of graduation committees, and to the management. Faculty members can access personal feedback in LMS Canvas.

**Figure 3.1. General course evaluation 2013-2019.**



**Figure 3.2. Feedback numbers per lecturer and total.****Areas of good practise:**

- High student satisfaction with the quality of teaching.
- Slow but continuous internationalisation of the faculty.
- Involvement of practitioners in the teaching and thesis supervision process.

**Areas of improvement:**

- International recruitment is too low, despite EBS' efforts.
- The average age of the permanent faculty should be kept at approximately the same level.
- Faculty development needs to be systematically implemented and planned according to student and staff feedback.

**Planned activities:**

- Placing continuous and systematic effort on international recruitment with the help of a Talent Acquisition and Development Manager and by utilising the existing networks of faculty.
- To further engage younger generation scholars (also as Junior Research Fellows) to warrant sustainability and decrease the average age of the permanent faculty.
- Yearly faculty development plan with internal trainings will be announced at the beginning of each academic year to allow higher participation. Need for external trainings will be more systematically mapped in the new HR database (planned implementation at the end of 2020).

## 3.7. Study programme

### 3.7.1. Programme management

The objectives of EBS programmes are guided by the legislation of the Estonian higher education system stipulating universities running programmes on all three levels of academic studies, and by the EBS mission to provide enterprising people (today's and future managers, international entrepreneurs and specialists of different business disciplines) with skills and values for its successful implementation.

In restructuring and developing the programmes according to the strategic objectives of the EBS development plan, the areas specified for improvement from accreditation reports and the expectations of our stakeholders have been followed. All EBS programmes are fully compatible with EHEA requirements. Meeting the standards and guidelines of national and international accreditation bodies (including EQUAL guidelines about quality assurance and development in higher business and management education) has been incorporated into the EBS quality assurance process.

The practical relevance and pursuit of bridging a gap between theory and practise, while increasing the employability of the graduates, have always been one of the key guidelines for the EBS programme development. According to the judgement of the EBS graduates and their employers, the programmes

have a good reputation both in Estonia and internationally. Often the suggestions of alumni and corporate partners have served as a starting point for the major improvements in the programmes, such as the design of a new internship concept in the bachelor programmes.

The content and organisation of practical training support the achievement of learning outcomes of the study programme and meet the needs of all stakeholders. Two of these stakeholders are the EBS Alumni Advisory Boards in Tallinn and in Helsinki, which have been founded on the initiative of the Rector of EBS. The EBS alumni are also engaged as members of the programme and admission committees, in the promotion of the programmes, as adjunct faculty, and employers of EBS graduates.

The programme design at EBS follows the constructive alignment approach, which is the underpinning concept behind the current requirements for programme specification, declarations of ILOs (intended learning outcomes) and assessment criteria, and the use of the criterion-based assessment. This approach seeks student feedback on the efficacy of the designed alignment between the ILOs and the teaching and learning activities students engage in during a course of study. EBS programmes aim at developing two major sets of competencies:

- Professional competences, such as the ability to apply academic knowledge and analytical techniques in the field of study;
- Transversal competencies, such as team working, communication, problem-solving, creativity and critical thinking, as well as awareness of social, cultural, ethical, and environmental and other issues associated with business practise.

EBS study programmes aim to develop an entrepreneurial mindset and managerial skills by blending theory with business and management practise. The intellectual development of students is strongly supported by the research activities of the faculty.

The quality management of each study level programme lies within the responsibility of the respective head of studies, namely Bachelor's, Master's and Doctoral Studies, in collaboration with the respective councils, namely the Council of Bachelor's Studies, the Council of Master's Studies and the EBS R&D Council. The programme quality management includes:

- Designing, analysing and updating the programme concerning the requirements of the Standard of Higher Education (SHE); international trends and best practises, needs of the labour market and society, and the recommendations of external evaluators;
- Defining the programme objectives, relating the objectives of modules and subjects (courses) to these, and informing the faculty and students of the programme objectives;

- Defining the programme, module and subject ILOs, and the design of the corresponding assessment methods;
- Collecting and analysing the recommendations from EBS personnel, students, employers and alumni for programme development;
- Standardising the assessment and grading criteria for subjects.

The programme (study level) heads are appointed by the Rector's decree. The main responsibility of the programme head is to lead the development of the programme, which includes the following:

- To manage respective studies at EBS, including the programme resources and the budget;
- To draw up and implement a development plan for the programmes;
- To analyse the needs and expectations of the programmes' stakeholders;
- To assure compliance with the standards regarding the programmes;
- To assure the quality of the programmes, including conducting internal assessments and organising external assessments; to report to the EBS Senate and propose changes in the programmes.

The heads of bachelor's, master's and doctoral studies rely on the faculty, administrative and support staff to achieve the objectives of the programmes. The Councils act as an advisory board in the process of the programme development. EBS students, alumni and corporate partners are the key stakeholders of the programmes, whose representatives are the members of the Councils. Student participation in quality assurance is also guaranteed through their representation in the Senate.

The academic departments are responsible for the delivery of high-quality programme modules and the content of courses. The head of the department is a professor responsible for the coordination of teaching and research activities of the faculty in the department, and to ensure the constructive alignment of the courses under the auspices of the respective department. The head, together with the faculty members, reviews/revises the course syllabus, decides on the course literature and finally approves the syllabus.

### 3.7.2. Programme design/review and approval process

The programme design, review and revision are regulated by the EBS Programme Statute. The periodic internal programme review is carried out once a year by the council of the respective studies and reported to the Senate. All amendments to the programmes are approved by the Senate and finally endorsed by the Board of SA Estonian Business School.

The introduction of a new module or field of specialisation in the programme, or modifications in or the withdrawal of them, is coordinated with the Vice Rector for Academic Affairs, with the head of the relevant department, Chancellor, and the Head of EBS in Helsinki. The approved modifications are presented to the Office Manager of Rector's Secretariat to be entered in EHIS and ÕIS.

A modification of the name of the programme or speciality and the introduction or change in the language of instruction is approved by the Senate. A new version of a study programme becomes effective as of the academic year following the Senate's approval, provided that the modifications in the study programme have been confirmed and entered in ÕIS not later than on 15th April. A new field of specialisation becomes effective as of the academic year following the Senate's approval if it has been endorsed by the Board of the SA Estonian Business School and entered in ÕIS not later than on 15th December.

Some of the most important improvements in EBS programmes include the implementation of the mobility window to bachelor programmes, introducing a one-year MBA in Management programme with writing the master's thesis as a team project, changes in the core and specialisation courses of the M.A. programme, and applying the co-supervising approach in the doctoral programme.

#### Areas of good practise:

- The practical relevance of the programmes is high;
- The mobility window implemented in bachelor programmes;
- The programme management system has been improved to enable better coordination between structural units;
- Alumni are willing to contribute to the programme development as well as to the promotion of EBS and the programmes.

#### Areas of improvement

- There are courses in LMS Canvas where the ILOs of the course are not explicitly linked to the ILOs of the programme and assessment criteria; the credit points awarded for the course do not always match the actual workload of the students;
- The current internship concept is not adequately

meeting the expectations of students and corporate partners;

- The effectiveness and efficiency of the graduation process need to be increased, to reach higher student satisfaction.

#### Planned activities:

- The full implementation of LMS Canvas rubrics, to provide that the assessment regime explicitly identifies the assessment criteria and outlines their connection and coherence with the course ILOs and expected workload. Ensuring that all course ILOs are related to the study programme ILOs;
- Implementation of a new internship concept in bachelor's programmes;
- Revision of the graduation processes in comparison with the best international business schools' practise, aiming for a higher quality of supervision and theses, and an even better learning experience for the students.

## 3.8. Learning and teaching

### 3.8.1. Student admission

While Section 1.3 covered the aggregated data about admission, graduation, dropout of enrolled students, and re-enrolment, the following paragraphs are focusing on the admission requirements and procedures, as stated in the EBS Admission Rules. To ensure a motivated, equal and fairly treated student body, admission rules are updated yearly by a rector's decree of Admission Requirements. The specific entry requirements for each programme are published two months before admissions. This way EBS ensures the students applying to EBS are aware of the requirements and show the expected motivation and willingness to grow, as well as the independent thinking EBS seeks in its students before starting the admission process.

A prospective student can find information about the requirements, description of the admission procedure, entrance exams, description and criteria of the admission interviews, frequently asked questions, and country-specific information on the EBS webpage. This creates the opportunity for candidates to prepare for the admission beforehand. The candidates can submit their applications through the online platforms SAIS (locals) and DreamApply (internationals). EBS holds admission interviews in January, May and July, allowing the candidate to choose a suitable time.

Regarding international reach, EBS is part of the state-funded alliance Study in Estonia that promotes the study programmes of Estonian universities abroad and therefore aids in international student recruitment. The alliance also involves the relevant public and corporate

partners, helping to serve the needs of international students better and make better use of their potential in Estonia. The documentation of international candidates and their eligibility is checked with the ENIC/NARIC bureau of Estonia.

Each student candidate is evaluated according to the programme specific requirements. The candidate's academic background is assessed based on previous education and examination results. Additionally, EBS offers the opportunity to take entrance exams at EBS (applies to those who have not taken the required state or certificate exams) and holds admission interviews with all applicants to assess their motivation for applying, their prior learning and current challenges, as well as their future career plans. The objective of the admission interview is to ensure that the candidate fits the EBS profile, find out the needs of the prospective students and their motivation to join our studies, and equip the candidate with confidence that EBS will support their growth and help fulfil their future ambitions. The admission interviews additionally assess motivation, ambition, and argumentation skills. Most of the candidates are highly motivated and have articulated reasons for preferring EBS over the other available universities, i.e. practical and team-based learning, flexibility in choosing a suitable study form, and the opportunity to join the network of like-minded people. Additionally, admission interviews provide prospective students with the first look at their chosen university and allow them to voice their expectations and ask questions about programmes. The admission interview committee consists of lecturers, alumni and current students. The admission interview committee is nominated every year by Rector's decree. If the committee sees the prospective student is hesitant about the chosen programme, they often recommend the candidate more suitable options (i.e., programmes in other Estonian universities). This allows us to reduce dropouts later due to programme incompatibility.

The admission process is led by an admission specialist, who consults prospective students and informs them about requirements, interview structure, and topics that suggest interview committee members to the Rector and prepares them. The Office of Academic Affairs does the final ranking of the candidates based on admission requirements (i.e., results of state exams and international language tests), interview points, and comments. The final admission decisions are made by the Admission Committee, which consists of the Rector, Vice Rector for Academic Affairs, head of the Helsinki branch and the head of the Office of Academic Affairs. Admitted students are enrolled after the payment of the tuition fee and the signing of a study contract. All admitted students could apply for a needs-based scholarship. Finally, a Rector's decree confirms student registration and enrolment.

### 3.8.2. Teaching process and student development

According to a European-wide student survey, EUROSTUDENT VI, 66% of students in Estonia work while studying, which suggests a need for more flexible study forms. EBS has approached that need by offering session-based master's and doctoral programmes. Our bachelor's programmes are available both as daytime and session-based studies, enabling students to arrange their studies along with their other responsibilities more easily, without compromising on the quality of learning and personal development.

The induction of new bachelor's students is organised via information sessions that familiarise them with the values of EBS, the Code of Conduct, expectations for students, practical matters (timetables, study materials, etc.), the structure and organisation of their programme, and explain how specific courses and specialisations can support their career path. These sessions are executed by the Head of Bachelor Studies and study consultants at the beginning of every semester. Additionally, the course "Development of Study Skills" provides practical skills, like time management, study and writing skills, team collaboration and peer-reviewing, for studies at the university. According to their feedback, students feel goal-oriented, in control, self-aware, and positive about their studies after finishing the course.

Master's students have an orientation session before the start of studies where the head of programme and study consultant introduce the organisation of studies, programme possibilities, and requirements. Since autumn 2019, starting master's students get to take a free Hogan Personality test to filter out personal strengths and weaknesses. This allows them to understand how to improve and make their elective module choices. Doctoral student induction is done by their study consultant individually as the student cohort is very small.

Master's and doctoral students start their studies at a boot camp, which is an intensive two-day event held outside of the city away from the university setting, consisting of teamwork tasks and creative workshops. The students with different professional backgrounds get to share their diverse skills and get to network in a non-formal environment. Our experience indicates it positively affects students' performance in class (according to the faculty) and individual learning (according to students). Boot camps have been organised for master's students for the past five years and for doctoral students in the past two years.

The doctoral programme at EBS is session-based. Week-long sessions run four times per year. While the doctoral programme is designed as a four-year programme, the first two years include courses while the second two years are left entirely for working on one's doctoral project. The



doctoral students draft individual study plans, which are updated yearly, together with their supervisor(s) and a dedicated study consultant. The progress to doctoral students' research and studies are evaluated once a year based on the fulfilment of outlined personal plans. Please see also Section 3.10 for student support systems.

### 3.8.3. Implementation of digital and modern teaching tools

EBS has always looked for ways to engage the students in the most convenient manner, for example, by implementing modern teaching methods, providing additional assistance and necessary study materials. Therefore, EBS has also partnered with LinkedIn to give the students free access to LinkedIn Learning for Higher Education to supplement their learning experience. This platform provides high-quality e-learning content for colleges and universities with thousands of existing courses and a constant stream of new courses and updates. The choice to partner with LinkedIn and making their e-learning content available for students was based on aligning goals of focusing on the development of high-demand skills by business professionals and content quality. Several of our lecturers use LinkedIn learning as a part of their teaching process. Modern e-learning solutions, such as the LMS Canvas and LinkedIn Learning, are combined with traditional face-to-face meetings to comprehensively engage students before, during, and after the lectures.

The usage of LMS Canvas allows the faculty to implement several modern teaching, evaluation, and monitoring mechanisms. It also allows the students to prepare for the lectures in their way and timeframe, and complete their assignments within the set deadlines in the online environment. Canvas enables the implementation of blended learning principles, which means using a variety of active learning and teaching methods which enrich students' learning experiences and grant easy and indefinite access to learning materials. Lecturers are encouraged and supported in creating e-learning courses that host multimedia content, rubrics, (multimedia) quizzes, individual learning paths, mastery learning, classroom and studio recordings, student task completion oversight mechanisms, analytics, and discussions. The nature of the course dictates the optimal online content offering beyond the minimum requirements. Although the list of functionalities that are already in use is extensive, there are many more to implement in the future, like for example, self-assessments for students. EBS has used student feedback to improve the course layouts and customise the respective content of LMS Canvas to meet the needs of both student and faculty better. The online environment is well accepted by the students and faculty.

EBS further encourages creativity and innovation via active learning and teaching methods (e.g., creative and problem-solving tasks, project work, etc.), task instruc-

tions, and assessment. For instance, students are increasingly given practical group assignments where the aim, resources and activities are not defined by the tutors. Instead, students are expected to come up with creative solutions among themselves. An example of a specific course cultivating creativity, innovation and usage of digital tools is the Business Simulation DYNAMA course, which is offered to all final-year bachelor's students and MBAs. The course is designed to simulate a real-life management environment and is interlinked with different subjects in the study programme. The competitive DYNAMA game entails a situation where a teamwork-based decision-making process alternates with short seminars that analyse managerial decisions and their impact by the computer algorithm. Graduates have evaluated the course as one of the highlights of their programme.

Most of our lecturers use a flipped-classroom method, giving the students the possibility to gain theoretical knowledge at home and practical value to support the theory during the lectures. The flipped-classroom method is digitally supported by specialised video platforms – Echo360 and Zoom – that provide an integrated experience for audio and video conferencing, as well as wireless screen sharing. Zoom also enables the lecturers to hold real-time, simultaneous seminars and classes in Tallinn and Helsinki. The prevailing belief at EBS is that in conjunction with the necessary support in the classroom, a flipped classroom provides the students with a deeper understanding of concepts, applications, and connections of the content. The Master's-level courses are recorded, which enables the students to review the content of the lectures later, either to repeat the lecture at their own pace or to keep themselves updated in case attending the class was not possible. In the future, EBS would like to start offering the same possibility to bachelor's students. Most recently, EBS renovated its classrooms and opted to upgrade the classroom facilities with smart screens providing further digital and modern teaching tools. Smartboards enable the possibility to save, reopen and complement previous workflows.

Even though several initiatives have been undertaken to support students' development, there is a need for a more systematic approach to applying student-centred learning and encouraging students' self-development.

### 3.8.4. Student satisfaction with the organisation of studies

EBS collects anonymised student feedback to improve the student learning experience, to evaluate the general opinion of students about their lecturers, but also to find out how the students are satisfied with the work of study consultants, library and IT services, and to make corrections accordingly. While students are asked to give feedback on their ongoing studies, graduates are asked to provide feedback on their graduation experience and



the study programme in general. This feedback is forwarded to the heads of departments and study levels and is used to improve the programmes and in opening new or updating existing courses. The students can also give feedback on their satisfaction with the counselling and support they receive from the Office of Academic Affairs as well as the organisation of studies. The feedback is forwarded to the management, head of the Office of Academic Affairs and the Senior Specialist of Academic Affairs. More details on the student feedback are provided in Sections 3.6.2 and 3.10.1.

### 3.8.5. Competitiveness and satisfaction of alumni

Every three years, EBS monitors alumni satisfaction, including quality of studies, and employability with a survey. The last three surveys were conducted in 2012, 2015, and 2018, and the data of the 2015 and 2018 surveys are aggregated here to reflect alumni satisfaction with the quality of studies and alumni employability. In addition to the survey, alumni feedback is gained twice a year at alumni board meetings, which consists of 20 alumni representatives and includes the representatives of EBS (management, heads of programmes). More than half of the alumni have chosen EBS because of its up-to-date programmes and more than 20% due to the reputation of EBS among employers and in society at large.

The decision to invest in an education at EBS has been evaluated very high among alumni – 92% in 2015, and 95% in 2018 agree that the investment has been the right choice. The 8% dissatisfaction with investment in 2015 is due to the lack of content relevance and teaching quality, but it decreased to 5% in 2018. The main improvements in reducing dissatisfaction were the introduction of new programmes, improvements in teaching quality, and hiring international and visiting (including corporate) faculty. As a result, the net promoter score has risen to a high score of 8 out of 10.

Besides the acquired competencies, alumni strongly value the network that has been created and developed during the studies. More than 70% of the alumni consider the network useful for their work and career. Life-long learning is one of the success factors in today's professional life, and about one-third of the alumni are willing to return to the university to acquire new knowledge and skills related to their current and future work. This shows that the investments and the effort that EBS has made in programme development, improvement of teaching methods and faculty development, is creating a positive return that should be further increased considerably.

The EBS alumni employability is to the knowledge of EBS very high, and the only unemployed alumni are employees in maternity leave or people that are either making a career-change and aim to take up new challenges in the international job market. About 20% of alumni have their permanent job position abroad, sometimes in very prom-

inent positions, e.g., the Vice President of Nike Corporation (area: football). Other alumni are working in Estonia for local, regional and global companies and representing a diverse mix of industries and positions, e.g., among them include Madis Müller, President of Bank of Estonia; Piret Mürk-Dobout, Board member of Tallink; Martin Vilgig, Founder of Bolt; and Kaarel Kotkas, Founder and CEO of Veriff. Roughly a quarter of alumni are self-employed entrepreneurs, and about half are working for international companies. Considering the professional level of EBS alumni, besides entrepreneurs, about 10% are top managers and 25% are mid-level managers. EBS alumni are also in very high demand as experts, accounting for almost one-third of all alumni. Roughly one-third has been promoted, received a raise or a better job after graduation, illustrating the worth of an EBS education. Another trend among EBS alumni as employers is that they hire EBS graduates.

#### Areas of good practise:

- Well organised induction of new students and individual student service.
- Considerable investments into and active use of e-learning tools and modern teaching methods.
- Surveying alumni in every three years gives an informative longitudinal panel and enables input into programme and content development.
- Collection of direct alumni feedback via participation at Alumni Board meetings.

#### Areas of improvement:

- Alumni could be even more engaged in teaching.
- Engaging students and faculty even more in blended-learning activities.
- Encouraging the broader use of LMS Canvas course building options.

#### Planned activities:

- Further development of alumni engagement strategy, improvement of the data quality in the alumni database and renewal of alumni survey questions.
- Launching new student-centred, learning-journey based programmes (first launch in Autumn 2020) to enable a better understanding of competence acquisition and in-depth student engagement.
- Continuing topical internal trainings on LMS Canvas.

## 3.9. Student assessment

### 3.9.1. General principles of assessment

Clear and transparent student assessment is an integral part of the teaching and learning process on all levels of higher education. Meaning, all parties must be able to understand the level of acquired learning outcomes, i.e., knowledge, skills, and attitudes. EBS is consistent in requiring syllabi that contains assessment criteria and procedures from both permanent and visiting faculty. The short version of the syllabus is available in the student information system (ÖIS) before the course enrolment period and the extended version of it with exact deadlines and assignments in the LMS Canvas latest two weeks before the beginning of the course. The syllabus is created by the faculty member in charge of teaching the course and approved by the head of the respective academic department before being published. A faculty member in charge of the course includes other involved lecturers and guest speakers in the process of developing the syllabus, course assessment tools, and procedures. With this process, the responsible faculty member ensures a coherent understanding of students' expectations and enables a smooth and logical flow of the study programme.

Although the ILOs of the course and the study programme are, in most cases, aligned, student feedback indicates that on some occasions, the connection between the assessment criteria and the ILOs tends to remain unclear. A series of permanent faculty training (see Section 3.6) on assessment-related topics (incl. assessment in the supervision process) was introduced in 2019 to improve this situation. Furthermore, EBS encourages faculty to openly discuss the assessment criteria with the students in the beginning and throughout the course to ensure that all parties have the same understanding of the learning process and expected outcomes. In spring 2019, EBS introduced a new course description template with a separate section for assessment. An initial pilot phase has been conducted in the courses of the Department of Management. The feedback of this pilot will be used to adjust the template to the faculty requirements before it is rolled out university-wide. The introduction of the new template was driven by the need to standardise assessment information, allowing the students to get a systematic, transparent, compact, and comparable overview of the learning expectations and course content. Besides, this approach helps to avoid unnecessary duplication of topics, assessments and drives best practises.

Concerning assessment tools, EBS emphasises the competent implementation of a combination of versatile and relevant assessment tools to allow the evaluation of the obtained knowledge, but also to facilitate the reflection of learnings. Therefore, in addition to traditional quizzes, essays, tests, and presentations, alternative forms of learning like teamwork, case studies by industry practitioners, project work, self-reflection, peer-assessment, ideation, gaming, and experimentation are widely used. Providing continuous feedback on

students' progress is an essential part of teaching and learning at EBS. These methods are time-consuming to apply, and therefore, a fair reflection of the efforts needs to be considered in the workload calculation system, rewarding not only teaching but also the development of course content and set-up.

According to Academic Regulations, students have the right to submit the appeal on examination results within one week after being informed of the examination results. The head of the corresponding department shall arrange the evaluation of the appeal. An appeal will be solved by another faculty member of the given discipline, together with the head of the department. As a result, the grade can be changed or will remain unchanged. In both cases, the student will receive comprehensive feedback about the decision taken.

### 3.9.2. Assessment of final theses and exams

The assessment of final theses and exams takes place according to the Criteria for the Assessment of Theses at EBS and Final Exam Guide and Assessment Criteria, which are confirmed by order of the Vice Rector for Academic Affairs.

The assessment scale of any final thesis ranges from satisfactory (D), good (C), very good (B) and excellent (A) in several categories, e.g., objective of the work, research questions, theoretical approach, and list of references, level of the work, suitability of the research or problem-solving methods (methodology) for the achievement of the set objectives, presentation and analysis of the findings, suitability of the methods for data collection and data analysis, conclusions and recommendations, formatting (including structure and referencing) language, and defence presentation. These criteria should be used as guidelines in the compilation, supervision, review and defence of any final thesis. All final thesis writers have an internal supervisor, who is well-informed of EBS criteria, but they can also additionally involve external consultant if the topic demands that. Before a final thesis is submitted, it goes a pre-defence, where the student gets feedback for final adjustments. All final theses are then appointed a reviewer by the pre-defence committee and have to be presented in a defence, where the grade will be decided. Alternatively, students can take final exams, which are also assessed in the scale of satisfactory, good, very good, and excellent in two categories, which are a written and an oral part of the exam. All students who take the final exam can participate in final exam consultations where the structure/evaluation criteria of the exam are explained.

When students are not satisfied with the procedures of the defence or the final exam, they have two working days to raise disputes by submitting an official appeal, according to the Academic Regulations. The appeal is evaluated and solved by a committee appointed by the Vice Rector for Academic Affairs, and a final decision is submitted by the Rector. It is important to note that one cannot dispute the given grade. Occasionally, students do not appeal to the defence

procedure but rather issues with the supervisor and supervision process. If these appeals are found to be grounded, then the student is granted a tuition discount and a new supervisor is recommended. If the appeal concerns the final exam, then the whole exam and its procedure are reviewed. Since most final exam appeals concern the oral exam, all defences and oral exams are recorded to allow transparent and justified decisions to appeals.

### 3.9.3. Evaluation of doctoral students

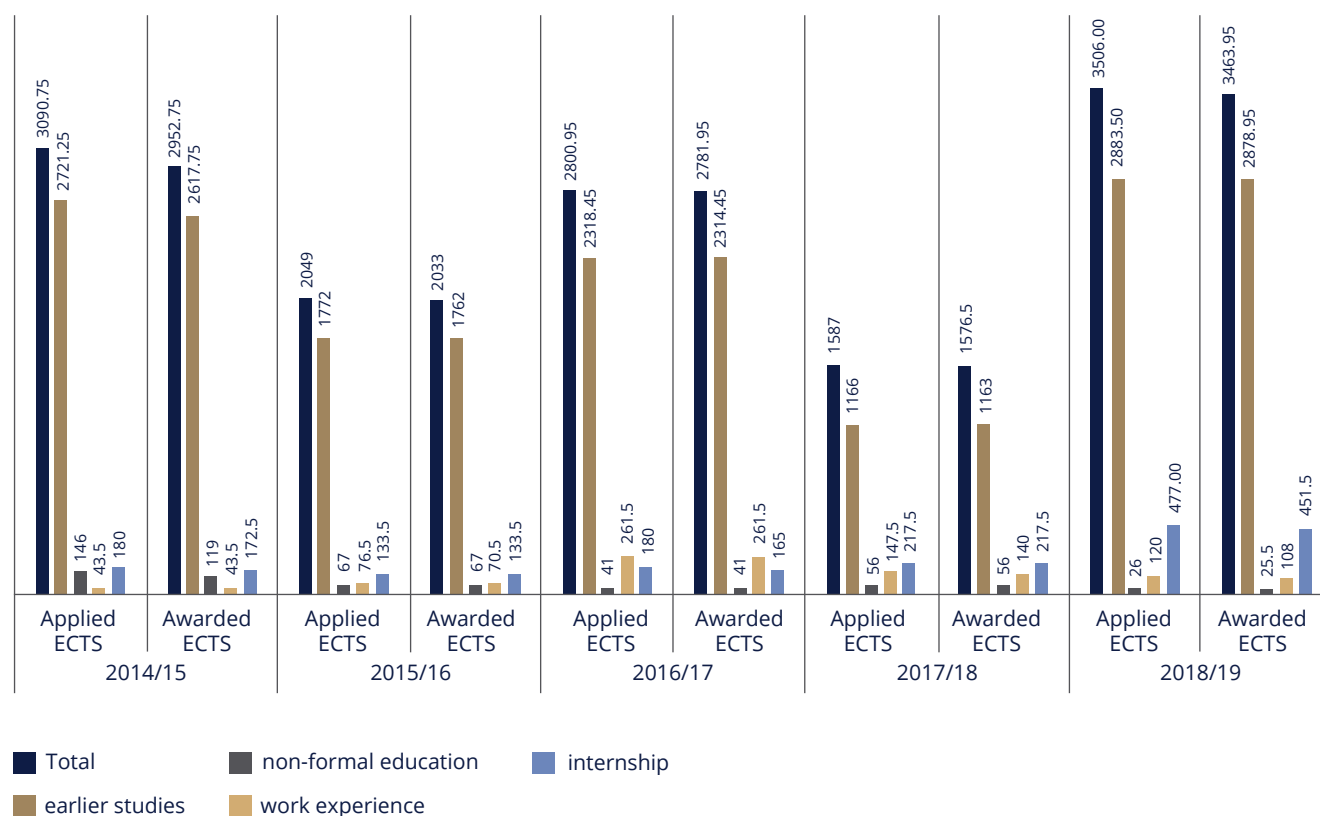
The evaluation of doctoral students focuses on the progress with their studies and research during the academic year based on their individual study plans. Such an evaluation is performed once per academic year in September by the EBS Research Council according to the Evaluation Procedure of Doctoral Students except when students are on academic leave. Impartial evaluation gives the doctoral student a possibility to voice their concerns regarding not only their progress with research activities but also the supervision process. The students are informed of the time of the evaluation at least one month before the evaluation. Results of the evaluation are reflected in ÖIS in credit points, and the students are transferred to the next year if they have complied with the requirements set in the individual study plan.

### 3.9.4. Accreditation of prior and experiential learning

In the fulfilment of the bachelor's, master's, and doctoral pro-

gramme, EBS recognises prior learning and professional work experience according to the principles provided in the Standard of Higher Education. The accreditation of prior and experiential learning (APEL) is carried out according to Academic Regulations and regularly used by the students. EBS believes in lifelong learning and does not require students to pass all courses in-house; if EBS is requested to recognise non-academic courses, however, the students pay a 50€ APEL application processing fee. The transfer of credits that are based on previous academic learning via APEL procedures is free of charge. Students that like to transfer credits based on work experience are required to pay 25€ per credit point. All applicants are advised by the study consultants before submitting applications to ensure accuracy and the guidelines and application forms, including the transfer of internship, are available in the student intranet. The evaluation of applications is conducted based on the requested transfer and divided into three options: 1) if the application is based on work experience it will be assessed in the corresponding academic department, 2) if the application is based on previous academic education it will be assessed by the Head of the Office of Academic Affairs, 3) if the application is about transferring an internship, then the internship supervisor will assess it. The most challenging part of the APEL for students is self-analysis. Average or low quality of the self-analysis is the most common reason for rejection. Figure 3.3 provides a more detailed overview of these APEL applications.

Figure 3.3. The volume of APEL by categories 2014-15 – 2018-19.



**Areas of good practise:**

- A wide variety of assessment methods.
- Clear assessment criteria for final theses and an exam available to all students.
- A personal and flexible, yet fair, approach to student assessment.

**Areas of improvement:**

- Alignment between assessment tools and criteria with course learning outcomes varies between courses and creates confusion for students.
- Training the faculty (including visiting faculty) on the variety of assessment tools and their use.
- Improving a unified and shared understanding of the final theses and nature of the examination (set-up, requirements) and assessment criteria among faculty and students.

**Planned activities:**

- Internal lecturer training series that started in 2018-19 includes practical training sessions for the student assessment and constructive alignment. The training series will also continue in the future. Additionally, a faculty summer seminar in June 2020 encompasses a day-long assessment training, where faculty will work with their actual course to improve the assessment methods and criteria.
- EBS will implement a systematic analysis of course syllabi starting in August 2020. This allows the mapping of courses that need improvement in terms of constructive alignment, assessment methods and criteria.
- EBS also plans to share best practises and currently is designing the format for this forthcoming exercise.

In case the study consultant, for some reason, cannot provide the necessary solutions for the student, the problem is handled by the Head of the Office of Academic Affairs. If a solution still cannot be found, it is taken to the Vice Rector for Academic Affairs. On questions regarding the content or methodology of teaching and learning, the student is expected to approach the respective faculty member.

One of the advantages EBS has in the Estonian higher education landscape is that choosing part-time studies is not affecting students financially. In Estonian public universities, the student has an obligation and pressure to pass all the courses at all costs to keep their state-financed study position (required study results for state-funded study positions is 30 credit points per one semester). Providing opportunities for part-time studies meets a clear need in society (according to the EUROSTUDENT VI survey, 66% of students in Estonia work during their studies). A distinctive feature of EBS is that it supports students' learning at a self-selected pace allowing a flexible combination of work, studies, and private life. About 30% of the student body studies with a part-time study load (23% of bachelor's students, 36% of master's students; 2013-18 years average). The study consultants compile personal plans for part-time students and advise them during their studies, e.g., help them to plan an expected time frame to fulfil the selected study programme and assist in finding suitable substitute courses if the programme has changed.

All programmes at the bachelor's level include the course "Development of Study Skills." In this course, students learn about time management, how to study more efficiently and effectively, about academic ethics, how to avoid procrastination, how to cope with stress or motivation loss, and where and from whom they can get extra help if needed.

## 3.10. Study support systems

### 3.10.1. Student counselling and support system

Supporting the personal development of the students of EBS is crucial to the university and consists of two distinct elements. First, personalised support for students is organised and offered by study consultants, who are the student's first point of contact for whatever issues may arise. Second, student tutoring is organised and carried out by the faculty. All students have their personal study consultant, whose primary responsibilities are to advise students on their studies (e.g., help with course declaration), help them to choose a specialisation and elective courses, and provide them with answers concerning scholarship schemes, academic leave, and personal and financial issues. The study consultants prepare individual study plans for students, administer the process of credit transfer, and advise them on recognition of work experience as part of the studies.

EBS encourages the use of the Estonian Unemployment Insurance Fund Career Centres for career counselling, which offer free of charge services, also in English. However, EBS also provides both local and international students with personal counselling services provided by the EBS Career Counsellor, who offers support for developing self-knowledge, mapping career aspirations, and opportunities, making career-related decisions and helping to plan a future career. In addition to discussions, the career service may exercise various methods and techniques to improve the career skills of those interested in counselling. The Career Counsellor offers support regarding the practicalities of job seeking or internship opportunities. One way to do so is to share information on career events, job fairs or Open Days from different companies so that students can engage directly with potential employers, attractive jobs, or exciting career opportunities. All the information about the available

services related to career counselling is also shared via the students' intranet.

EBS does not offer psychological counselling on-site, but it provides the necessary contacts in a specific section on the topic on the EBS Student Intranet. Often students turn directly to their study consultants, who then advise them on getting necessary professional help.

With regards to support for international students, there is a tutoring system in place at EBS, where second- or third-year students provide personal guidance to freshmen (student buddies). The International Club, under the Student Council, is organising the tutoring system in close cooperation with the International Relations Office.

Supporting and assisting outgoing and incoming exchange students falls under the responsibility of the Office of Academic Affairs. In the case of outgoing students, the EBS Erasmus+ Coordinator aids the outgoing students to find the best school to meet their interests and helps them to apply for a respective scholarship. The study consultant helps these students to put their study plan for mobility together to ensure it meets the requirements of their study programme at EBS.

The incoming Erasmus students are advised on their studies at EBS by the study consultants. The general principle of EBS is that both international and exchange students receive the same high level of support and assistance as local students.

The student feedback survey already mentioned before also includes several questions on the support systems and services provided by EBS; the topics encompass feedback on the Office of Academic Affairs, the library, the campus, and IT services. Examples of these open-ended questions in students' feedback are:

- Looking back at the autumn semester [year], are you satisfied with the study department in advising the students and in arranging the studies (timetables, examination plan)?
- Are you satisfied with the supporting equipment for studies (computer class)?
- Are you satisfied with supporting equipment for studies (library)?
- Are you satisfied with the condition of classrooms and other facilities? What could be changed or added? Your ideas are welcome!

Based on students' feedback, EBS has improved the Wi-Fi system, added additional power outlets into classrooms (to enable broader use of laptops and tablets), included vegetarian food in the cafeteria menu and widened its take-away food selection. Additionally, the EBS campus renovation during the summer of 2019 has sig-

nificantly improved the learning environment. Students now have access to open study areas, while the lack of shared common working space was previously one of the most frequently raised issues in student feedback. In addition to formal critiques, our students are welcome to give informal verbal feedback, and they use this opportunity regularly.

### 3.10.2. Dropout and discontinuing studies

Improving the programmes and support mechanisms for students helps to address the needs of the students, but EBS, like any other university, still needs to be highly aware of the study activities and study behaviour of their students. Therefore, the EBS study consultants actively monitor the students' academic progress, and in cases where they see signs of a possible dropout or other issues, counsel the student on how to stay on track (compilation of individual study plan, temporary leave, counselling, etc.). The monitoring of this academic progress provides EBS with transparent numbers of the average study time of the students (see Table 3.13). While the general average period of studies is one semester longer than a nominal period of studies, EBS does not register a significant difference in study activities. The prolonging of the period of studies is usually related to thesis writing that tends to take longer than initially expected.

In 2018, EBS added a graduation module into its bachelor's programmes. The preparation for the final thesis begins in the first semester with the course "Development of Study Skills" and continues in the second year with the course "Research Design", and the courses "Qualitative Research Methods" and "Quantitative Research Methods", which are taught in the third year. Similar changes were implemented on the master's level, e.g., the course "Research Design" was added to the M.A. programme.

In the MBA programme, writing the master's thesis as a team project has had a good impact on graduation within the nominal study period. Since in the field of business studies programmes tend to be very similar at different universities, and it is easy for students to transfer credits from previous studies. As a result, students that use APEL may complete their studies before the end of the nominal study period.



**Table 3.13. The average period of studies in academic years by study levels.**

Level/Beginning of studies	13-14		14-15		15-16		16-17
<b>Bachelor's studies (nominal period)</b>	3.52 (3)	3.76 (3.5)	3.39 (3)	3.87 (3.5)	3.33 (3)	3.58 (3.5)	n/a
<b>Master's studies (nominal period)</b>	2.99 (2)	3.33 (2.5)	2.42 (2)	3.41 (2.5)	2.43 (2)	2.75 (2.5)	1.91 (2)
<b>Doctoral studies (nominal period)</b>	2.5 (4)		5 (4)		3 (4)		n/a

Concerning the proportion of dropout, the average number of dropouts at EBS is slightly lower than at other Estonian universities in the Business and Administration study programme group: 12.23% at the bachelor's level and 13.20% at the master's level in 2017-18 (see Table 3.14). However, the overall proportion of dropouts at EBS increased in 2018 compared to previous years.

**Table 3.14. Proportion of dropouts.**

Programme	13-14	14-15	15-16	16-17	17-18	18-19
International Business Administration B.A.	15.24%	13.91%	13.22%	13.01%	12.28%	17.65%
Entrepreneurship and Business Administration B.A.	16.39%	15.25%	16.07%	11.88%	12.94%	18.12%
Business Administration and Languages B.A.	14.94%	14.47%	13.04%	8.70%	7.89%	9.80%
Bachelor's level TOTAL (Estonian average)	15.63% (17.74%)	14.43% (20.99%)	14.31% (16.42%)	12.26% (15.3%)	12.23% (14.97%)	17.47% (n/a)
International Business Administration M.A.	18.47%	17.03%	19.47%	21.08%	13.48%	18.49%
International Business Administration MBA	16.10%	27.27%	14.06%	16.81%	25.64%	30.19%
Business Communication M.A.	5.00%	0.00%	20.00%	25.00%	0.00%	100.00%
Business Innovation MBA	-	0.00%	6.67%	0.00%	0.00%	18.18%
Entrepreneurship MBA	-	9.30%	7.04%	13.25%	8.33%	21.74%
Management in Digital Society MBA	-	-	-	-	4.00%	9.52%
Master's level TOTAL (Estonian average)	17.09% (17.1%)	18.78% (22.32%)	15.16% (17.75)	17.23% (15.27%)	13.20% (15.83%)	19.45% (n/a)
Management Ph.D.	11.90%	12.50%	6.25%	10.71%	10.00%	14.29%
Doctoral level TOTAL (Estonian average)	11.90% (14.75%)	12.50% (13.56%)	6.25% (10.81%)	10.71% (11.17%)	10.00% (15.34%)	14.29% (n/a)
<b>TOTAL</b>	<b>15.99%</b>	<b>15.54%</b>	<b>14.29%</b>	<b>13.50%</b>	<b>12.37%</b>	<b>17.76%</b>

The analysis of the reasons behind dropouts indicates three main reasons: not registering for studies, financial difficulties, and not fulfilling the part-time study load. In 2017, 45% of bachelor's and 54% of master's level dropouts were caused by simply not registering for the studies. In 2018, these numbers dropped to 35% and 50%, respectively. In most cases, the reason for not registering is that students have used up their academic leave, but still need a longer break from their studies. The second reason for not registering for studies is the students' inability to submit their thesis in time for the defence.

The overall dropout rate has mainly increased due to students that study with a lower study load than part-time (50% of full-time study load). According to Estonian legis-

lation, those students must be expelled to admit them as external students. While in 2017, 18% of bachelor's and 12% of master's level dropped out due to the aforementioned reason, these proportions were 15% at bachelor's and 26% at the master's level in 2018. The re-admission as external students in 2018 resulted in 49 external students at bachelor's and 11 at the master's level.

The third reason for dropouts, concerning financial difficulties, resulted in 19% of bachelor's dropouts and 5% of master's level dropouts in 2017; in 2018, these rates were 21% and 5%, respectively. A special study loan in cooperation with InBank has alleviated such difficulties related to the financial burden of the studies. EBS launched the cooperation with InBank in 2018 to decrease dropout



rates. In 2018, four students used this option, while in 2019, the number of contracts has grown to 14.

Another reason for dropout is the unsuitability of the programme to the student. However, this dropout percentage is very low – 5% at master's and 6% at the bachelor's level in 2017. One reason for these low numbers is that the already mentioned admission process ensures the suitability of the programme to a particular candidate.

Every second year in the spring semester EBS invites dropouts back to school by informing them that their credits are still valid. EBS presents them the possibility to continue as external students, which is, based on students' questions, the most common argument to come back. Every academic year about 15-27% (20% in 2016, 23% in 2017, and 27% in 2018) of expelled students are re-matriculated and continue their studies.

### 3.10.3. Student participation in extra-curricular activities

To provide the students with an interesting study-life balance, EBS also supports student's extra-curricular activities and participation in various events. Therefore, EBS allocated a fixed annual budget of €25,000 to the Student Council in Tallinn and €10,000 to Helsinki's Student Council. Financial support of €15,000 is provided to the EBS Chamber Choir to cover its performance clothing, choir camp, and the salary of the conductor. Additionally, the Student Council can reward active students with tuition fee waivers in the amount of 120 ECTS per semester.

Furthermore, EBS Student Council offers students specific extra-curricular activities and provides opportunities to take part in the Student Council's work. They operate in six sections: Ebster (a web-based student newspaper), marketing, sport, the investment club, events, and the international club.

In every section, students can take responsibility and initiative, learn about leadership, and improve their teamwork skills. Through active participation in the Student Council, students can acquire their first managerial and teamwork experience. The EBS Student Council organises a variety of events for students; recent ones, for example, were winter swimming and a poker game night. EBS students also participate in the biggest sports event for business schools in Europe, WHU Euromaster. In 2019, both female and male teams reached the top three in a soccer tournament. The Investment Club organises seminars and workshops, where participants can learn how to invest and save money and how to keep control over their finances. The EBS Student Council is a member of the Federation of Estonian Student Unions (EÜL), and the Estonian Quality Agency for Higher and Vocational Education (EKKA). During the years 2016-20, EBS student teams have also participated in the "STARTER" business

idea competition that is part of the Nationwide Entrepreneurship Education programme "Edu ja Tegu" (Deed of Success).

#### Areas of good practise:

- The student support system is well-structured and effective, which warrants a relatively low dropout rate and ensures the average period of studies is only one semester longer than the nominal period of studies.
- Personalised support for students combines with organisational support offered by study consultants and academic support offered by faculty.
- International students are welcomed and receive the same high level of support and assistance as local students.

#### Areas of improvement:

- Improve the availability of psychological counselling for students.
- Further improve the supervision of final theses and the process of their assessment.
- Data quality and data transfer between systems occasionally affect the quality of the student support process.
- The course selection process for students could be easier and faster.

#### Planned activities:

- Creating and manning the position of a part-time psychologist in cooperation with EBS High School starting from academic year 2020-21.
- A working group dealing with the graduation process and thesis supervision and assessment were formed in autumn 2019 and the results will be introduced in spring 2020. Dedicated internal trainings will also continue.
- Launching of a new study information system in 2021 to improve data quality.
- Launching of a new course catalogue to simplify the course selection process.

## 3.11. Research and development

### 3.11.1. Performance measurement and organisation of R&D

The research and development activities at EBS are measured along with eight main performance indicators (see Table 3.15). To obtain a more complete picture of the publication ranking of EBS, the Academic Journal Guide (AJG, former ABS) listing is applied besides the Estonian Research Information System (ETIS) 1.1 category in Table 3.15. By applying this complementary AJG indicator, which is published by the Chartered Association of Busi-

ness Schools and internationally recognised and applied by many business schools, the comparison with international business schools becomes applicable.

Additionally, using the AJG listing enables EBS to set ambitious targets for EBS faculty. As an example, EBS expects publications in the AJG category 2 to improve the impact of the research. In Table 3.15, the AJG category is indicated in the brackets behind the number of published ETIS 1.1 category academic journal articles.

**Table 3.15. Performance indicators of EBS R&D activities.**

R&D performance indicators	2013	2014	2015	2016	2017	2018	2019	Target 2023
No. of defended ph.d. theses	3	1	5	2	1	3	3	5-6
No. of defended ph.d. theses	3	14	20	8	18	19	18	30
No. of ETIS 1.1 journal articles	5 (1xAJG1, 1xAJG2)	7 (1xAJG3, 1xAJG1)	10 (1xAJG3, 1xAJG2, 2xAJG1)	6 (1xAJG2)	7 (2xAJG3, 1xAJG1)	10 (1xAJG2, 3xAJG1)	12 (2xAJG2, 3xAJG1)	18 (at least 30% AJG2)
No. of ETIS 3.1 publications	3	7	10	2	11	9	6	12
No. of Junior Research Fellows	0	2	3	3	3	3	6	12
No. of Ph.D. Students engaged in R&D projects	5	5	11	18	18	16	11	20
Monetary value of new R&D projects	€107,904	€0	€121,723	€365,440	€99,000	€33,230	€139,085	1,5 MEUR
No. of attended international conferences	34	38	27	20	20	23	33	45

The EBS R&D Council, led by the Vice Rector for Research, coordinates R&D activities at EBS. It approves the principles and directions of R&D activities at EBS and gives an initial assessment of R&D project proposals. The final decision on project participation is made by the SA Estonian Business School Management Board.

The EBS research activities, including doctoral research projects, are arranged by thematic research groups, which are interdisciplinary and unite researchers and doctoral students from different departments. These research groups aim at external financing and network building through R&D grant applications, targeting both national (e.g., ETAg, RITA) and international grants (e.g., Horizon 2020, Norway Grants, Erasmus+) as platforms for achieving R&D objectives. Currently, there are eight research groups:

- Organisational Practises in the Digital Age (promoter Professor Mike Wahl);

- Governance of Complex Semi-Public Goods (promoter Professor Meelis Kitsing);
- Creative Industries and Smart Cities (promoter doctoral student Kristiina Urb);
- Labour Market Challenges and Education Institutions (promoter Professor Kaire Pöder);
- Behavioural Consumer Studies (promoter Professor Katri Kerem);
- Intelligent IT Systems in Public and Private Organisations (promoter Professor Peeter Lorents);
- Entrepreneurial Networks in Business Development and Competence Formation (promoter Professor Tiit Elenurm);
- Time and Temporality in and Around Organisations (promoter Associate Professor Kätlin Pulk)
- The research and development plan of EBS also highlighted the need for increased activities regarding conferences and research seminars. During the observed time-period from 2013 to 2019, EBS ded-

icated a considerable amount of emphasis on this topic with great success. For example, jointly with the University of Tartu, EBS organised the European Accounting Association (EAA) conference in 2014, drawing 1,212 participants. Furthermore, from 2016-18, EBS hosted and organised the Estonian Economic Association annual conferences for approximately 100 participants. In May 2016, EBS also hosted, organised and sponsored the Ronald Coase Institute bi-annual workshop in Tallinn with almost 150 participants from all over the world, and the Managing Art with Societal Impact (MAPSI) international conference with 90 participants from 12 countries. Finally, in July 2018, EBS organised and hosted the European Group for Organisational Studies (EGOS) annual colloquium in Tallinn, drawing almost 2,000 international participants. For organising EGOS, EBS received the 'Conference of the Year 2018' award issued by the Estonian Conference Bureau.

### 3.11.2. Results of R&D

Following the recommendations from the previous institutional accreditation, EBS has clarified the requirements and expectations concerning the research activities, taking into consideration the different academic positions and engaged doctoral students in R&D and teaching activities. Although not as a strict rule, an indication, the expected divide between teaching load and time allocated to research is stipulated in the Employment Rules for the Academic Staff at Estonian Business School. Also, EBS has engaged doctoral students more into internal R&D activities. As a result, doctoral students are integrated into the activities of R&D projects as well as to the teaching and final theses supervision processes at lower study levels. The detailed list of doctoral students participating in R&D projects is available in Appendix 3.1 and the list of doctoral students engaged in teaching is available in Appendix 3.2. Further, EBS has integrated doctoral students by increasingly employing them as junior researchers (two in 2013 to six in 2019). From 2013-19, nine doctoral dissertations were defended and published at EBS.

The number of publications is an important indicator in assessing institutions of higher education. In total during the period 2013-2019, there were 57 articles in the highest category 1.1, list available in Appendix 3.3; 91 articles in 1.2, list available in Appendix 3.4; and 52 in 3.1, list available in Appendix 3.5.

The publication policy of EBS was altered in 2017 with an intent to focus more on higher-quality publications, resulting in a reduced effort on ETIS 1.2 publications and an increased focus on ETIS 1.1 and 3.1 publications. The results of this policy change are evident in the before-mentioned appendices. Still, EBS is continuously working to improve its research and publication capabilities and

competence. To achieve it, a monthly in-house research seminar has been organised since 2017.

Another result of R&D activities at EBS is ensuring the increasing quality of teaching. Therefore, writing textbooks and other study materials is also considered a valuable output of R&D. In that respect, EBS faculty members and doctoral students have, since 2013, published three monographs (ETIS 2.1 and 2.2), three textbooks for higher education (2.4), and three books of popular science (ETIS 6.4). Some of them are, for example:

- **Pihlak, Ü.** (2018). Business plan tutorial for starting a business. Business Prana Consulting Group.
- **Blair, S; Rillo, M.** (2016). Serious Work: How to Facilitate Lego Serious Play Meetings and Workshops. London, UK: Promeet.
- **Kiitsak-Prikk, K; Pulk, K; Ateca-Amestoy, V; Holopainen, K; Johansson, T; Jyrämä, A; Karkkunen, A; Kõlar, J-M; Luonila, M; Plaza, B; Pulk, Kätlin; Pusa, T; Ranczakowska-Ljutjuk, A; Sassi, M; Stiller, I; Äyväri, A** (2016). Managing Art Projects with Societal Impact: Study Book for Students, Stakeholders, and Researchers. Helsinki: Unigrafia.
- **Päeva, H.** (2013). Mathematics and Statistics for Business I. EBS Print.

The other important area of R&D at EBS is directed to disseminate scientific findings to the general population. Since 2013, 31 science articles for the general public and eight practise-oriented handbooks have been published. The largest number of applied research is produced in the field of finance and accounting. Additionally and at the request of the Estonian Ministry of Social Affairs, EBS doctoral students have created a manual for developing a supervision system for child protection workers (**Merkuljeva, T; Vesso, S.** (2013). Lastekaitsetöötajatele suunatud supervisiooni süsteemi väljatöötamine. Eesti Vabariigi Sotsiaalministeerium). The most important applied research studies during the period of 2013-19 are listed in Appendix 3.6. There have been no specific research publications (dictionaries, lexicons, atlases, identification guides, criticism) or edited collections.

Participating in international R&D cooperation projects has been an important aspect of the EBS internationalisation strategy as well as the aim of the R&D activities. As a result, EBS took part in 16 international cooperation projects during the period 2013-14 to 2018-19. These projects are usually externally funded; the total monetary value of the externally funded R&D projects for the period of 2013-2019 was €747,890. The efforts of these international R&D cooperation projects produced a total of 12 publications (ETIS 2.5). Generally, the projects can be divided into two groups:

- R&D projects, e.g., Horizon 2020 projects, projects financed by the Estonian Research Agency (ETAG);
- Development cooperation projects, e.g., Erasmus+ KA2 projects and projects funded by the Estonian Ministry of Foreign Affairs.

Even though the development cooperation projects are generally aimed at capacity building of beneficiary partners in certain fields of activity, e.g., human resource development, most of these projects have a strong R&D component. During the reporting period, EBS has been specifically involved in the following six international development cooperation projects financed by the EU:

- Managing Art Projects with Societal Impact, MAPSI (1.10.2013–31.03.2016) (Erasmus LLP),
- Education for Leadership, Intelligence, and Talent Encouraging, ELITE (30.11.2013–31.08.2017) (Tempus/Erasmus+);
- Creative Leadership & Entrepreneurship - Visionary Education Roadmap, CLEVER (15.10.2015–15.10.2018) (Erasmus+ KA2);
- Modernising Human Resources Management in South Mediterranean Higher Education, RISE (1.01.2016–31.12.2018) (Erasmus+ KA2);
- Higher Education Institution for Societal Engagement, HEISE (1.09.2016–31.08.2018), (Erasmus+ KA2);
- Leadership competencies, Lead4Skills (1.09.2016–31.08.2017) Erasmus+ KA2).

In all these projects, EBS doctoral students were involved, and, in most cases, the research topic of involved doctoral students matched with the theme of the R&D project.

The developmental cooperation projects financed by the Estonian Ministry of Foreign Affairs targeted Ukraine and Georgia. In the framework of three projects in Ukraine, three strategic pillars of the Ternopil Business School have been developed at the Ternopil National Economic University. Two doctoral projects were conducted as a part of these projects. Additionally, an interdisciplinary pre-incubation model for product innovation and a co-working space for implementing the model were developed at the Akaki Tsereteli State University, in Kutaisi, Georgia.

To widen R&D activities and increase the R&D profile, EBS is determined to be successful with grant applications for international Horizon 2020 projects. With that aim, EBS recently applied as a leading partner to international projects funding, and although the applications have met the grant requirements (e.g., 'Financial well-being of independent workers' (FinWell), and 'Research Excellence in Education Economics' (RExEE)), EBS has not received a positive financing decision due to the limited amount of resources in the programme.

EBS also participated in national calls. While some projects have not succeeded in getting a positive financing decision – e.g., "Mobile life" RITA1/02-81-03, and "ESTBIO - Sustainable Bioeconomy" RITA1/01-16-03, others have been successful. For example, recently, two projects received a positive financing decision: "Towards gender equality through increased capabilities for work-life balance (WOBACA)" under EU Commission REC-AG-2019 call,

and "Innovative integrated tools for financial literacy education across Europe (EUFin)" under Erasmus+ KA2. The full list of international cooperation projects with more detailed information is presented in Appendix 3.5.

The project WOBACA works towards gender equality and aims at contributing to increased capabilities for work-life balance for both women and men. It develops a series of innovative and interactive tools, tested through a behavioural science lens for their potential, to increase equality by amending practical everyday skills and social norms. The project tries to change attitudes and stereotypes, especially in what concerns sharing of child care. When finalised, the project will produce an analysis of the aspects that hinder the work-life balance or cause discrimination of it and will address most poignant ones. EBS is a partner responsible for the causal estimation of the project impact using experimental data.

The second supported research project, EUFin, is focused on research in the area of financial literacy in five partner countries (Belgium, Netherlands, Italy, Estonia, Slovakia). The EUFin project is innovative in such a way that it can offer a solution to the problems of the participating countries. This project also follows researchers' advice on creating a new educational module concerning financial literacy for teacher training programmes.

Concerning research successes, our recent recruitment of international faculty supports our strategic direction as well as the quality and international dimension of EBS R&D activity. Starting in 2020, two new researchers with doctoral degrees obtained from foreign universities start working at EBS. Also, following the recommendation from the doctoral programme evaluation in early 2019, efforts have been made to assign co-supervisors to our doctoral students. Assigning co-supervisors at the doctoral level, either nationally or internationally, provides important leverage by helping to expand the existing academic network and range of expertise and competence available to EBS.

There are multiple areas in R&D that require further work and systematic effort, i.e. getting the established research groups to work actively, increasing the number of the high-level academic publications to 30 articles annually from which at least 30% corresponds to AJG category 2 or higher, securing the steady flow of at least 5-6 doctoral defences annually, succeeding in international project application and reaching a combined external funding of 1.5 million euros in 2023.

To meet these goals, EBS will continue in-house faculty training and research seminars, introduce seminars for supervisors of doctoral students, establish general R&D work norms to the faculty with a research obligation, and widen both national and international academic networks to have more options for collaboration and cooperation.

**Areas of good practise:**

- The increasing number of projects and project applications indicate the accumulation of research knowledge and research management skills.
- Increasing the number of junior researchers who get experience and financing from international cooperation projects.
- A gradual but steady increase in high-quality publications.
- A proven ability to organise and run international conferences.

**Areas of improvement:**

- A limited number of senior researchers having experience in R&D project management.
- A limited number of supervisors at the doctoral level.
- The quality and consistency of the supervision process of doctoral students to secure a stable but growing graduation rate.
- Better involvement of doctoral students/early career researchers to projects.

**Planned activities:**

- To continue to work on improving skills and competencies to attract and run R&D projects including setting up in-house project writing/management workshops and hiring senior researchers with R&D project management experiences.

- Establishing a stable academic network for cooperation in the supervision of doctoral students, including collaboration in academic research and publishing.
- Establishing a brown-bag research seminar lunches to stimulate in-house cross-discipline research communication.
- Targeted calls for doctoral students to improve the project and Ph.D. thesis match. Establishing postdoc position(s).

## 3.12. Service to society

The twin missions of EBS (see Section 1.1) reflect a higher purpose of service to the society at large, and within it, the corporate world, in a mutually beneficial manner. Therefore, EBS also initiates and implements development activities, which enhances prosperity in the community and disseminate recent know-how in management and entrepreneurship through teaching, training, research, and consulting in collaboration with EBS key stakeholders in society. In return, the collaboration and co-creation with stakeholders enable EBS to bring managerial and entrepreneurship experience and practise from the business community and integrate it into the development of the institution at large. The services by EBS to society are described in Table 3.16

**Table 3.16. Activities and services common and relevant to all EBS key stakeholders.**

ACTIVITY/SERVICE	STAKEHOLDER (ALUMNI, INDUSTRY, ORGANISATION)
<b>Development &amp; implementation of activities</b>	<ul style="list-style-type: none"> <li>• EGOS 2018 Annual Colloquium (incl. doctoral colloquium);</li> <li>• EAA 37th Annual Congress and Doctoral Colloquium in 2014, organised in collaboration with University of Tartu;</li> <li>• Organised Estonian Economic Association (EMS) 12-14th Annual Conference 2017-2019;</li> <li>• EBS 30 anniversary activities throughout 2018;</li> <li>• EBS Choir events: minimum of two public concerts a year;</li> <li>• Centre of Free Economic Thought public seminars: 3-4 times a year;</li> <li>• Usage of EBS library and premises for seminars, public events;</li> <li>• US speaker events 2-3 times a year. Public events in collaboration with the US Embassy and the American Chamber of Commerce.</li> <li>• ACCA partner for official examination Centre;</li> </ul>
<b>Creation &amp; dissemination of know-how</b>	<ul style="list-style-type: none"> <li>• EBS 30: Cyber-Security for Business conference.</li> <li>• Business radio podcast Buum in Kuku radio (2014-19)</li> <li>• Public speaking events: EBS faculty presentations at seminars, conferences in Estonia and abroad;</li> <li>• Visiting faculty and guest speakers at EBS: varies between 68-96 lecturers a year.</li> <li>• Contributing (including finances and facilities) to Edmund Burke Society activities in Estonia. Hardo Pajula, EBS, Professor of Free Economic Thought, is the founder and head of the Edmund Burke Society.</li> <li>• Supporting (facilities and non-financial means) the "VI University Forum on The Challenges and Innovation in the Future of Healthcare" conference, organised by The European Youth Parliament.</li> </ul>
<b>Lifelong learning development &amp; delivery</b>	<ul style="list-style-type: none"> <li>• Development and delivery of customised training programmes;</li> <li>• 1,005 learners trained and 4240,5 ECTS delivered throughout 2013-18, including training 215 teachers and mentors in the "Edu ja Tegu" programme from 2016-19.</li> </ul>
<b>Expertise<sup>1</sup> in boards of organisations</b>	<ul style="list-style-type: none"> <li>• Estonian Association of Employers (Professor Arno Almann);</li> <li>• Doctoral School in Economics &amp; Innovation Council (Prof. Olav Aarna &amp; Prof. Kaire Põder)</li> <li>• Enterprise Estonia (Anto Liivat);</li> <li>• Responsible Business Forum Estonia (Mari Kooskora).</li> </ul>



Our diverse and balanced set of stakeholder engagement activities and services contribute to the development of society by initiating and leading discussions on topical subjects and supporting and developing activities relevant to EBS stakeholders and the community at large. The impact faculty have on society is taken into account once a year at faculty development meetings when evaluating faculty academic work and collaboration with external stakeholders. Over the reporting period, more than 1,000 participants benefited from the life-long learning study programmes. This number shows a positive trend due to new courses, increasing promotion and collaboration with new partners (e.g., Estonian Unemployment Insurance Fund).

### 3.12.1. Stakeholder engagement

Probably the most important stakeholders of EBS are its Alumni. Therefore, EBS is collaborating very close-

ly with its graduates in creating and delivering activities, programmes, and services. The mission of life-long learning is a great anchor point for offering value and a source of growth, especially based on the programme development by EBS. The EBS Alumni Board is the first and foremost development partner representing the network of almost 5,000 alumni and public and private organisations. Among those represented on the board are highly-respected business owners (e.g., Viljar Arakas, EFTEN Capital, Martin Villig, Bolt, Priit Viru, Adcash), top business managers (e.g., Piret Mürk-Dubout, Tallink; Toomas Abner, Pohjola Group; Madis Müller, Bank of Estonia; Rain Laane, Estonian Health Insurance Fund) and top-level experts (Siim Lepisk, SEB; Merle-Liisu Lindma, Microsoft, Julia Bergštein, Ministry of Economic Affairs and Communications). The activities and services that are specific to alumni are presented in Table 3.17.

**Table 3.17. Activities and services targeted to alumni.**

ACTIVITY/SERVICE	STAKEHOLDER: ALUMNI
<b>Development &amp; implementation of activities</b>	<ul style="list-style-type: none"> <li>• Alumni Advisory Board;</li> <li>• Alumni gathering and “think tank” at “Pärnu Juhtimiskonverents”;</li> <li>• Yearly Alumni Dinner;</li> <li>• Alumni Golf in Estonia and Finland;</li> </ul>
<b>Creation &amp; dissemination of know-how</b>	<ul style="list-style-type: none"> <li>• Alumni newsletter;</li> <li>• About 25% of all visiting and guest lecturers are EBS alumni;</li> <li>• Mentors and coaches in MBA programme;</li> </ul>
<b>Lifelong learning development &amp; delivery</b>	<ul style="list-style-type: none"> <li>• 59 alumni trained over the period as lifelong learning students;</li> </ul>
<b>Expertise in boards of organisations</b>	<ul style="list-style-type: none"> <li>• Alumni board represents business owners, top managers, and experts from both private and public organisations.</li> </ul>

EBS is the only university in Estonia with a doctoral programme in management. The EBS doctoral programme attracts doctoral students with industry experience who often enrol intending to find evidence-based solutions for real-life problems in their organisations or industries. As such, the topics of doctoral research have had a broad relevance to the business community and society. Additionally, doctoral research with a high industry relevance has contributed to our programme design and delivery at the bachelor's and master's level.

EBS brings modern management practises to courses and programmes by engaging industry practitioners as guest speakers and mentors. In 2018, EBS joined the Adapter programme – the joint R&D service and training platform where eight HEIs and four R&D companies are developing R&D related products and services for the needs of a specific company or industry. This collaboration enables us to have direct contact with the industry and disseminate EBS' know-how through consulting, product and service development and training. Table 3.18 provides an overview of industry-relevant activities.



**Table 3.18. Activities and services targeted to industry.**

ACTIVITY/SERVICE	STAKEHOLDER: INDUSTRY
<b>Development &amp; implementation of activities</b>	<ul style="list-style-type: none"> <li>• Partner for the association of entrepreneurial women: seminars and network meetings;</li> <li>• Training programme for 45 business mentors and mentees in the Enterprise Estonia programme;</li> <li>• Collaboration with five Israeli HEIs, in the Clever programme, for the placement of Israeli business and technology students in Estonian creative enterprises and organisations during the academic years '16-17 and '17-18;</li> <li>• Member and service provider in Adapter programme (university-industry collaboration platform for R&amp;D projects and training);</li> </ul>
<b>Creation &amp; dissemination of know-how</b>	<ul style="list-style-type: none"> <li>• 18 industry-specific management-oriented doctoral theses;</li> <li>• About 50% of all visiting and guest speakers are from industry;</li> <li>• Extra-curricula programmes for university-industry collaboration: e.g., SEB and idea validation; VW Group FS mobility Strategy in China; X-Culture global programme.</li> </ul>
<b>Lifelong learning development &amp; delivery</b>	<ul style="list-style-type: none"> <li>• 442 lifelong learning students (learners from outside EBS in Table 3.20) trained.</li> </ul>
<b>Expertise in boards of organisations</b>	<ul style="list-style-type: none"> <li>• Statistics Estonia (Urmas Kaarlep).</li> <li>• Association of Entrepreneurial Women (Ester Eomoi).</li> <li>• Baltic Management Development Association (Anto Liivat).</li> <li>• Estonian Business Angel Investor Association (Tiit Elenurm).</li> <li>• Adapter programme (Toomas Danneberg).</li> <li>• Estonian Human Resource Management Association (Piret Masso).</li> <li>• TTK University of Applied Sciences, Board of Advisors (Professor Olav Aarna).</li> <li>• Estonian Economic Association President 2016-19 (Meelis Kitsing)</li> </ul>

Besides the stakeholder engagement with alumni and the offering of courses and programmes, relationships with organisations (see Table 3.19) are a crucial part of the engagement. These relationships are mostly enabled through the participation in boards and working groups by the faculty and staff of EBS. The representation in boards is well-balanced between the private and

public sector. As with the whole stakeholder engagement, the organisational collaboration priorities lie with the life-long learning offerings as well. For this purpose, EBS tries to strengthen its collaboration with the Estonian Unemployment Insurance Fund and other public organisations, such as the Employers Association and Chambers of Commerce and Industry Associations.

**Table 3.19. Activities and services targeted to organisations.**

ACTIVITY/SERVICE	STAKEHOLDER: ORGANISATION
<b>Development &amp; implementation of activities</b>	<ul style="list-style-type: none"> <li>• An internship programme with the Association of Employers;</li> <li>• Development and delivery of a mentor programme with Enterprise Estonia.</li> </ul>
<b>Creation &amp; dissemination of know-how</b>	<ul style="list-style-type: none"> <li>• Five public organisations' specific and management-oriented doctoral theses;</li> <li>• Joint project initiation and execution with Estonian Foresight Centre, e.g., Fabio Filopozzi and Leonore Riitsalu in Human Resource research project;</li> <li>• Visiting and guest lecturers representing organisations;</li> <li>• EBS faculty teaching courses and giving lectures in high schools.</li> </ul>
<b>Lifelong learning development &amp; delivery</b>	<ul style="list-style-type: none"> <li>• 45 learners trained as lifelong learning students via Estonian Unemployment Insurance Fund;</li> </ul>
<b>Expertise in boards of organisations</b>	<ul style="list-style-type: none"> <li>• World Bank and UNDP (Prof. Arno Almann).</li> <li>• Chamber of Service Industry (Toomas Danneberg).</li> <li>• Finnish-Estonian Chamber of Commerce (Sigrid Lainevee).</li> <li>• American Chamber of Commerce (Toomas Danneberg).</li> <li>• Foresight Centre of Estonian Parliament (Prof. Meelis Kitsing).</li> <li>• Estonian Qualifications Authority (Prof. Olav Aarna).</li> <li>• Association of Marketing Agencies (Prof. Katri Kerem).</li> <li>• Edmund Burke Society (Prof. Hardo Pajula).</li> </ul>

### 3.12.2. Lifelong Learning

As a service to society, lifelong learning (continuing education) is promoted and delivered by EBS through EBS Open University, a separate department in the university, and EBS Executive Education, a separate business entity in EBS Group. Lifelong learning offerings in continuing education offered by the Open University, consisting of either existing courses, modules, programmes or tailor-made solutions, are managed by the Open University project manager. The objective of lifelong learning is defined in the current EBS Development Plan, and the achievement of objectives is monitored yearly basis. EBS Open University offers an opportunity to take courses following an individually designed study plan (learning path). Generally, the primary target groups for continuing education are executives and mid-level managers, specialists, public servants, alumni, and students from other universities.

Businesses and public sector organisations mostly order training programmes through EBS Executive Education, while individuals prefer to take discrete courses at the Open University as part of their learning path. The Executive Education branch designs and delivers

theme- and job-specific programmes, and these programmes are not directly eligible for university credit requirements; however, they provide a certificate after the completion. Table 3.20 shows the total number of participants in continuing education by target group, earned credit points per participant, and study year.

The faculty of EBS has also contributed to the content and delivery to the professionals and practitioners-oriented trainings and conferences. For example, EBS accounting lecturer Aet Toots has presented “What Is ACCA Qualification and What Opportunities Does It Provide for an Accountant?” at the conference for accounting service providers “Profitable Growth 2019”, and “Professional English Terminology for (Chief) Accountants and Finance Specialists” at the seminar “From an accountant to a financial advisor” (Äripäev, 2017). Both mentioned conferences are organised by AS Äripäev, one of the main providers of practitioner-oriented conferences in Estonia. In 2018, EBS lecturer in leadership, Ester Eomois, was invited as speaker to the North Estonia Medical Centre (PERH) nursing management conference “An Internal Leader: To learn in order to teach”.

**Table 3.20. Participation in lifelong learning offered by EBS Open University.**

Target group, programme	2013- 14	2014- 15	2015- 16	2016-17	2017- 18	2018- 19
Total No. of ECTS per participant	5.1	5,6	6.0	2.7	4.0	4.0
Total No. of ECTS per academic year	423.5	683	849	754	786.5	744.5
Total No. of open university students	83	122	140	282	192	186
Incl. No. learners from outside EBS	44	73	78	78	86	83
Incl. No. EBS alumni	7	7	5	17	8	15
Incl. No. EBS former students	13	23	27	13	16	4
Incl. No. EBS staff members	5	8	16	13	4	4
Incl. No. learners via Estonian Unemployment Insurance Fund	4	2	4	2	14	17
Incl. No. learners via Entrepreneurship Education Programme “Edu ja Tegu” <sup>2</sup>	0	0	0	145	35	35
Incl. No. international degree students as Free-movers <sup>3</sup>	10	9	10	14	29	28

In collaboration with the Estonian Unemployment Insurance Fund, EBS Open University also offers training courses to registered, unemployed individuals, allowing them to upskill and reskill their competencies to strengthen and increase their level of employability. The increased promotion has resulted in growth in the number of participants in recent years. Considering a mid- and long-term perspective, the Estonian Unemployment Insurance Fund is seen as a strategic partner for EBS to achieve further growth in the number of participants in continuing education and to increase the transition of life-long learning students into degree programmes.

Starting from the academic year 2015-16, the “Edu ja Tegu” (Deed of Success) programme has been a valuable platform for EBS Open University to disseminate know-how of EBS and in return gain market insights and needs in providing mentoring and training courses for the entrepreneurship teachers in general education and lecturers in applied science and higher education.

The staff and faculty are entitled to take up to 6 ECTS Open University courses per year for free. The number of EBS employees taking courses at Open University is varying rather considerably over the years, which could also be

explained by the implementation of staff recruitment and personal development plans. However, as evident from Table 3.20, EBS staff members are taking short upskilling courses as part of EBS internal training programmes provided by internal competence centres and departments.

**Areas of good practise:**

- Extensive and well-engaged stakeholder network;
- a diverse set of activities and services to contribute to the development of society;
- well-regarded Open University courses and comprehensive counselling for choosing suitable life-long learning options.

**Areas of improvement:**

- Even though EBS has a strong network of external stakeholders and alumni, we have not managed to engage university-industry collaboration projects to the external enhancement of revenue;
- The objectives of Open University lack clarity and focus.

**Planned activities:**

- Development of a university-industry collaboration model: design of EBS value offering targeted to external stakeholders' and alumni;
- The marketing and communication of EBS value offering among targeted stakeholder groups and alumni to increase awareness;
- The positioning of Open University as the life-long learning centre for responding the future up- and re-skilling needs;
- The marketing and communication of Open University life-long learning concept among target customers.

# 4. Self-evaluations of the chosen study programmes

## 4.1. International Business Administration M.A.

Name of the study programme	International Business Administration M.A.
The structural unit responsible for the study programme	Department of Management, Department of Marketing and Communication, Department of Finance and Economics, Methods Lab.
The principal compiler of the self-evaluation	Professor Katri Kerem, Ph.D., head of the programme
A brief description of the process of self-evaluation of the study programme and the drafting of the report	The compilation of the report was led by Katri Kerem and includes input from the international office, the academic departments, the department of marketing, and the study department

The master's programme in International Business Administration provides students with a unique opportunity to combine general business knowledge with in-depth expertise in a specialisation (Intrapreneurship & Entrepreneurship, Management in the Digital Era, Data Management, Financial Value for Public and Private Companies, and Strategic Marketing). EBS strongly believes that a solid understanding of all business functions better enables the graduates to take up managerial and specialist positions. The graduates are not only experts in their field of specialisation but are also able to discuss strategic business issues within all the departments of a company.

### 4.1.1. Planning and management of studies

In 2002, EBS recognised the need for specialised business executives in the Estonian labour market. Originally designed as a one-year M.Sc. programme taught in Estonian, further development of the course was needed due to the continuously changing needs of Estonian companies. The programme was re-designed into a two-year M.A. programme (see the current version in Appendix 4.2). With the ongoing internationalisation and globalisation of the labour market, EBS opened an English-language sequence in Tallinn in 2008 and expanded it to Helsinki in 2015. The full programme is taught in English to enable involving foreign faculty and utilise the most up-to-date teaching knowledge and methodologies. The planning and development activities are based on the Programme Statute of EBS and the general standards of EBS, as described in Section 3.7. The current programme is divided into modules: core courses, specialisation, electives, optional courses, and graduation. Planning, developing, monitoring, and

improving the programme is managed by the programme committee, which includes representatives of all academic departments, alumni and a student representative.

#### 4.1.1.1. Programme adjustments

The mission of EBS, to provide the necessary knowledge to students and engage society in life-long learning, dictates that EBS monitors the demands and needs of the society and the economy, primarily its labour market, and adjusts its programmes accordingly. The M.A. programme has been amended so that it provides essential insights to the students and provides graduates, but also society in general, with the tools for life-long learning. During the last three years, all the modules of the programme have gone through specific changes to better ensure this mission.

Feedback from alumni and organisations suggested that an understanding of the strategic applications of IT in all business processes is becoming more important in the job market. This led to the addition of the course on "IT for Business and Management". Additionally, even more changes in the global political landscape occurred in recent years. For that reason, the programme was amended by adding the course "Global Economics and Politics". Finally, the course "Organisational Behaviour" was replaced by "Human Resource Management" to adopt a more strategic approach to managing people in organisations. The specialisations experienced three significant amendments, based on expert and student feedback as well as internal audits. First, since the labour market increasingly merits certifications in financial specialisations, EBS intro-

duced a new version of the finance specialisation module in 2016-17. Together with two recognised experts in this field – Harri Seppänen (Financial Analyst, Finland) and John Playle (Oxford Brookes University, UK; ACCA Fellow) – the module was redesigned based on the learning modules of the ACCA and the CFA Institute. After the first iteration, small amendments to the course content were made, i.e. “Advanced Corporate Finance” was adjusted from 3 to 6 ECTS to reflect the actual workload observed. Additionally, the courses of audit and tax were merged into one 6 ECTS course to avoid fragmentation. The second amendment to the specialisations was introduced due to student feedback revealing overlapping content across courses. These insights led to an internal audit of the specialisation in organisational change and leadership, originally introduced in 2015, by a team led by Ester Eomois, an experienced business consultant and manager and a part-time lecturer at EBS, in 2016. As a result of the content mapping and comparison of course ILOs, most of the courses of the module were altered. In the process, a more comprehensive 6 ECTS courses replaced several smaller courses. The specialisation that received the most amendments in the last three years was marketing management, as the consequences and influences of marketing activities became more important in a broader societal context, including its ethical aspects. Therefore, EBS extended the 3 ECTS course of “Advanced Consumer Behaviour” into a 6 ECTS course of “Consumer Behaviour and Critical Marketing”. The course was developed in collaboration with Prof. Bernadette Kamleitner, head of the Institute for Marketing and Consumer research at WU Vienna. Furthermore, the labour market requires that marketing efforts can be measured. For this reason, in 2017 EBS developed together with Dr. Tabani Ndlovu, Assistant Programme Leader of M.Sc. Marketing in Nottingham Business School, a 6 ECTS course of “International Marketing and Performance Measurement”. With the continuous advancement of the digitalisation of the labour market and new marketing channels, EBS recognised the framework of internet marketing being utilised became too narrow to cover the spectrum of digital marketing. Based on this realisation, two EBS doctoral students – Andrew Sai and Nazari Goudin, experienced practitioners – led the development of an expanded 6 ECTS course of “Advanced Digital Marketing” out of the 3 ECTS course of “Internet Marketing”.

In the last three years, EBS adjusted the thesis module as well. As mentioned in Section 3.10.2, the monitoring of dropouts revealed that a high proportion of students failed to register for studies due to their inability to submit their thesis in time for the defence. This trend was an explicit indication of the need to make changes to the thesis process to better support students in completing the studies. Based on this insight, the 30 ECTS thesis was split into two halves; a 15 ECTS thesis (supervised individual work) and 15 ECTS of taught courses supporting thesis writing. Since 2017-18, the thesis writing process

includes supporting courses like “Academic Writing” and “Research Design”.

Continuous analysis and monitoring efforts also revealed some possibilities to amend the M.A. programme. Since a distinctive feature of EBS is that it supports students’ learning at a self-selected pace, the scheduling of courses have always had a distinct significance at EBS. While the M.A. programme has traditionally been an evening programme, the students often came in after a full working day, drained of energy. Analysing the students’ profiles revealed that their work status would allow them to take a few full days off from work to focus entirely on studies. As a result, in 2017, the M.A. programme was organised into session-based studies. Originally, there were some differences in the composition of the module of the core courses in EBS Helsinki and Tallinn. In 2017, module unification enabled students to take core courses either in Helsinki or Tallinn, based on their preference. Also, students can add a specialisation either in Leadership or Finance and Marketing Thought, in both Helsinki or Tallinn.

#### 4.1.1.2. Planning and management

As a business school with the aim of achieving the status of one of the top-ranked European business schools and to be an opinion leader in the field of business and management in Estonia, it is imperative that the research done at EBS must also be directed to that goal. Therefore, the research activities of the faculty members are all related to business and management, which enables good synergy between the R&D activities and the M.A. programme. Appendix 4.1 describes the research and professional activities of a selection of core faculty members concerning the courses they teach in the M.A. programme.

Additionally, EBS relies on external partners, such as companies, professional organisations, and representatives of partner universities for the development of the programme. However, in order to acknowledge the aggregated viewpoints of the industry rather than the preferences of a single company, EBS closely cooperates with professional bodies concerning external input to the programme; three specialisations that underwent significant amendments are introduced in the last chapter. The finance specialisation, for example, is based on the key competencies identified by the ACCA and the CFA Institute. Both associations design training programmes to meet the ever-changing requirements of the financial sector, and the design of the new finance specialisation is following the logic of these courses. The specialisation of marketing works closely with the Marketer’s Union of Estonia, and since 2019, the head of the M.A. programme is even leading the Marketer Union’s working group on programme development. Lastly, the leadership specialisation has gained valuable input from the experienced EBS Helsinki managers who are members of the Advisory Board.

EBS also relies on its international faculty to enhance the programme development. These faculty members bring in a new level of expertise (all adjunct faculty from foreign universities hold a Ph.D. degree). But additionally, they are willing to engage in long-term collaborations with EBS to enable improvement of the courses and build mutual relationships. Only with their commitment to fully follow the EBS standards of teaching and learning, including developing the content on LMS Canvas and giving feedback to student work, can the programme be properly managed and improved. The enhancement of the programme is also built on cooperation with foreign HEIs on a short-term basis. Inviting faculty from Erasmus+ partner universities to deliver classes as a part of an existing course or to teach an elective course broadens the knowledge base of every participant of the programme, including the EBS faculty. All these insights into international experience and knowledge to determine the future needs for the programme are complemented by the programme team's hard work to identify and forecast employability gaps of students and to provide bridging solutions. As there is lack of specific studies on the skills and expectations match for Estonia or the closer region, this team relies on reports and studies published by leading organisations and think tanks dedicated to the analysis of business education (e.g., EFMD). Another source of insights are business media outlets, like Financial Times Business Education and Times Higher Education, which provide valuable insights into the labour market trends.

Based on all the above-mentioned sources of development insights, the courses' logical sequence is built on the principle "from broad to narrow". Appendix 4.4 describes the sequence and interconnections of the modules. With this principle, the topics at hand are easier to understand and utilise at a later point in time. The course planning, therefore, sets the general and foundational courses at the beginning of the studies and moves to specialised content in later semesters. The logic of specialisations enables the students to combine courses of one topic into a module taught during one semester, thus enabling a specific area focus. Because the logical sequence of the courses is given, the coherence of the courses can be guaranteed by the approval process of syllabi. Any syllabus is created by the faculty member in charge of teaching the course and approved by the head of the respective academic department before being published. Since the specialisation modules are mostly composed of courses from one department, the head of the department can recognise overlaps among courses. Additionally, the faculty can share programme feedback in meetings and yearly evaluations. An important source of feedback comes through study consultants, who are the first-contact point for students facing issues. Recurring problems need detailed attention. In such cases, the study consultant informs the head of the programme or head of the department, who is obliged to solve the situation.

An additional source of feedback, already introduced in this report, is the student feedback on courses at the end of every semester and the annual programme feedback. EBS takes this feedback very seriously, and the head of the department is expected to find solutions and address the taken actions to solve issues in a written report. Unfortunately, the number of students giving feedback to the overall programme has been quite low, specifically for the master's programme at EBS Helsinki. Therefore, in October 2018, the head of the programme approached the student representatives via personalised e-mail to ask for feedback proactively. The aim was to validate whether the changes made to avoid overlaps and improve the specialisation module gave expected results. This proactive stakeholder engagement resulted in some course improvements and some changes regarding faculty. Furthermore, an advisory board meeting dedicated to the master's programme was arranged to validate the alignment of the new developments and industry expectations. Finally, an informal feedback event for the graduating students is organised every spring. At this event faculty can discuss directly with the graduates and get valuable insights into the numerical feedback but also obtain additional improvement ideas. Since EBS aims to become one of the top-ranked European business schools, it needs to compare its programmes with the competition. The last such in-depth comparison was conducted in October 2018. The M.A. programme of EBS was matched against the five programmes of the Financial Times European top 10 business schools as well as against other Estonian HEIs offering similar programmes. The results of these comparisons were presented to the EBS Senate in October 2018. Based on the comparison, it was concluded the programme performs well in terms of the overall content and specialisations. The main areas of improvement were a limited coverage of technology-related subjects, e.g., those involving big data. EBS has reacted to that shortcoming by creating a new specialisation in Data Management for Business, introduced in the autumn semester 2019.

As mentioned before, all specialisation modules are created based on the job market requirements, international higher education trends, and the core competencies of EBS. Based on the recent developments and labour market requirements, EBS introduced two additional specialisations besides the mentioned Data Management for Business, namely Management in Digital Society and Intrapreneurship & Entrepreneurship. These new specialisations are in line with one important cornerstone of EBS: fostering an entrepreneurial mindset in its students. Therefore, an entrepreneurial aspect is embedded in all of the programme's courses via case studies, entrepreneurial cases, and real-life business problems students bring to the classroom. As a significant new way of teaching the entrepreneurial knowledge, half of the content of the intra- & entrepreneurship module will be delivered in real-life startup settings in collaboration with corporate partners.



The M.A. programme is, however, not only designed to provide the students with the best knowledge about certain topics. EBS attaches a great importance to educate its students also in soft skills like self-expression, communication, and teamwork to succeed in the job market. Most courses entail a certain amount of assignments, which are presented in front of the class and are part of the grading scheme of the course. Such presentations foster self-expression skills, for which the students get direct feedback both from their faculty and peers. Knowing how to communicate a specific thought in written form is imperative to graduates in the field of business administration. Therefore, the students are provided with an Academic Writing course to hone this skill. Job market requirements, but also education trends in business schools, put an increasing emphasis on teamwork. EBS also introduced a group simulation into the Strategic Management course, where teamwork is required to succeed. If the students opt for the Leadership specialisation, team skills are at the forefront of their education, which is why they have a dedicated course on managing teams.

Becoming an internationally recognised business school with an outstanding M.A. programme is not only based on the adaptation to job market requirements and adjustments to internal feedback; it also needs the allocation of enough resources and the provision of adequate premises. With the renovation of the EBS campus in Tallinn in spring 2019 and the location of the Helsinki campus at the modern Technopolis Ruoholahti, the premises of the M.A. in International Business Administration programme provide all the necessary tools and equipment for a high-quality programme. The material and financial resources of EBS provided for the M.A. programme are modern and meet the current as well as estimated future needs. The specific details of the resources provided are presented in Section 3.2.

In regards to the social and environmental sustainability context, which becomes more and more important in today's society, EBS has also taken necessary provisions to support the students. The social context of learning has been incorporated into the study programme as much as possible. As master's students share their time between studies, work, and other obligations, it is vital to create a shared team feeling among the students that fosters the motivation and the mutual support throughout their studies. Based on that understanding, EBS started organising kick-off boot camps for master's students where they can get acquainted, develop personal relations in a non-formal setting, and create foundations for team spirit. While the independent learning opportunities and conditions at EBS are very good, a new, stimulating environment for individual and team learning has been implemented. The EBS campus provides new groupwork rooms of different sizes, lounge areas, common learning spaces and the library, addressing various individual learning needs of its

students. Regarding environmental sustainability, EBS emphasises the need to avoid unnecessary printing and makes the study materials accessible electronically using an e-learning platform and facilitating teamwork in online environments.

#### **Areas of good practise:**

- Developing the programme, following higher education trends and job market requirements.
- A high involvement of international academic experts in programme development.
- Excellent physical study facilities.

#### **Areas of improvement and planned activities:**

- Developing creativity as a general competence. For example, by re-organising the architecture of the strategic management course to include a special managerial creative training, and developing an elective module on design thinking.

#### **4.1.2. Learning, teaching and assessment**

According to a study in 2018, the direct transition from bachelor's programmes to master's programmes is low in Estonia (Eurostudent 2018). Only 50% of bachelor's graduates continue with their master's studies after one year. At EBS specifically, only 30% of the graduates from bachelor's programmes continue directly with the master's level studies. One reason for this is, that the students start full-time work already during their bachelor's studies, they tend to prioritise their professional career first.

##### **4.1.2.1. Student recruitment**

EBS therefore has to attract students to its M.A. programme differently. The most important way for EBS to reach candidates for the M.A. programme is through digital channels. Additionally, the EBS faculty engages actively in the public discussion by publishing articles, opinion pieces and feature stories, and giving interviews in their areas of expertise. These activities raise the awareness of the school and its values, which in turn helps to attract candidates, who are in the decision process of selecting a master's programme. As an addition, EBS also engages in the marketing activities to advertise its M.A. programme, e.g., info sessions to graduating bachelor's students, digital advertising, webinars, social media, direct sales to our corporate partners, partner events, and building an expert mindset through our faculty and alumni.

Once the EBS M.A. programme is in consideration with prospective students, ease and transparency of the admission process comes into focus. The admission requirements for joining the M.A. programme are publicly available to all interested parties on the EBS webpage. How the M.A. programme admission process is handled and what the specific role of the study consultant is, is described in detail in Section 3.8.1. Important to mention in this respect is the significance of the admission interview,

which allows exposure to the personal qualities, extracurricular activities, and personal interests of the applicants. Most of the candidates already come to the interview with a clear vision of the specialisation they are willing to pursue, but their initial preference is not binding. In contrast to the bachelor's applicants, the candidates for the M.A. programme have already substantial learning experience. The interview is therefore less important in respect of guidance about the studies, but rather to assess the mutual fit and the applicant's motivation for the study programme. Coming to study to the EBS M.A. programme is a well-calculated and rationalised decision for the students. As it is a fee-based programme, EBS does not face a lot of students who enrol just to try it out. The students are determined to complete all the courses in the shortest amount of time possible.

#### 4.1.2.2 Learning and teaching

Once the candidate's admission to the programme is approved, they are eligible for individual support from both the administrative and academic side. To facilitate the completion of studies and graduation within the nominal period, EBS has established the position of a study consultant dedicated to assisting the master's students. The study consultant supports students during their entire study cycle at EBS, from admission to graduation, and is aware of the specific situations of students. As EBS is small, all special needs of the students are assessed and met on an individual basis. As the campus is in an old building with regulatory restrictions to rebuilding, EBS is unfortunately not able to cater to all special physical needs. So far, no special physical needs requests have been brought forward from the master's students, but other programmes have needed such support. In case of temporary special needs, EBS always found a solution for students to continue an individual path, participate digitally, or to extend deadlines.

For the students following the standard programme, a default study plan is created. If the students select the standard path, they only have to confirm it. The courses in the programme are generally organised from more general courses to more specialised courses. Specialisation courses are taught mostly during one semester, creating clear focus and minimising the need to switch between subjects. When a student however had a longer break between their bachelor's and master's studies, he or she might have mistaken expectations of the tempo of the studies, or overestimate their time resources. For that reason, EBS has started to highlight this scenario at the initial briefings of the academic year, encouraging students to seek help immediately when they face difficulties. In this case, the study consultant can direct a student to a specific individual study plan that prevents a student from leaving.

Nevertheless, the main role and responsibility of the stu-

dents in the organisation of studies is to show initiative in planning a study path that best fits their specific situation. EBS emphasises the need for planning and examining the whole study process. If the student communicates individual needs and preferences to the study consultant early enough, it is possible to find a suitable solution. Providing part-time studies meets a clear need in the economy and is a distinctive feature of EBS. The only exemption from this flexible approach is non-EU master's students who have to follow the strict 30 ECTS per semester study load to be eligible for the living permit. Should M.A. students have additional administrative or extra-curricular needs, the study consultant has a list of contacts. For example, where students can turn to, in case they need medical or psychological assistance (also in English). Should the need for special education arise, evaluation is conducted on a case-by-case basis. Once the M.A. students are getting closer to the end of their study time at EBS, they can make use of the career services section available on the student intranet. The intranet also has a counselling section with recommendations for various exceptional circumstances. The general rule at EBS is that in case of any problems the first contact point for the student is a study consultant, who determines the further course of action. However, since EBS is a small organisation, the students can also approach programme or department heads directly since direct contact with the students is encouraged regardless of the rank of the faculty.

While the responsibility of their studies and progress lies with the students, EBS has created a system of early reminders of important milestones, e.g., there are pre-planned information letters about signing up for exams, registering for the courses, starting the process of writing the master's thesis, etc. Often, when students transfer from other schools, a more engaged individual approach is applied by the study consultants. These students receive advice on course and credit transfer and help to compare programmes to avoid duplication. The credit transfer is specifically discussed in the context of the current knowledge of the student – if a specific course was taken a long time ago, the consultant may find it best to recommend a retake to freshen up knowledge. Prior learning and work experience are also highly valued at EBS and can be counted towards obtaining the degree. The APEL procedure in EBS (see Section 3.9.4) describes the process of covering EBS course subjects by prior work or non-formal study experience. The information about the accreditation process of extra-curricular experience is thoroughly described and transparent to all students. Since the submitted documentation needs to be quite detailed, students generally only apply when they are convinced their previous experience matches the required ILOs of specific courses. Therefore, most of the APEL applications (see Table 4.1) are accepted and only a few are turned down each semester. Applications are mainly rejected due to inadequate documentation or poorly written self-analyses.

**Table 4.1. The volume of APEL cases for the last three academic years in the M.A. programme.**

Year	No of applications	ECTS points applied for	ECTS points validated
2016-17	26	325.5	322.5
2017-18	11	130	130
2018-19	12	129	126

Once enrolled and settled regarding administrative matters, EBS provides its M.A. students with a large degree of freedom and choices concerning academic selection. Students can influence the content of their studies by selecting a specialisation, electives and optional courses themselves or with the help of the study consultant. Optional courses can be chosen from master's programmes of any university. EBS also encourages participation in various summer schools. Elective and optional courses are also added to the curriculum based on student feedback and requests. Additionally, students can decide how they want to organise of their studies by selecting a suitable study load and pace. This freedom in organisation and selection is further enhanced by posting all the deadlines, requirements, and assignments before the start of the semester. Even the organisation of exams supports flexibility as students can choose among three possible exam dates for each course.

EBS employs a teaching philosophy that values interactive classes, practical assignments and involving real-life company cases. While there are a few traditional lectures in some courses, most of the student learning occurs through teamwork, discussions, and hands-on activities. Samples of course syllabuses are provided in appendix 4.3. EBS facilitates creating positive group dynamics in the first days of the programme (e.g., organising a Boot Camp) and the strong bonds of students create individual responsibility for the learning outcome of the whole group. This is further enhanced by the small M.A. study groups, which rarely exceed 30 students. The students are encouraged to bring their work challenges and problems to the classroom as cases for discussion. The possibility to debate on the specific issues and solve real-life problems students are facing in their working life is in line with the students' individual study needs. EBS faculty, therefore, also tries to facilitate positive group dynamics and peer-to-peer interaction as vital components of the learning experience. All the faculty members are familiar with, and educated in, the flipped classroom method, and it is strongly recommended not to rely purely on lecturing, i.e., the course of "Strategic Marketing" has been taught via a dedicated simulation game of online teams. Using a range of teaching methods enables EBS to cater for different learning styles and avoid loss of attention. Teamwork, solving cases, small group discussions, and other similar methods give students the responsibility for their learning and develop interpersonal and communication skills valuable for the workplace. All these different teaching and learning possibilities have a remarkable impact on the students workload in general. However, the faculty is aware of the general formula of credit point and workload calculation. The planned workload is explained to new fac-

ulty members recruited to teach at the programme. It is recommended lecturers provide a rough calculation of how the workload is distributed between in-class learning, individual learning and other course-related activities. The head of the department ensures the load is corresponding to the credit points.

While the course work and topics covered in the M.A. programme are highly individualistic and provide a lot of theoretical and practical knowledge acquisition for the students, the programme does not include compulsory internships or specific practical training outside the courses. One reason for this is that the majority of the students are already employed full-time and are studying in a field related to their current job. Another reason is that the duration of the programme, both in terms of time and credit points, does not leave room for more extended placement. As explained in prior paragraphs, the academic culture of EBS values interactive and practical learning also inside its courses. For interested students however, EBS introduced the possibility to take an Erasmus+ internships as an optional course in the academic year 2018-19. In the first year, two students took advantage of this possibility.

Since the master's students are more experienced and bring a lot of practical qualifications to the university, the involvement in research activities is often considered. However, due to the full-time employment of most students constraining their participation in any extra activities, the actual involvement in the research of EBS is modest. Despite that, there are some research articles and conference papers written jointly by faculty members and master's students (i.e., Koris and Aav, 2019; Golubeva, Koris, and Kerem, 2018, Kerem and Ulla, 2018). In some cases, the studies conducted for the master's thesis have even led to a doctoral project of a student. (e.g., Leonore Riitsalu, Renee Pesor, Juan Sáenz-Diez).

To provide the students with special incentives however, EBS also encourages the M.A. students to take advantage of the international study mobility possibilities. EBS has 51 partner universities offering exchange studies supported by the Erasmus+ programme for master's students. But, due to their full-time employment and family obligations, master's students have not shown high international mobility (see Table 4.2). Those students, who used the international mobility option favoured various European countries, Japan and Australia as study destinations. There is also an option for mobility within Estonia for students, who are ready to pay for the courses in other universities.

**Table 4.2. M.A. student mobility.**

	Autumn 2016	Spring 2017	Autumn 2017	Spring 2018	Autumn 2018	Spring 2019
Outgoing students	3	4	5	3	6	1
Incoming students	28	20	28	22	19	15

Generally, the incoming mobility exceeds the outgoing at the master's level of EBS (Table 4.2). The upside of this trend is that the high incoming mobility increases the internationalisation of the programme and enables M.A. students to acquire international experience without going abroad. The downside, however, is that it may create pressure on group size.

Throughout the programme, input from students is strongly encouraged. As mentioned before, the quality of studies is partially determined by the students themselves, through group dynamics and contribution, but also through physical facilities and teaching quality. Students can contribute to improving the quality of studies by devoting their full effort and attention to the course and being active participants in their studies. However, if students deem the quality of teaching as problematic, they have a right to request a lecturer to be replaced when 60% of the group members support this.

Despite all the efforts by EBS as well as the students, it happens that students do not finish their studies. EBS keeps accurate track of the dropouts on every study level. Considering the M.A. programme, the dropout statistics for the last three academic years do not show a clear trend. While the dropout rate in 2016-17 was the highest with 21%, it decreased to 13.5% in 2017-18 and rose again to 18.5% in 2018-19. Generally, the dropout rates in master's programmes are a highly controversial metric. By default, the promoted study time is two years. In business schools, and especially at EBS, flexible learning and a self-determined study pace is utilised, since almost all M.A. students work full-time. This fact is corroborated by Estonia's rank of No. 2 regarding highest student employment rate in all of Europe. Additionally, 27% of Estonian master's students are parents, which means that they also have family obligations. With all these facts in mind, EBS avoids "forcing" students to finish their studies in two years. Taking a closer look at the dropouts nevertheless, the records of EBS show that the most widespread dropout scenario for M.A. students is that they complete the courses but do not proceed into the thesis process, and therefore lose the status of an active student. Students are aware that the credit points they have accumulated will always be valid and it is an easy task to return to the studies if time permits it to dedicate the necessary effort to the master's thesis. Other minor reasons for discontinuing studies include the selection of a non-suitable curriculum, and difficulties with coping with the fees, or relocating to a foreign country.

From an overall perspective, the graduates of the M.A. programme are competitive and perform well in the labour market. A national study published in 2014 revealed that among all graduates with a master's degree, the income of EBS graduates is the second largest in Estonia. Newer data is unfortunately not available. As a business school dedicated to lifelong learning, EBS also aims to keep close contact with its alumni, since their insights how their education fared on the job market and how to possibly improve the programme is an essential aspect of this relationship. Due to data protection regulations, each student is asked upon graduation if she/he wants to receive further communication from EBS. Unfortunately, the opt-out rate for the master's students is quite high, and therefore tracking all the students is complicated. To get at least an immediate feedback after finishing the programme, EBS collects feedback at a yearly event in mid-June, where all the students who will graduate EBS are invited. Compared to the general alumni feedback, which also flows back to EBS via the Alumni Council that meets twice a year and acts as an advisor to the rector, this feedback provides fresh insights about the studies and the problems encountered during the study time. While some suggestions are more of a technical nature (e.g., an academic calendar that can be integrated into other calendars – this became available with the introduction of Canvas – or launching a mobile app), other suggestions are specifically on elective and optional courses and improvements to the existing courses. Some of the alumni of the M.A. programme have been involved in teaching the courses of the same or other programmes at EBS. For example, in the academic year of 2018-19, there are three members of core faculty (out of 54) and five adjunct teachers (out of 80) who have graduated from the EBS M.A. programme.

#### 4.1.2.3 Assessment

The responsibility given to the students for their learning style is supervised and tested through various discussions and graded assignments. Using in-class discussions, the lecturers assess students' comprehension of materials and their ability to synthesise new knowledge, which plays a crucial part in the development of a M.A. student. Furthermore, the student is assessed and graded based on tests, quizzes, learning logs, essays, written reports, individual and group projects, participation in discussions, case analyses, problem-solving, and presentations. Additionally, the student has to pass a written exam at the end of the course or present a course project. The students are informed about these assessment methods and the respective criteria early on, with the publication of the



course syllabus in LMS Canvas. The teaching and assessment methods are described in the course programme approved by the head of the department. This approval ensures coherence with ILOs and to avoid overlaps with other courses. The relevance of assessment methods is ensured via linking the learning outcomes to the grading rubrics. However, to assess the broad spectrum of ILOs properly, the final grading is an aggregation of different assessment methods. For example, a 3 ECTS course typically has three components of assessment to ensure students can demonstrate their skills and knowledge in a variety of tasks, and the assessment covers all the ILOs. To ensure the objectivity and transparency of grading, all lecturers justify a grade either with the help of a grading rubric or open comments in LMS Canvas. The students can ask for a second opinion or re-evaluation of their work if they feel their grade is unfair.

Each faculty member has the academic freedom to design his or her assessment tools. The M.A. programme faculty is well aware of various assessment methods, and most of them have passed higher education pedagogical training. The cooperation of staff members regarding assessment methods usually takes place either during department meetings or between the department head and lecturer of a specific course. For detailed assessment policies at EBS, please see Section 3.9.

The final aspect of every student's M.A. studies is the writing of the master's thesis. EBS supports this writing process by teaching specific, compulsory courses in the thesis module and providing expert supervision by a faculty member. If EBS cannot provide a faculty member with enough expert knowledge in the respective business area or the method, an external expert can be assigned in addition to the supervisor. The student is also informed before the start of the writing process about the specific timeline for thesis writing. This information contains predetermined milestones, e.g., an interim report due date and a pre-defence submission due date. To keep the writing process transparent and fair for the student, the interim report is assessed by the supervisor. This assessment entails an evaluation of the work done so far, and the progress of the thesis and is submitted to the student and the study department. In the case of lacking progress, the supervisor has a right to channel the thesis writing process and press for additional milestone submissions by the student. All master's theses go through the process of a pre-defence, where a committee, including 3-4 members, gives thorough feedback with suggestions on improvement. The student can address this feedback before the final submission. Once the final thesis is handed in, a review process, which is part of the final defence process, is started. In the final defence, all students defend their thesis orally in front of the committee. By transparently informing the student about the thesis milestones as well as all the deadlines and keeping track of the progress of the work, the thesis su-

pervision process at EBS is as thorough and rigorous as possible.

The thoroughness and rigour of the thesis supervision is also supported by the academic ethics standards, which are imperative at EBS. These ethics, however, are not only valid for thesis writing but every aspect of student life at EBS. The overall framework for academic honesty is provided by the study regulations and students are educated about the essence of academic fraud in its different forms. A more detailed description about how the issues related to academic ethics are handled at EBS is presented in Section 3.4. Nevertheless, since 2017, the study department keeps the register of plagiarism cases in coursework, where only previously final theses containing plagiarism were registered. The new system enables EBS to identify students that are repeated offenders against academic honesty. Yet, offences against academic honesty are punished according to the severity of the offence. For example, if plagiarism is detected in the final thesis either by the supervisor or the defence committee, the student is automatically expelled. If plagiarism is detected in student work inside a course, however, the respective lecturer contacts the head of the study department to register the case.

#### **Strengths of the areas of learning, teaching, and assessment:**

- Motivated student body with good practical experience that adds relevance to classes.
- High flexibility in planning an individual study path.
- Excellent support services to the students.

#### **Areas of improvement and planned activities:**

- Improving the ways of getting more detailed feedback from the alumni.
- Increasing outgoing student mobility; much of our faculty are already including exchange promotion in their lectures, but this should be done more widely.

#### **4.1.3 Development, cooperation and internationalisation of faculty**

The qualifications, teaching and supervision skills of the faculty for the M.A. programme are extremely important for EBS. As a private business school with a compact faculty, a good balance of research, teaching, and development skills is vital. Excellent pedagogical skills are a prerequisite for teaching in the M.A. master's programme, and having industry experience is strongly preferred also for the core faculty. The master's theses are mostly supervised by core faculty, who have participated in various supervision-related trainings organised both by EBS and other institutions. Most of the faculty in the M.A. programme teaches and supervises topics close to their research interests. Increasingly, doctoral students are involved in teaching and supervision, and all of them have to take a module on pedagogical skills during their studies. Involving Ph.D. students into the supervision of theses is gradual; first, they start as

a thesis reviewer, then defence committee member, and when they have gained enough experience, they supervise individually.

Considering the faculty members for the M.A. programme a bit more in detail, the statistics show that in the academic year of 2018-19, a total of 27 faculty members taught courses in the programme. 13 of them hold a Ph.D. degree and six are EBS Ph.D. students. The 27 faculty members are divided into 14 core faculty (two are non-Estonians) and 13 adjunct faculty. Four lecturers teach at foreign universities in Lithuania, United Arab Emirates, Finland and Australia (for detailed faculty overview see Appendix 4.5). With regards to the international experience of the core faculty members, 80% of them have teaching experience in universities abroad, while several of them also have practical work experience. As mentioned in a previous chapter, EBS emphasises the importance of practical relevance in its M.A. programme, which is why most of the adjunct faculty are industry practitioners (e.g., from banks, consultancies, research agencies, legal business, etc.) and have been teaching at EBS for several years. The diverse background in expertise and experience of these faculty members enables students to obtain a thorough understanding of international business and management both from the conceptual and practical viewpoints. Several of the EBS faculty members also participate in various professional networks (e.g., Marketer's Union, Responsible Business Forum).

Considering the effective FTE of these 27 faculty members teaching in the programme is 14.6 per academic year. The average age of the faculty teaching the M.A. programme is 45.6 years (autumn 2019). The number and qualification of the teaching staff meet the needs of the M.A. programme. Most of the study groups are small, and the student/lecturer ratio is suitable for interactive teaching and learning. However, EBS has identified an area of development for the programme and therefore needs to recruit more faculty in the areas of big data and technology.

The development of the faculty teaching in the M.A. programme is encouraged through student feedback, which is collected at the end of every semester. Furthermore, students are encouraged to give informal feedback during their studies at any time. Once the student surveys are conducted, the feedback is analysed on department level first. In a second round, a general discussion takes place in the meeting of the heads of the departments.

EBS takes this feedback very seriously and tries to address the issues brought up by students immediately. The following outtakes of the statistics provide a certain detail about the course assessments as well as the immediate reactions of EBS due to the students' feedback.

In 2016-17 the average assessment was 6.2 out of 7. Addi-

tionally, the feedback revealed that the IT for Management course (feedback 4.0), delivered in a new team-teaching model, lacked coherence and ownership from the faculty side. The topic was addressed and new ways to obtain coherence were implemented. Furthermore, a guest lecturer conducted one of the courses and received quite bad feedback. Due to the student's inputs, this cooperation was terminated. On another occasion, the students' feedback to a new faculty member was very critical. After a review and meetings with the faculty member, it appeared he was not motivated to improve his skills, so EBS had to terminate his contract.

In 2017-18 the feedback to the M.A. programme, in general, was not satisfying (5.3). Based on this result, several measures were taken. The optional courses criticised by students were terminated, for example. Other courses with low feedback scores have also been removed from the programme or changed substantially, along with the recent general updates to the programme. In some cases, the lecturers took up the feedback they received and made changes to their teaching methods and feedback efficiency (a major complaint from students).

In 2018-19 the average assessment increased again to 5.8, which is above the EBS standard (5.6). Based on the feedback, EBS again had to terminate a contract with a faculty member, whose feedback was as low as 1.5. Another course with exceptionally bad feedback was staffed with other lecturers for the next academic year, as the teaching approach of the previous team was not in line with the expectations of the master's students.

In general, EBS considers the professional learning and development of teaching skills to be essential and all lecturers show initiative in finding suitable training opportunities, either in academia or industry. The professional development of the teaching staff is also part of their annual evaluation. Generally, it is expected that all faculty members are continuously developing their teaching skills and methods. For that reason, EBS also supports all faculty members in utilising digital technologies. During the recent adoption of the LMS Canvas, all faculty had an opportunity to participate in group training and arrange one-on-one training sessions with the support specialist to develop their courses in order to improve their service to the students. While all faculty receives specific training, the individual support given to practitioners and junior staff members lies within the responsibility of the head of the department.

One crucial, non-negotiable topic for EBS is the understanding of academic ethics in the development of faculty. While the students get information about ethical conduct at various stages of their studies, EBS also provides support to faculty in understanding the importance of ethics and prevention of fraud via formal and informal meetings



and trainings. Academic integrity is additionally promoted in the Code of Conduct. The last internal faculty training on academic honesty took place in February 2019.

To provide the best possible services to the M.A. programme students, EBS relies on close cooperation between EBS staff and faculty on both formal and informal levels. A specific form of formal cooperation is facilitated by several digital tools, e.g., MS Teams (with a dedicated programme development group) and Canvas. Special emphasis is given to M.A. programme development. The M.A. programme development process involves the programme committee and all academic departments of EBS. Thus, the synergy between the departments on the programme level is good.

#### **Strengths of the activities of the teaching staff in terms of development, cooperation and internationalisation:**

- Faculty has substantial international experience.
- Most of the faculty members also have practical industry experience.

#### **Areas of improvement and planned activities:**

- Reducing fluctuations in year-on-year feedback and securing constant high feedback.
- Increasing the textual feedback from students.

#### **4.1.4 Summary**

##### **Overall strengths of the programme:**

- Good level of internationalisation in programme development, delivery, and student body.

- Agile programme development that follows the labour market trends and requirements.
- Up-to-date facilities and technological resources to support effective learning and teaching.
- Excellent individual support that takes account the specific requirements of the master's students.
- High involvement of practitioners and international faculty in programme delivery.

#### **Areas of improvement and planned activities:**

- The feedback to the M.A. courses and teaching has been fluctuating. The aim is to achieve a uniformly high level of teaching and maintain at least the EBS standard feedback level of 80% (5.6). This can be achieved via closer cooperation with the academic departments responsible for staffing.
- Obtaining more qualitative feedback from the students. Currently, the number of students giving numerical feedback is sufficient but the interpretation of numerical results is hindered by the lack of explanations. The importance of textual feedback needs to be communicated more to the students, and if necessary, additional feedback collection measures need to be implemented.
- Increasing outgoing mobility via engaging master students who have participated in mobility into sharing their experience with other students.
- Data on alumni is currently not sufficient; better tools to gather alumni data should be developed.
- The programme needs more courses on contemporary data science, like big data analysis, artificial intelligence, etc. EBS should continue efforts to recruit faculty in these areas.

## **4.2. Entrepreneurship and Business Administration B.A.**

Name of the study programme	Entrepreneurship and Business Administration B.A.
The structural unit responsible for the study programme	Anto Liivat, Head of the Bachelor's Studies
The principal compiler of the self-evaluation	Anto Liivat, Head of the Bachelor's Studies
A brief description of the process of self-evaluation of the study programme and the drafting of the report	The compilation of the report was led by Anto Liivat and includes input from internal (owner of EBS, students, the staff of EBS, alumni) and external stakeholders (employers, Ministry of Education and Research, cooperation partners of EBS).

The Entrepreneurship and Business Administration B.A. (henceforth BEB) programme is an organic part of the EBS programme portfolio and fully compatible with EHEA requirements. The speciality is aimed at highly motivated and enterprising individuals from Estonia who wish to develop their knowledge and skills to establish their own company or develop the already existing one. As the entrepreneur is also a manager at the same time, the programme also involves a substantial module of business

administration. After finalising their studies according to the curriculum, the graduates develop an understanding of the mechanisms in the economy and functions of a business enterprise. Special subjects provide a thorough preparation for acting in enterprise and a knowledge of functional fields in business administration. The studies also involve learning business English at a high level. Compared to major competitors, the programme is known for its practise oriented and innovative teaching,

accompanied by strong corporate connections and a contemporary learning environment.

#### 4.2.1 Planning and management of studies

Back in 2002, the Estonian economy was developing very fast and EBS identified the need for a specific education in entrepreneurship that would allow the graduates to build their own companies and prosper in developing markets. The programme was originally delivered as an evening-study curriculum as well as a session study programme. During the first years, the teaching language was Estonian; however, already in 2004, some courses have been taught in English. With the further growth of the demand for such an education, EBS introduced the full-time BEB in 2007, also delivered mainly in Estonian, with some courses in English. The evening-study programme was discontinued after 2017.

The programme design follows the strategic objectives of the EBS development plan. It has been improved over time through feedback received from various international accreditations, as well as the expectations of stakeholders. The programme design, review, and revision are regulated by the EBS Programme Statute.

The BEB currently consists of core and special subject modules, an internship, optional courses module a graduation module, including a final exam or thesis leading to the degree. To keep the structure as well as the content of the programme up to date, EBS relies on the Council of Bachelor Studies, which is comprised of the key stakeholders of the programme and acts as an advisory board. The Head of Bachelor's Studies, appointed by a Rector's decree for up to five years, is responsible for considering suggestions and input of the advisory board and manage the actual development and implementation of the programme in response to the needs with the help of the faculty, administrative and support staff. The approval of any amendments to the programme ultimately lies with the Senate of EBS, and the amendments are finally endorsed by the Management Board of the SA Estonian Business School.

##### 4.2.1.1. Programme adjustments

In the last three years, the BEB programme has seen three major improvements and adjustments due to either stakeholder feedback or recommendations by accreditations.

The first improvement has been done to increase academic rigour and increase the scientific impact of the programme. For that reason, three new courses ("Research Design", "Qualitative Research Methods", "Quantitative Research Methods") were introduced into the graduation module. These courses are intended to better prepare students for writing their final thesis and provide a better understanding of the research process and improve students' ability to apply scientific research methods and crit-

ical thinking in solving contemporary business and management problems.

Second, to increase the internationalisation of the BEB programme, EBS was the first HEI in Estonia to introduce a mobility window into the programme. The third semester of the programme is specially designed for mobility or specialisation and is composed of elective and optional courses only. With the introduction of the mobility window, the students gain more control over their learning path and appreciate their freedom of choice. As a result, EBS already has the highest rate of outgoing student mobility among Estonian universities.

Third, the admissions procedures and the interviewing process for candidates were improved (see Section 3.8.1).

##### 4.2.1.2. Planning and management

The relevancy and accuracy of the content taught in the BEB programme is one of the key elements for its success with the students. To achieve this aim, EBS makes sure that the large majority of research activities of programme faculty members are related to entrepreneurship, management and educational issues. For example, BEB programme faculty have been involved in projects such as "Systematic Development of Entrepreneurship and Entrepreneurial Education at all Levels of Education" or "Creative Leadership & Entrepreneurship – Visionary Education Roadmap/CLEVER and Lead4Skills and Higher Education Institution for Societal Engagement (HEISE), Ethical and Environmental Competence for Sustainable Development" projects. Moreover, EBS doctoral student Kristiina Urb is the coordinator of the Creative Industries Learning Module (CCILM) and BIZ (Erasmus+) projects. Appendix 4.6 describes the research and professional activities of a selection of core faculty members concerning the courses they teach in the BEB programme in more detail.

Besides the research activity of the programme faculty, actuality and accuracy can be assured by interactions with corporations and entrepreneurs, especially in programme governance, teaching, supervision and mentoring. One example of such experience comes from the Head of Bachelor's Studies, Anto Liivatan. Besides being the lecturer in the programme, he has also been a long-time member of the supervisory board of Enterprise Estonia (from 2014-19) with the experience of being a practising entrepreneur and a member of the Tallinn City Council. Additionally, the Council of Bachelor Studies is staffed with different corporate stakeholders such as, for example, Mr Paavo Heil (EBS alumni), the former CEO of CV Keskus, the estate portal Kinnisvara24, and the founder of employer branding agency Brandem. Other prominent entrepreneurs influencing the development of the program are Mr Pärtel Tomberg (EBS alumni), the founder and CEO of financial technology start-up Bondora, or Ms Maris Prii, COO at RebelRoam and former long-term COO at the start-up accelerator Start-up Wise Guys.

With the help of such distinguished entrepreneurs and successful business managers, EBS also encourages close collaborations with industry in the forms of co-creation and co-working, e.g., a project for Volkswagen Financial Services in China in collaboration with the Polytechnic University of Hong Kong. Such collaborations emphasise the importance of practical learning experience in interdisciplinary and cross-cultural teamwork. Therefore, the students also participate in the business development and prototyping at IdeaSquare CERN.

Additionally, together with seven HEI's in Estonia, EBS has joined the entrepreneurship development programme Edu & Tegu, and EBS students participate in the Starter programme. One very interesting collaboration is the Nordic Ideation Camp (2017-19), where students from EBS, the Copenhagen Business Academy, Haaga-Helia UAS, and Danish-based companies worked together in international teams to develop products and services for the businesses in a co-creation format. Companies in the project represented traditional (DFDS), start-up (Period), and non-profit (Lyngby Boldclub) businesses.

Not only are these collaborations extracurricular, but the programme faculty are strongly encouraged to involve industry speakers in the programme delivery. Company visits are among the standard learning methods for many lecturers. EBS also collaborates with chambers of commerce and embassies; the most active international embassy and chamber in providing a practical learning experience for our students is AmCham and the US Embassy to Estonia. EBS joined the University Industry Innovation Network (UIIN) in 2018. UIIN is a dynamic international network of academics, practitioners, and business professionals focused on establishing and improving relationships between higher education and industry. The network provides a platform for developing university-industry cases, best practises for programme delivery, workshops for faculty, and corporate relations for designing industry interaction projects and activities.

The programme development additionally benefits from regular trend and development monitorings of the labour market. For that purpose, EBS has established close relationships with the Estonian Employers' Confederation. Furthermore, the former Chairman of the Research Council of EBS, Professor Olav Aarna, serves as an academic advisor to the OSKA programme for analysing the needs for labour and skills necessary for Estonia's economic development over the next 10 years.

The described close connections with the stakeholders mentioned above enable us to maintain the relevance of the study programme and keep up with the developments in society. The inputs of all these stakeholders have resulted in a programme design that aims to develop two major sets of competencies:

- professional competences, i.e., the ability to apply academic knowledge and analytical techniques in the field of study;
- transversal competencies, such as working in a team, communication, problem-solving, creativity, and critical thinking, as well as awareness of social, cultural, ethical, and environmental and other issues associated with business practise. Developing an entrepreneurial mindset is the cornerstone of EBS and the programme.

The aforementioned setup with core and special subjects is designed to provide the students with general entrepreneurial and management knowledge, skills and behaviours (core subjects), that is subsequently advanced and honed in selected specific special subjects. The special subjects further consist of elective submodules that are created based on the job market requirements, students' expectations, and the core competencies of EBS. The optional courses provide further freedom to the students in their learning path, where they can further gain knowledge in topics of their interest. The objective of the internship is to implement and enhance the acquired knowledge and skills while performing work-related tasks in real business life.

The delivered content, and therefore its actuality and accuracy, is further controlled through student feedback, which specifically led to the intensified promotion of the mobility window. Based on the student feedback EBS also implemented a new feedback system (Evaluation Kit) and fine-tuned the customer journey of student candidates to provide them with a better experience at EBS.

Concerning the objectives of the programme, EBS monitors the success of the graduates very closely. The graduates of the programme have started their own small business, but also work as specialists and first or middle-level (project) managers at small or medium-sized companies. Some of them continue their education right after graduation in Estonia or abroad. The income of EBS graduates in the field of entrepreneurship and management is higher in comparison with graduates from other Estonian universities. All this corresponds well to the programme graduates' target profile.

In the end, the development of such a programme also depends highly on comparison with similar programmes internationally. EBS realised through such comparisons that the demand for entrepreneurial education, especially in an international context, is still growing. While so far, the EPAS accredited International Business Administration (IntBBA) programme has been the only choice for EBS international bachelor's students, EBS will launch a new International Entrepreneurship bachelor's programme based on EBS core competencies to attract international students and international faculty in the field of entrepreneurship starting in autumn 2020. The innovative programme will follow

the logic of the entrepreneurial process and be delivered mostly in the form of team learning.

The pursuit of pedagogical innovation has further brought out the necessity for the substantial reconstruction of the EBS premises to meet the students' and lecturers' needs for the application of contemporary teaching and learning methods. Thus, the EBS campus is currently in the process of modernisation and expansion. The learning environment also vastly benefits from the introduction of LMS Canvas and other digital tools. Please see more in Section 3.2.3.

The material and financial resources are sufficient to ensure the design and implementation of the study programme. Besides the general development responsibility of the programme, the Head of Bachelor's Studies is also responsible for the programme quality management, together with the Council of Bachelor's Studies. Specifically, the responsibilities entail the aforementioned design, development and adjustment of the programme by analysing the requirements of the standard of higher education, international best practises, needs of the labour market and society, as well as external evaluators. However, the programme quality management encompasses additionally:

- defining the programme objectives, relating the objectives of modules with courses, and informing the faculty and students of the programme objectives;
- defining the programme, module and subject ILOs, and the design of the corresponding assessment methods;
- standardising the assessment and grading criteria for subjects.

Quality assurance of the learning environment is the responsibility of the Chancellor (assuring that the material and financial resources correspond to the changing needs) and the Office of Academic Affairs. It includes improving the infrastructure for studies (including lecture halls, computer laboratories, and ICT facilities), adjusting the library stock to the needs of the programme, and improving student access to the EBS infrastructure.

The EBS Development Plan 2019-23 stipulates ethics, responsibility, and sustainability as the guiding principles of our activities. These principles are also a transversal feature for all our programmes and activities.

#### Areas of good practise:

- A well-positioned programme with a unique value proposal and successful alumni as the programme ambassadors.
- Introduction of the mobility window.
- An improved learning environment.
- During the last three years, the programme management system has been improved to enable better coordination between structural units (especially academic departments, Office of Academic

Affairs, and marketing manager) to draw up and implement a development plan and marketing of the programme, managing the programme resources and delivery, and to improve programme quality management.

#### Areas for improvement and planned actions:

- Revision, of course, ILOs alignment to the programme ILOs have been planned for summer 2020. If needed, the improvements are implemented to fully outline how course ILOs are related to the programme ILOs and the assessment criteria related to the course ILOs.
- Internal communication will be improved to provide students with more information on the improvements made based on their feedback.
- A limited number of faculty members are involved in programme-related applied research and consultancy projects.
- Fine-tuning LMS Canvas-based student feedback questionnaires and providing students more effectively the feedback on their evaluations.

#### 4.2.2. Learning, teaching and assessment

##### 4.2.2.1. The admission and promotion of the programme

To attract motivated and interested students to the programme, it is important to promote the studies according to the content that is taught. Since the BEB is focused on entrepreneurship, the promotion is also focused mainly on very modern means. Therefore, the programme is promoted via digital campaigns, consisting of AdWords, the Google Display Network, and Facebook ads. The main goal of the campaigns is to drive targeted traffic on our website, where comprehensive information and promotional arguments on our study programme are provided together with a customer-friendly application procedure. The promotion of the programme is supported by EBS faculty delivering courses and speaking in high schools, and strategic co-operation with Junior Achievement Estonia by EBS faculty, which provides entrepreneurial expertise to business-minded high school students. EBS also organises promotional bus tours where student candidates meet EBS alumni at their workplaces.

Once the first contact with student prospects is established, the admission process is the next contact point with possible EBS students. The requirements for the admission and the respective procedures are laid down in the EBS Admission Rules and implemented yearly with the Rector's decree, Admission Requirements. The admission applications are either received via SAIS (for applicants who have graduated from an Estonian educational institution) or DreamApply (for foreign applicants), two electronic systems, that enable explicit use of the entry requirements in the selection process. All foreign qualifications require recognition by the Estonian ENIC/NARIC office, except Finnish, since EBS has long-standing experience with Finnish qualifications.



Candidates that submitted their application to the programme have to attend admission interviews in Tallinn. The members of the admission interview committee interview all candidates. This interview with the applicant provides the admission interview committee with further evidence of an applicant's suitability. Following the expected student profile, EBS ensures that the students are not only academically qualified independent thinkers but that they also have the personal capacity to grow and acquire necessary professional and transversal competencies that are coherent to the programme objectives and ILOs. These objectives and ILOs are further detailed in Appendix 4.7 Before the admission interview, the candidate must prepare a 90-second pitch, answering the question, "How will studying at EBS help me to fulfil my dreams?" The admission interview also provides a candidate with an opportunity to find out more about the school and the programme. The admission interview committee, which also involves alumni, corporate partners or a current student, will assess the candidates based on their motivation, argumentation skills, and ambition. By the end of the admission interview, the committee must reach a collective verdict and give the candidate a score between 3 to 12 points. The minimum positive result is 6 points – if the candidate gets a lower score, the decision is automatically "not admitted." The final decisions upon admission are made by the Admission Committee, which consists of the Rector, the Vice Rector of Academic Affairs, the Head of the Helsinki branch and the Head of the Office of Academic Affairs. The enrolment of successful candidates takes place following the Admission Committee's decision and after the payment of the tuition fee. The Rector's decree confirms registration and enrolment.

Once the new students arrive at EBS, they are introduced to EBS via special information sessions at the beginning of the semester, the intranet, and consultations by the study consultants. A special induction session familiarises the first-year students with the administration of studies, the values of EBS, the Code of Conduct, and the expectations of EBS for students. An introductory lecture is given by the Head of Bachelor's Studies who explains the structure of the programme, the connections between and sequence of different modules and courses delivered by different academic departments, the opportunities for student mobility and the mobility window. Study consultants who service the programme provide a further overview of the organisation of studies, while also helping new students in practical matters, e.g., timetables, study materials, and orientation. To prepare students for studies at EBS and in higher education, in general, an introductory course in "Development of Study Skills" is offered for the first-year students. The purpose of this course is to improve learning skills, time management capacity, writing academic papers and giving presentations. With regards to the skills, knowledge and experience transferred to the students, five of the most important courses have been described in more detail in Appendix 4.8

#### 4.2.2.2. Learning and teaching

For a programme in entrepreneurship, EBS itself must live the values it wants to transfer to its students. Therefore, EBS faculty employ a diverse range of learning and teaching methods that involve not only traditional lectures, seminars, group assignments, tests, etc., but more innovative approaches to teaching and learning. Among those are, for example, the flipped classroom method, using digital solutions to enforce better learning, active classroom and group discussions, simulations, etc. The variety of teaching and learning methods has substantially grown over the past three years, particularly after introducing the new LMS Canvas. EBS is continually encouraging and empowering the faculty to develop and train themselves in the area of educational innovation and modern technologies. Besides all the digital innovations and solutions, the students still have an opportunity to consult with lecturers either during office hours, via e-mail or LMS Canvas. Lectures and pre-course reading aim to provide students with knowledge and context by introducing basic principles and concepts that can then be discussed and analysed in-depth in class. Discussions and debates develop mainly transversal competencies, while individual work assignments focus more on developing professional competencies.

A personal approach to every student's progress and development has always been one of the guiding principles of EBS activities. Therefore, we emphasise quality over quantity, keep small classes, and offer personalised support throughout the study process. The Career Office offers all students individual academic and career counselling and helps with personal development challenges. To meet the expectations and needs of different student groups, the programme is offered in the following delivery modes:

- Full-time (day-time studies) – classes are delivered evenly throughout the semester, and the study process assumes the regular attendance by students;

Part-time (session-based studies) – the delivery mode enables part or even full-time employment; auditory sessions take place two days a week.

The structure and balance between in-class learning hours and out-of-class learning hours depend on the delivery mode. In the full-time mode, approximately 40% of the total hours of student work are covered by in-class learning. Depending on the course design, in the part-time mode, 15–40% of the total hours of student work are covered by in-class learning. Since this setup with in-class and out-of-class learning increases the complexity of the study programme in general, a graphic overview of the interconnections in the BEB programme is provided in Appendix 4.9.

To improve the students' experience and understand the issues students deal with on an everyday basis while studying at EBS, regular feedback questionnaires are completed in the LMS Canvas. However, the Student Council organises additional focus group interviews with students and

informs the heads of the programmes about the relevant outcomes. These focus groups have been crucial in identifying that the credit points awarded in the programme do not always match the actual workload of the students. Additionally, more attention to support the students' personal development would be appreciated, and supervision and the final thesis defence process could be more supportive and student-friendly.

One important adjustment made to the programme also with relation to the student experience mentioned in Section 4.2.2.1 was the addition of a mobility window to the programme. This window is very much in line with the internationalisation of EBS itself. Internationalisation has been a strategic goal for EBS for the past 15 years. Currently, EBS has 57 Erasmus+ bilateral agreements and 13 international cooperation agreements. These agreements undergo regular reviews based on the partners' strengths and quality performance (programme and institutional accreditations), the attractiveness of the destination to stu-

dents, and mobility balance. These reviews have resulted in certain partnership agreements to be terminated until further improvements are made. Please see more in Chapter 3.5.

In 2018, the peer review team of EKKA stated in its report that EBS's efforts to increase student mobility through a strong network of academic partners and a personal mobility window to the programme is appreciated. However, nowadays the Entrepreneurship and Business Administration programme does not have any incoming international students because the main instruction language of the programme is Estonian. The mobility window is, on the other hand, used by the students to go abroad and widen their learning experience (Table 4.3). EBS has seen a positive trend in recent years, but there is remarkable room for improvement, exposing the students more to studies abroad and international learning opportunities. By 2023, EBS aims to have 40% of the new bachelor's students participating in the mobility phase.

**Table 4.3. Outgoing student mobility of the BEB programme.**

	2016-17	2017-18	2018-19	2019-20
Outgoing students	7	6	20	14

As mentioned before, all students in the programme must undertake an internship. Up until today, the internship module was set to be in the period between the 4th and 5th semester and would last for a period of optimally 6 to 8 weeks, with a minimum duration of 4 weeks. The student gets in contact with a specific academic department, which appoints a supervisor from EBS, who will consult the student in internship-related matters and confirm the suitability of the place of internship. Based on recent student feedback and expectations from corporate partners however, EBS has redesigned the internship module of the programme. The new coaching-supported internship concept is aligned with the expected student profile and will focus on every student's personal development and career design and will most probably start in autumn 2020. The new internship module starts with a "Leaders' Professional Identity" course, followed by one internship period in every academic year. These internship periods will be supported by individual and team-coaching sessions aiming at self-reflection. The first internship period focuses on learning the business, the second on learning the functional field of interest (e.g., finance or marketing) and the third on management. In recent years, students have also started to show more interest in the ERASMUS+ internship. So far, EBS has had a maximum of two available placements, but since the academic year 2019-20, the number has been increased to 10 places.

Concerning the direct support the students of the programme receive to complete their studies within the

nominal study time, EBS has established the position of a study consultant dedicated exclusively to assisting the BEB programme students. She supports students during their entire study cycle from admission to graduation at EBS, creates a study plan for each student before each semester, and is aware of the specific situations of students. Also, special education needs are dealt with by a study consultant on a case-by-case basis. Nevertheless, students can also approach the programme or department heads directly, if they wish to do so and if they have any further issues. Before finishing their bachelor's student time at EBS, the university offers the students an individual academic and career counselling by the Career Service Specialist.

Overall, the development of the curriculum and the support system for the students has proven to be very successful. However, the dropout statistics for this specific programme for the last three full academic years, unfortunately, shows a 6% increase between 2016-17 and 2018-19. The reason for this will be further investigated by EBS. One measurement to counter that development is that EBS will hold an introductory week implemented into the programme starting in autumn 2020 which will focus on student networking and a briefing about academic life, together with the new course "Leaders' Professional Identity", which supports the induction of new students by encouraging self-reflection and determination. With regards to the aggregated data on students, including dropouts, Chapter 1.3 provides the necessary overview.



#### 4.2.2.3. Student assessment

Besides the admission process, the learning and teaching environment needs clear guidelines on how the performance of the students will be assessed. The assessment at EBS is based on the Decree of the Minister of Education and Research, which sets the general assessment framework for all Estonian HEIs. EBS has built its assessment system (see Section 3.7) to support learning and to provide the students with reliable information about their performance and progress. The design of assessment methods and criteria is an essential part of the didactics at EBS. The lecturer of every course designs the assignments in a way that contributes to the achievement of the course ILOs. This information is presented in the course syllabus and is forwarded and explained to the students at the beginning of the course. If several lecturers deliver a course, a senior (leading) lecturer of the course is nominated by the head of the respective academic department to guarantee that the course meets EBS standards and criteria appropriate to the programme (including the standards regarding the use of LMS Canvas). The assessment methods and criteria for every course are reviewed in the academic departments and approved by the head of the department. The heads of the departments are responsible for the objectivity of the assessment and the adequate mix of various assessment methods employed.

To be as objective as possible, EBS actively promotes the use of LMS Canvas rubrics, where the assessment regime explicitly identifies the assessment criteria and outlines their connection and coherence with the ILOs. The assessment data is available to support teaching improvement, identify students at risk, and support the analysis and improvement of the programme. However, not all the courses have been equipped with rubrics or are meeting the same high standards yet. Thus, the continuous support to faculty will be provided to encourage and assist the implementation of the variety of technical features enabled in LMS Canvas. To ensure the objectivity and transparency of grading, all teachers have to justify a grade, either with the help of rubric or open comments in LMS Canvas. The students can ask for a second opinion or re-evaluation of their work if they feel they have been treated unfairly. A committee of three to four people and a reviewer are involved in a collective assessment of the final thesis or oral exam. Additionally, EBS does not require the students to pass all the courses in-house but also recognises prior learning and professional work experience (see more Section 3.9.4). In the BEB programme, for the last three years, an average 98% of applied ECTS points have been validated and no remarkable change in this number has been observed. However, the number of applications increased from 31 in 2017-18 to 97 in 2018-19. The reasons for rejecting applications are mainly related to the inadequate documentation and poorly written self-analysis provided. Finally, the students and lecturers are expected to adhere to academic ethical requirements regulated by the Code

of Conduct and the Academic Regulations in all the assessments. More information about the steps taken to reduce and prevent academic fraud is provided in Chapter 3.4.

#### 4.2.2.4. Graduates of the programme

As more than 5,000 students have graduated from EBS since 1988, various activities are carried out to strengthen the bond between graduates and the university. EBS alumni include Olympic athletes, unicorn founders, award-winning business leaders, international academics, and enterprising individuals who contribute to the Estonian and international economy. According to the data provided by Statistics Estonia, EBS graduates stand out for having the highest average monthly income in Estonia compared to other universities' alumni. In recent years, an entrepreneurial career has become a more popular choice for EBS graduates.

EBS maintains constant communication with its alumni through a newsletter and social media channels (Facebook and LinkedIn groups) and recognises their professional success stories with a note from the Rector. In December 2018, EBS celebrated its 30th anniversary and hosted an alumni reunion. Throughout the year, alumni were invited to open lectures and seminars. The Alumni Morning Coffee, Alumni Dinner, and the Alumni Golf Tournament are among the traditional alumni activities. EBS conducted general alumni surveys in 2015 and 2018, but unfortunately, we do not hold specific information about the BEB programme graduates' employment and further education.

#### 4.2.2.5. Conclusions

##### Areas of good practise:

- Alumni are willing to contribute to the promotion of EBS and the programme as well as to programme development.
- EBS faculty employ a diverse range of learning and teaching methods and digital innovations.
- There is an effective study support system that is highly appreciated by the students.
- The salary of EBS graduates in the field of business and management is higher in comparison with graduates from other universities in Estonia.
- EBS is part of a strong network of partner universities.

##### Areas of improvement and planned actions:

- The full implementation of LMS Canvas rubrics, so that the assessment regime explicitly identifies the assessment criteria and outlines their connection and coherence with the course ILOs and expected workload. Assuring that all course ILOs are related to the programme ILOs.
- An Introductory Week introduced to the programme starting in autumn 2020, focusing on student networking and a briefing on academic life, together with the new course, "Leaders' Professional Identity", which supports the induction of new students by encouraging self-reflection and determination. Designing digital

tools (based on LMS Canvas) that enable to monitor students' academic progression and provide timely support.

- Revision and improvement of the graduation processes, aiming for a higher quality of supervision and a better learning experience.
- Tracking alumni career progression to design an even better programme for helping graduates achieve their professional goals faster. EBS will start calling programme graduates a year after graduation to increase awareness about the career progression of our latest alumni.
- Implementation of a new internship concept where internships take place in every academic year, and students are provided with coaching support to reflect on their internship experience.

#### **4.2.3. Development, cooperation, and internationalisation of faculty**

##### **4.2.3.1. Teaching faculty of the programme**

In the BEB programme, it is common practise that a course is designed and run by a core faculty member holding a doctoral degree (senior lecturer), who then involves practitioners to bridge theory and practise, or utilises Ph.D. students to enhance also the learning experience of junior faculty. The core faculty of EBS also commonly have research, administrative, or consultancy obligations in addition to teaching. Local practitioners in a course rarely hold a Ph.D. degree, as this is not yet widely valued outside the Estonian academic community. Should the programme need the involvement of additional adjunct faculty, the academic departments are free to decide based on the programme needs. A list of all programme-related faculty is provided in Appendix 4.10.

During the period 2016-18, 61% of the programme was delivered on average by the core faculty and 39% by the adjunct faculty. Twelve faculty members, on average, are engaged in teaching in the programme per semester. Out of those faculty members, 34% hold a doctoral degree and others have a master's degree or its equivalent. Involving a substantial number of adjunct faculty along with the core faculty has been a strategic decision aligned with the programme profile and EBS development plan. So far, this has proven to be a good practise, creating synergy between the core and adjunct faculty and evidenced by feedback from students and alumni. More information about the structure and composition of the faculty is provided in Section 3.6.1.

In the last three years, the average student assessment of the courses has been between 5.9-6.1, which is above the EBS expected minimum level (5.6). Student evaluations have highlighted the practical relevance of the programme and good course organisation outside the class sessions. Usually, a higher feedback score is achieved by courses where theory is explicitly related to the real-life business

practise, and interactive teaching methods are applied. However, it has also been mentioned that the quality of course design and clarity of assessment criteria in LMS Canvas vary a lot, and individual preferences of students with different backgrounds should be paid more attention while delivering the courses.

In cooperation between heads of departments and heads of study levels, a comprehensive in-house training programme has been launched to develop the teaching skills of the faculty. Also, an internal communication manager has been hired, and new internal communication practises are in the design process.

EBS is introducing and promoting international mobility programmes to teaching staff, but there is no significant increase in teaching mobilities. More information about teaching and training mobility is provided in Section 3.5.3. The programme enjoys solid cooperation between employer representatives who participate in design (e.g., Council of Bachelor's Studies), implement the study programme (visiting faculty), and those who are involved in the admission and thesis review process. The programme management and students highly appreciate this cooperation.

The teaching staff of the programme follows the principles of academic ethics and the codes of conduct in case of non-compliance. The Council for Ethics promotes the principles and values of academic ethics among the EBS faculty and students. More information on how EBS supports students and faculty in understanding matters of ethics and responding to them is provided in Section 3.4.

##### **4.2.3.2. Development of the teaching staff**

The general information about the development and evaluation of the faculty is provided in Chapter 3.6. In the programme, the specific support provided to new members of the staff and teacher-practitioners, in terms of developing teaching and assessment skills, is considered an area for improvement by all parties – the respective members of the faculty, the heads of departments and the head of the programme.

EBS emphasises the continuous development of both permanent and visiting faculty and established an ongoing process in January 2020 that is regulated in the EBS Faculty Development Plan. The in-house approach to faculty development is based on student feedback (including supervision of the final thesis), results of an annual performance appraisal, analysis of syllabi, EPAS, other accreditation recommendations, and programme development needs. Lately, the programme faculty has taken part in in-house training seminars on applying values and principles in teaching, the design of assessment tasks in line with learning outcomes, and supervising student research and theses. Faculty members' curricular activities conducted are related to their RDC activities.

Concerning the teaching and research activities, EBS relies on a high-quality network of contacts and partnerships with business schools, the business community, and the public sector within Estonia as well as abroad. EBS research activities, including doctoral research projects, are arranged by thematic research groups, which are interdisciplinary and unite researchers and doctoral students from different departments. The research findings are used in the study process of the programme, improving both the content and methods of teaching. The recent improvements include the better design of ILOs and more transparent assessment aligned to ILOs. There is also a positive trend of applying formative assessment, which leads to a larger variation of the teaching and assessment methods used in the programme. Please see more in Section 3.11.2.

#### 4.2.3.3. Conclusions

##### Areas of good practise:

- The involvement of a substantial number of adjunct faculty along with the core faculty has led to the high practical relevance of the programme.
- The programme has good cooperation with employer representatives and alumni.

##### Areas of improvement and planned actions:

- The courses in LMS Canvas vary a lot in terms of quality and sophistication. Encourage all faculty members to attend one-on-one training sessions with the support specialist to develop their courses and align the course set-up.
- In co-operation between heads of departments and heads of study levels, the comprehensive in-house training programme has been launched to develop teaching skills of the faculty.
- The formation of interdisciplinary support groups to raise teaching quality, provide a better understanding of the learning outcomes and content delivered by related subjects, and foster pedagogical innovation.

#### 4.2.4. Summary

##### Overall strengths of the programme:

- A well-positioned programme with a unique value proposal, an increasing number of applicants, and successful alumni as the programme ambassadors.
- The mobility window enables students going on exchanges to increase their freedom of choice to design a personal learning path.
- An effective study support system that is highly appreciated by the students.
- The involvement of adjunct faculty, along with the core faculty, has led to the high practical relevance of the programme.

##### Areas of improvement and planned activities:

- Promotion of the mobility window will be intensified to encourage more students going on exchange.

- Implementation of a new internship concept in the programme.
- If needed, after the revision the improvements are implemented, to fully outline how course ILOs are related to the programme ILOs and the assessment criteria are related to the course ILOs.
- Tracking alumni career progression to design an even better programme helping graduates to achieve their professional goals faster

# Appendixes

Appendix 3.1. List of doctoral students participating in R&D projects

Appendix 3.2. List of PhD students engaged in teaching

Appendix 3.3. EBS Publications ETIS Classification Code 1.1

Appendix 3.4. EBS Publications ETIS Classification Code 1.2

Appendix 3.5. EBS Publications ETIS Classification Code 3.1

Appendix 3.6. The most important applied research studies (classification type 2.5)

Appendix 4.1. Links between the research areas of faculty and their teaching in the M.A. programme

Appendix 4.2. M.A. study programme with their objectives and learning outcomes

Appendix 4.3. Detailed descriptions of five important courses in M.A. programme

Appendix 4.4. The scheme describing the interconnections in M.A. study programme

Appendix 4.5. Faculty of all M.A. courses

Appendix 4.6. Research and professional activities of the faculty members and PhD students involved in teaching the courses of the BEB programme

Appendix 4.7. BEB study programme with their objectives and learning outcomes

Appendix 4.8. Detailed descriptions of five important BEB courses

Appendix 4.9. The scheme describing the interconnections in the BEB study programme

Appendix 4.10. Faculty of all BEB courses

## Appendix 3.1

### List of doctoral students participating in R&D projects

Project	Timeframe	Topic	Budget	Doctoral students involved
Eesti juhtimisvaldkonna uuring 2015	2015	Survey of the Estonian management scenery	45 670	Ester Eomois
Education for Leadership, Intelligence and Talent Encouraging (ELITE) (Tempus (Erasmus) project)	30.11.13-31.08.17	ELITE project was aiming at strengthening the role of Ukrainian HEIs in implementation of Public Policy on Human Resources Development (HRD) as engines for society progress through realization of services for leadership and organizational development (L&OD)	37 781	Givi Kupatadze
Developing Interdisciplinary Pre-Incubation Model in Product Innovation and Establishing Co-Working Space for Implementing the Model at Akaki Tsereteli State University, in Kutaisi, West-Georgia (Development Cooperation Project)	01.06.16-31.05.17	The project aimed to increase entrepreneurial activity and to encourage and strengthen entrepreneurial mindset at Akaki Tsereteli State University (ATSU), in Kutaisi, in Georgia.	51 365	Givi Kupatadze Toomas Danneberg
Launching a Business School at Ternopil National Economic University (Development Cooperation Project)	1.06.15-31.12.16	The project was aiming at launching a contemporary school of business and management at Ternopil National Economic University (TNEU), a leading university in the field of economics, finance and law in Western Ukraine, offering study programmes, meeting the requirements of Ukrainian society and based on principles of quality assurance agreed upon in the framework of the Bologna process.	29 951	Givi Kupatadze
Clever (Erasmus+)	1.10.15-30.09.19	Creative leadership and entrepreneurship, visioning education roadmap for Israeli higher education institutions.	46 102	Kristiina Urb Toomas Danneberg Ragnar Siil Küllli Hansen
Managing Art Projects with Societal Impact (MAPSI)	1.10.13-31.03.16	MAPSI refers to a specialization in management of artistic projects with societal impact and aims to create an international network focusing on educating cultural managers and facilitators to manage and mediate artistic and cultural projects with societal impact.	70 122	Kätlin Pulk Marge Sassi Kaari Kiitsak-Prikk Juko-Mart Kõlar
EETA (Ministry of Education and Research)	2016-2018, 2019-2020	Developing entrepreneurial education in Estonian higher education institutions.	2017: 86 880 2018: 31 321	Küllli Hansen Ester Eomois Kristiina Urb Toomas Danneberg
HEISE (Erasmus +)	1.09.16-31.08.19	Project approaches the phenomena of societal impact from various perspectives, entrepreneurial, management, social sciences and policy and focus on artistic, art based and qualitative methods.	32 740	Marge Sassi
Lead4Skills (Erasmus+)	1.09.16-31.08.18	Strategic Partnership project bringing together 8 organizations from 7 different countries. This EU financed project is targeted to the academic institutions and management practitioners.	23 728	Marge Sassi, Kristiina Urb, Sami Soinio

Launching an entrepreneurship competence centre at Ternopil Business School (TBS) (Development Cooperation Project)	1.05.17–31.12.18	As a result of this project, TBS will be able to deliver modules of business and entrepreneurship literacy of different duration and orientation for students and teaching staff of Ternopil universities	99 000	Mart Kikas
BIZ (Erasmus+)	1.09.17–28.02.19	The goal of the project is to promote the business thinking and entrepreneurial skills among young people by developing methodological tools and training for young people and also for youth workers.	31 075	Kristiina Urb, Toomas Danneberg
EUFin: Innovative integrated tools for financial literacy education across Europe	1.09.18–31.08.21	There is need for increased financial education in view of widespread financial illiteracy and the benefits for individual well-being and society at large that are associated with high levels of financial literacy. Although the OECD policy recommendation to introduce financial education at school is well accepted, there is no consensus on the optimal way to implement financial education at school. By developing innovative materials on financial literacy education, and testing these materials in tertiary and secondary schools, the European EUFin project will provide evidence-based tools to improve financial literacy education.	33 230	Leonore Riitsalu
Creative Industries Learning Module (CCILM)	1.10.19–31.07.21	The objective of this cooperation project is to develop the creative industries (CCI) learning module for universities.	136 205	Kristiina Urb, Marge Sassi, Ragnar Siil

## Appendix 3.2

### List of PhD students engaged in teaching

	Last name	First Name	Department	Faculty	PhD student status
1	AbdelGaffar	Hala	Marketing and Communication	Adjunct	4th year PhD student
2	Abel	Richard Scott	Marketing and Communication	Core	2nd year PhD student
3	Agu	Jovana	Marketing and Communication	Adjunct	2nd year PhD student
4	Dutt	Pawan Kumar	Management	Adjunct	Graduating PhD student
5	Eomois	Ester	Management	Core	4th year PhD student
6	Esop	Kristiina	Marketing and Communication	Adjunct	4th year PhD student
7	Furs-Nižnikova	Nadežda	Management	Adjunct	1st year PhD student
8	Goudin	Nazari	Marketing and Communication	Adjunct	3rd year PhD student
9	Kaarlep	Urmas	Economics and Finance	Core	4th year PhD student
10	Kikas	Mart	Management	Adjunct	3rd year PhD student
11	Masso	Piret	Management	Adjunct	1st year PhD student
12	Mändmaa	Priit	Management	Adjunct	4th year PhD student
13	Pello	Rauno	Management	Core	1st year PhD student
14	Pesor	Renee	Economics and Finance	Core	4th year PhD student
15	Prokushenkov	Pavel	Management	Adjunct	2nd year PhD student



16	Sáenz-Diez	Juan	Economics and Finance	Adjunct	3rd year PhD student
17	Sai	Andrew Adjah	Management	Adjunct	Graduating PhD student
18	Sassi	Marge	Management	Core	Graduating PhD student
19	Seltenrijch	Jim	Management	Adjunct	4th year PhD student
20	Shahzad	Faisal	Management	Adjunct	Graduating PhD student
21	Siil	Ragnar	Management	Adjunct	4th year PhD student
22	Silfver	Jenny	Economics and Finance	Adjunct	1st year PhD student
23	Sogenbits	Thea	Management	Adjunct	4th year PhD student
24	Soinio	Sami Sakari	Management	Adjunct	4th year PhD student
25	Stephanou	Konstantinos	Management	Adjunct	4th year PhD student
26	Sulakatko	Sirja	Management	Core	4th year PhD student
27	Surkova	Alina	Management	Adjunct	1st year PhD student
28	Urb	Kristiina	Management	Adjunct	4th year PhD student
29	Veideman	Triin	Marketing and Communication	Adjunct	4th year PhD student

## Appendix 3.3

### Appendix 3.3 EBS Publications ETIS Classification Code 1.1

Year	Authors	Title	Journal / Periodical
2013	Örtenblad, Anders; Koris, Riina; Farquharson, Maris; „Bill“ Hsu, Shih-wei	Business School Output: A conceptualization of business school graduates	The International Journal of Management Education
2013	Kerem, Katri; Danneberg, Toomas; Oper, Jaanika; Norden, Aleksei	Consumer Attitudes and Behavior Related to the Adoption of Euro Before the Changeover	Baltic Journal of Management
2013	Übicus, Ü., Alas, R., Elenurm, T.	Impact of innovation climate on individual and organisational level factors in Asia and Europe.	Journal of Business Economics and Management
2013	Capell, B.; Canhilal, S. K.; Alas, R.; Sommer, L.; Ossenkop, C.	Mapping Values in Old vs. New Members of the European Union: A Comparative Analysis of Public Sector Cultures	Cross Cultural Management: An International Journal
2013	Kadak, T.	The Supplement of the Diagnostic Tool for Assessment the Implemented Performance Management Systems: Theoretical Approach	International Journal of Mathematics and Computers in Simulation
2014	Pruvli, Elena	Business Communication of a Persuasive Nature: Style Adaptation and Effectiveness during Intercultural Interactions.	Journal of Intercultural Communication
2014	Elenurm, T.; Alas, R.; Rozell, E. J.; Scroggins, W. A.; Alsua, C. J.	Cultural Prototypes of the Successful Entrepreneur: Comparison of Estonia and the United States	Journal of Baltic Studies
2014	Alas, R.	Doing Business in the ASEAN Region: Challenges and Lessons. Prof. Ruth Alas has interviewed Dr. Ruth Oltjer	Cross Cultural Management: An International Journal
2014	Lakshman, C., Ramaswami, A., Alas, R., Kabongo, J. F., Pandian, J. R.	Ethics Trumps Culture? A Cross-National Study of Business Leader Responsibility for Downsizing and CSR Perceptions	Journal of Business Ethics
2014	Örtenblad, Anders; Koris, Riina	Is the learning organization idea relevant to higher educational institutions? A literature review and a 'multi-stakeholder contingency approach'	International Journal of Educational Management

2014	Egri, C. P.; Furrer, O.; Li, J.; Dabic, M.; Shimizu, K.; Fu, P.P.; Pekerti, A.; Srinivasan, N.; Rossi, A. M.; Szabo, E.; Butt, A.; Palmer, I.; Brock, D.; Grison, I.; Hallinger, P.; Milton, L.; Ansari, M.; Dalgic, T.; Thanh, H. V.; Alas, R. et. al.	Societal-Level Versus Individual-Level Predictions of Ethical Behavior: A 48-Society Study of Collectivism and Individualism	Journal of Business Ethics
2014	Pärl, Ü	The role of dialogue between executives and ground-level employees mediated by MACS	Baltic Journal of Management
2015	Alavi, H. Khamichonak T	A Step Forward in the Harmonization of European Jurisdiction: Regulation Brussels I Recast	Baltic Journal of Law and Politics
2015	Külliki Tafel-Viia, Andres Viia, Erik Terk, Silja Lassur	Creative industries' policies in Baltic States' metropolises: agents for structural change?	Moravian Geographical Reports
2015	Elenurm, T.; Heil, P.	Education and other competency sources for financially successful entrepreneurship	International Journal of Entrepreneurship and Small Business
2015	Poór, J.; Engle, A.D. Sr.; Kovács, I.É.; Slavic, A.; Wood, G.; Szabó, K.; Stor, M.; Kerekes, K.; Karoliny, Z.; Alas, R.; Némethy, K.	HR management at subsidiaries of multinational companies in CEE in light of two surveys of empirical research in 2008-2009 and 2012-2013	Acta Polytechnica Hungarica: Journal of Applied Sciences
2015	Poór, J.; Alas, R.; Vanhala, S.; Kollár, P.; Slavic, A.; Berber, N.; Slocinska, A.; Kerekes, K.; Zaharie, M.; Ferencikova, S.; Barasic, A	Idealism and relativism in ethics: the results of empirical research in seven CEE countries and one North European country	Journal for East European Management Studies
2015	Uyar, A.; Kuzey, C.; Güngörmüş, A. H.; Alas, R.	Influence of theory, seniority, and religiosity on the ethical awareness of accountants	Social Responsibility Journal
2015	Rantanen, J.; Tillemann, K.; Metsäpelto, R.; Kokko, K.; Pulkkinen, L.	Longitudinal study on reciprocity between personality traits and parenting stress	International Journal of Behavioral Development
2015	Koris, Riina; Örténblad, Anders; Kerem, Katri; Ojala, Triinu	Student-customer orientation at a higher educational institution: the perspective of undergraduate business students	Journal of Marketing for Higher Education
2015	Koris, Riina; Nokelainen, Petri	The student-customer orientation questionnaire (SCOQ): application of customer metaphor to higher education	International Journal of Educational Management
2015	Ralston, D.A.; Egri, C. P.; Naoumova, I.; Karam, C.; Casado, T.; Alas, R.	The Triple-Bottom-Line of Corporate Responsibility: Assessing the Attitudes of Present and Future Business Professionals across the BRICs	Asia Pacific Journal of Management
2016	Riitsalu, Leonore; Pöder, Kaire	A glimpse of the complexity of factors that influence financial literacy	International Journal of Consumer Studies
2016	Alas, R.; Aarna, O.	An Interview With Professor Olav Aarna The Transition From the Soviet Higher Education System to the European Higher Education Area: The Case of Estonia	Academy of Management Learning Education
2016	Hasaan, Ali; Kerem, Katri; Biscaia, Rui; Agyemang, Kwame	Athlete brand construction: A perspective based on fans' perceptions	Motriz. Revista De Educacao Fisica
2016	Vesso, S.; Alas, A.	Characteristics of a coaching culture in leadership style: the leaders impact on culture	Problems and Perspectives in Management
2016	Alas, R.; Mousa, M.	Cultural diversity and business schools' curricula: a case from Egypt	Problems and Perspectives in Management
2016	Allik, Alo; Märss, Maido; Uiga, Jaanus; Annuk, Andres	Optimization of the inverter size for grid-connected residential wind energy systems with peak shaving	Renewable Energy
2017	Pärl, Ülle	25 Years of Change in Management Control Systems and Business Education in Estonia	Acta Baltica Historiae et Philosophiae Scientiarum

2017	Ortenblad, Anders R.; Koris, Riina; Pihlak, Ülle	Does it matter who teaches you? A study on the relevance of matching students' and teachers' personalities	The International Journal of Management Education
2017	Koris, Riina; Ortenblad, Anders; Ojala, Triinu	From maintaining the status quo to promoting free thinking and inquiry: Business students' perspective on the purpose of business school teaching	Management Learning
2017	Koris, Riina; Alalauri, Hanna-Maija; Pihlak, Ülle	Learning leadership from horseback riding: More than meets the eye	Development and Learning in Organizations
2017	Kiitsak-Prikk, Kaari	Legitimacy and Social Impact in the Context of Changing Public Cultural Organizations	The Journal of Arts Management, Law, and Society
2017	Martínez-Córcoles, M.; Stephanou, K.	Linking active transactional leadership and safety performance in military operations	Safety Science
2017	"Jang, Seulki; Kim, Eun Sook; Cao, Chunhua; Allen, Tammy D.; Cooper, Cary L.; Lapierre, Laurent M.; O'Driscoll, Michael P.; Samches, Juan I.; Spector, Paul E.; Poelmans, Steven A. Y.; Abarca, Nureya; Alexandrova, Matilda; Antoniou, Alexandros-Stamatios; Beham, Barbara; Brough, Paula; Carikci, Ilker; Ferreiro, Pablo; Fraile, Guillermo; Geurts, Sabine; Kinnunen, Ulla; Lu, Chang-qin; Lu, Luo; Moreno-Velázquez, Ivonne; Pagon, Milan; Pitariu, Horea; Salamatov, Volodymyr; Siu, Oi-ling; Shima, Satoru; Schulmeyer, Marion K.; Tillemann, Kati; Widerszal-Bazyl, Maria; Woo, Jong-Min "	Measurement Invariance of the Satisfaction With Life Scale Across 26 Countries	Journal of Cross-Cultural Psychology
2018	Hasaan, Ali; Kerem, Katri; Biscaia, Rui; Agyemang, Kwame	"A conceptual framework to understand the creation of athlete brand and its implications."	International Journal of Sport Management and Marketing
2018	Esser, Anke; Kahrens, Marion; Mouzugh, Yusra; Eomois, Ester	A female leadership competency framework from the perspective of male leaders	Gender in Management
2018	Martínez-Córcoles, Mario; Stephanou, Konstantinos D.; Schöbel, Markus	Exploring the effects of leaders' individualized consideration in extreme contexts	Journal of Risk Research
2018	Riitsalu, Leonore	Goals, commitment and peer effects as tools for improving the behavioural outcomes of financial education	Citizenship, Social and Economics Education
2018	Alavi, H.; Kerikmäe, T.	Mitigating the Risk of Documentary Discrepancy in Process of Estonian Export Letters of Credit Transaction (MAPE 2018)	XV International Conference Multidisciplinary Aspects of Production Engineering
2018	Laas, Oliver	Questioning the Virtual Friendship Debate: Fuzzy Analogical Arguments from Classification and Definition	Argumentation
2018	Ferraro, S.; Pöder, K.	School-Level Policies and the Efficiency and Equity Trade-off in Education	Journal of Policy Modeling
2018	Veski, André; Pöder, Kaire	Zero-intelligence agents looking for a job	Journal of Economic Interaction and Coordination
2018	Banerjee, S.; Wahl, M. F.; Panigrahi, J. K.	Technology, innovation and knowledge transfer: A value chain perspective	International Journal of Mechanical Engineering and Technology (IJMET)
2018	Santora, Joseph, C; Bozer, Gil; Kooskora, Mari	Views of Estonian Nonprofit Executives on Succession: Lessons from the Field	Development and Learning in Organizations
2019	Portia Opoku Boadi, Li Guoxin, Andrew Adjah Sai, Ama Foriwaa Karikari	" Customer dissatisfaction and unfavorable word of mouth"	Human Systems Management
2019	Kaldo, Indrek; Õun, Kandela	DEVELOPING OF FACTOR STRUCTURE FOR LEARNING STRATEGIES OF ESTONIAN STUDENTS IN MATHEMATICS AT THE UNIVERSITY LEVEL	Problems of Education in The 21st Century

2019	Riitsalu, Leonore; Murakas, Rein; Veeret, Diana	Disentangling financial literacy: three-dimensional approach to analysing management of personal finances in Estonia	Journal of Social Research Policy
2019	Shahzad, Faisal; Elenurm, Tiit	Establishment Mode Choice of Finnish SMEs in Estonia: a case study approach.	International Journal of Business and Globalisation
2019	Elenurm, T.; Tafel-Viia, K.; Lassur, S.; Hansen, K.	"Opportunities of the entrepreneurship education for enhancing cooperation between start-up entrepreneurs and business angels"	International Journal of Entrepreneurship and Small Business
2019	Lauri, Triin; Pöder, Kaire; Ciccio, Rosella	Pathways to Gender Equality: A Configurational Analysis of Childcare Instruments and Outcomes in 21 European Countries	Social Policy Administration
2019	Riitsalu, Leonore; Murakas, Rein	Subjective Financial Knowledge, Prudent Behaviour and Income – the Predictors of Financial Well-being in Estonia	International Journal of Bank Marketing
2019	Kooskora, Mari; Cundiff, Katlin	The Development Towards Corporate Sustainability in a Transitional Economy, case Estonia	Journal of East European Management Studies
2019	Koris, Riina; Aav, Silja	There is more to us than meets the eye: A glimpse into how business school graduates view their purpose	The International Journal of Management Education
2019	Dutt, K. P.; Wahl, M. F.; Kerikmäe, T.	Using Patent Development, Education Policy and Research and Development Expenditure Policy to Understand Differences Between Countries - The Case of Estonia and Germany	International and Comparative Law Review
2019	Sassi, Marge; Jyrämä, Annukka; Pihlak, Ülle	Using the Strategy Tripod to Understand Strategic Management in the "Evaluation-Friendly" Organizations of Cultural and Creative Industries	The Journal of Arts Management, Law, and Society
2019	Nagatsu, Michiru; Pöder, Kaire	What is the economic concept of choice? An experimental philosophy study	Economics and Philosophy

## Appendix 3.4

### EBS Publications ETIS Classification Code 1.2

Year	Authors	Title	Journal / Periodical
2013	Kooskora, Mari	Change, Values and Sustainability, Networking and Reseracher Bias	Journal of Management and Change
2013	Tafel-Viia, Külliki, Lassur, Silja	Explaining the change: Creative industries policy from the perspective of social innovation. Case of Tallinn	Territoire en Mouvement
2013	Elenurm, T.	Innovative Entrepreneurship and Co-creation	Journal of Management and Change
2013	Poór, J.; Slavic, A.; Slocinska, A.; Vanhala, S.; Alas, R.; Antalík, I.; Berber, N.; Kollár, P.	International Research Results on Business Ethics Position - Idealism and Relativism in Seven European Countries	Managerial Challenges of the Contemporary Society
2013	Pärl, Ü.	Learning About a Social System in the Change Process of Your Own Organization An Analysis of an Analysis	Journal of Management and Change
2013	Kadak, T.; Roostalu, L.	Management Accounting Problems and Perspectives in the Local Government of Estonia: an Analysis from the Viewpoint of Parsons' Paradigm	Journal of Modern Accounting and Auditing
2013	Titov, E; Tuulik, K.	Management of Higher Education Institutions: Quality Management through Value Based Management	American International Journal of Contemporary Research
2013	Randmann, Liina	Managers on Both Sides of the Psychological Contract	Journal of Management and Change

2013	Alas, R.; Elenurm, T.; Rozell, E.J.; Scroggins, W.A.	Prototypes of the successful entrepreneur in different countries	Innovation and Entrepreneurship: New Ways of Thinking
2013	Kooskora, M.; Kadak, T.; Roostalu, L.; Rihma, M.	Rethinking Parsons' Paradigm in the Context of Sustainability	International Journal on Spirituality and Organizational Leadership
2013	Ibrus, Indrek; Tafel-Viia, Külliki; Lassur, Silja; Viia, Andres	Tallinn Film Cluster: Realities, Expectations and Alternatives	Baltic Screen Media Review
2013	Pulk, Kätlin; Murumägi, Maarja	The Network of Different Actors Influencing the Process of Urban Planning and Development – The Case of Tallinn City Hall	Journal of Management and Change
2013	Kooskora, Mari	The Role of (Right) Values in an Economic Crisis	Journal of Management and Change
2013	Alas, R.	The Role of Research activities in the strategy of EBS	Journal of Management and Change
2013	Alas, R., Demirer, H., Bilgin, N.	Values as Predictors of Attitudes toward Changes and Organizational Learning in Turkish Organizations	International Journal of Trade, Economics and Finance
2013	Tikkanen, Irma, Vakkuri Miia-Maija	Developing a teaching restaurant as an R&D&I environment.	Higher Education, Skills and Work-based Learning
2014	Pärl, Ülle; Valts, Maris	Audit Committees in Estonian Public Interest Entities: A Preliminary Assessment	Journal of Management and Change
2014	Vesso, Signe	Coaching Culture Characteristics in Estonian Companies	Journal of Management and Change
2014	Kooskora, Mari	Contemporary Issues in Management	Journal of Management and Change
2014	Valk, Anne	Establishing and Managing a Network of Stakeholders: A Descriptive Framework for Collaboration between the Institution of Professional Higher Education and its Stakeholders	Journal of Management and Change
2014	Arumäe, Urmas; Kein, Alar	Is Just Compensation for Property Subject to Expropriation Equal to Its Market Value?	Journal of Management and Change
2014	Pruvli, Elena; Alas, Ruth	Perceived differences in interdepartmental communication regarding organisational formalisation: a case study of an international company	Studia Commercialia Bratislavensia
2014	Alas, Ruth; Kaarelson, Tõnu; Rees, Christopher	The Impact of Social, Political and Economic Changes on People Management in Estonian Organisations	Journal of Management and Change
2014	Alas, R.; Kaarelson, T.; Rees, C. J.	The impact of social, political and economic changes on people management in Estonian organisations	Journal of Management and Change
2014	Vesso, S.; Alas, R.	The main coaching areas for Estonian leaders for managing organisational change	Organization and Management = Organizacja i Kierowanie
2014	Pruvli, E.; Alas, R.	The perceived differences in interdepartmental communication regarding organisational formalisation : a case study of an international company	Studia Commercialia Bratislavensia
2015	Alavi, H.	"Autonomy Principle and Fraud Exception in Documentary Letters of Credit, a Comparative Study between United States and England" .	International and Comparative Law Review,
2015	Kerem, Katri; Sternad, Dietmar	All World Media: A new business model (Cases A and B)	The CASE Journal
2015	Alas, R.; Vanhala, S.; Elenurm, T.; Rozell, E. J.; Scroggins, W.A.	Female perceptions of entrepreneurial success factors	Journal of Business and Economics

2015	Andolšek, D. M.; Alas, R.; Štebe, J.	Human resource management and knowledge organization in Estonia and Slovenia	Journal of Process Management - New Technologies, International
2015	Alavi, H. Khamichonak,T	Immigration of Highly-Skilled Workers to Estonia: Current Trends and Legislative Framework	EU agrarian Law
2015	Alavi, Hamed; Kerikmäe,Tanel; Khamichonak,Tatsiana	The Adoption of Regulation Brussels I Recast: Analysis of the Introduced Changes	European Studies – The Review of European Law, Economics and Politics
2015	Alavi, Hamed; Kerikmäe,Tanel; Khamichonak,Tatsiana	The Adoption of Regulation Brussels I Recast: Analysis of the Introduced Changes	European Studies; the Review of European Law , Economics and Politics
2015	Kisswani, Khalid M.; Kein, Alar; Shetty, Shekar T.	The impact of FDI inflows on real GDP in Estonia: Evidence from a cointegration approach and causality test	The Journal of Developing Areas
2015	Aleksei Nazarov, Ülle Päril	The quality of performance measurement systems at the Estonian Ministry of Agriculture	Zeszyty Teoretyczne Rachunkowości
2016	Puisto, A., Alavi, H	Abuse of Dominant Market Position by Predatory Pricing; The Valio Case	Hasanuddin Law Review,
2016	Alavi, H.; Hąbek, P.)	Addressing Research Design Problem in Mixed Methods Research	Management Systems in Production Engineering
2016	Hamed Alavi	Arbitration and LC Fraud Disputes : a Comparative Approach	Russian Journal of Comparative Law
2016	Eomois, Ester; Alas, Ruth	Board Diversity of Estonian Companies- Current Situation and Impact on Organizational Development	Journal of Management and Change
2016	Mousa, M.; Alas, R.	Cultural Diversity and Organizational Commitment: A Study on Teachers of Primary Public Schools in Menoufia (Egypt)	International Business Research
2016	Mousa, Mohamed; Alas, Ruth	Cultural Diversity and Organizational Commitment: A Study on Teachers of Primary Public Schools in Menoufia (Egypt)	International Business Research
2016	Hamed Alavi	Documentary Letters of Credit , Legal Nature and Sources of Law	Journal of Legal Studies
2016	Alavi, Hamed	"Documentary Letters of Credit, Principle of Strict Compliance and Risk of Documentary Discrepancy "	Korea University Law Review
2016	Hasaan, Ali	Establishing Athlete Brand in Cricket: Fan's Perception about Foreign Cricketers in Pakistan Super League (PSL)	Pamukkale Journal of Sport Sciences
2016	Ülle Päril, Rodney Koyte and Salme Näsi	Examining middle managers mediating role in MCS implementation	Prace Naukowe Uniwersytetu Ekonomicznego we Wrocławiu
2016	Höbe, L.; Alas. R.	Financial Services Innovation Management Model for Banking	Journal of Management and Change
2016	Eomois, E.; Alas, R.	Gender Balanced Boards – Current Situation of Estonian Companies and Impact on Organizational Development	Journal of Management and Change
2016	Elenurm,T; Alas,R.; Alsua, C.J.; Rozell, E.J.; Scroggins, W.A.; Guo, A., Denny, S.	Implicit entrepreneurship theory and success factors in China, the United Kingdom, and Estonia	Journal of Business and Economics
2016	Habek, P	Optimizing outcome in the university-industry technology transfer projects	Management Systems in Production Engineering
2016	Kooskora, Mari	Organisational Change and Development of Managerial Capabilities	Journal of Management and Change
2016	Mousa, M.; Alas, R.	Organizational commitment: A case study of Egyptian teachers post revolution	International Journal of Business Administration



2016	Alas, R.; Mousa, M.	Organizational Culture and Workplace Spirituality	International Journal of Emerging Research in Management Technology
2016	Crane R.; Alas R.; Dumetz J.	Paving the Path to Peace in the CEE: is Culture a Way to Peace?	Human Capital
2016	Silva Kiili	Psychological contracts in military voluntary organisation: the essence of psychological contracts	Sõjateadlane (Estonian Journal of Military Studies)
2016	Hamed Alavi	Remedies to Fraud in Documentary Letters of Credit: A Comparative Perspective	EU agrarian Law
2016	Kooskora, Mari Piigli, Marta	Research on Leadership Profile of Estonian Female Top Executives	Journal of Management and Change
2016	Hamed Alavi	Resolving Intellectual Property Disputes	LeXonomica
2016	Veski, A.; Pöder, K.	Strategies in the Tallinn School Choice Mechanism	Research in Economics and Business: Central and Eastern Europe
2016	Urmass Kaarlep	Taxation of Private Foundations and Game Theory	Proceedings of the 5th International Conference on Accounting, Auditing, and Taxation (ICAAT 2016)
2016	Laas, Oliver	Toward Truthlikeness in Historiography	European Journal of Pragmatism and American Philosophy
2016	Mousa, Mohamed; Alas, Ruth	"Uncertainty and Teachers' Organizational Commitment in Egyptian Public Schools"	European Journal of Business and Management
2016	Hasaan, Ali; Kerem, Katri; Biscaia, Rui; Agyemang, Kwame J.A.	Understanding the implications of athlete brand among fans	Technics Technologies Education Management
2016	Mousa, Mohamed; Alas, Ruth	Workplace spirituality and organizational commitment : A study on the public schools teachers in Menoufia (Egypt)	African Journal of Business Management
2016	Mousa, M.; Alas, R.	Workplace spirituality and organizational commitment: A study on the public schools teachers in Menoufia (Egypt)	African Journal of Business Management
2017	Sai, Andrew Adjah; Opoku Boadi, Portia;	A Bundled Approach to Explaining Technological Change: The Case of e-Estonia	European Journal of Business and Management
2017	Mousa, Mohamed; Sai, Andrew Adjah; Salhin, Gehad	An Exploration for the Motives behind Enhancing Senior Banker's Level of Organizational Resilience: A Holistic Case Study	Journal of Intercultural Management
2017	Mousa, Mohamed	"Clouds over Egypt: Culture traits and organizational commitment in public education"	International Journal of Education Management
2017	Lilleväli, Uku; Täks, Marge	Competence Models as a Tool for Conceptualizing the Systematic Process of Entrepreneurship Competence Development	Education Research International
2017	Alas, Ruth; Übius, Ülle; Lorents, Peeter; Matsak, Erika	Corporate Social Responsibility in European and Asian Countries	JMBI UNSRAT (Jurnal Ilmiah Manajemen Bisnis dan Inovasi Universitas Sam Ratulangi)
2017	Kaarlep, Urmass; Alavi Hamed	Cost Benefit Analyses of Developing a Legislation to Attract Non-Resident High Net Worth Individuals to Use Estonian Private Foundation Platform.	International Journal of Commerce and Finance
2017	Mousa, Mohamed	Diversity Challenges and Organizational Cynicism: A study on Egyptian Physicians	Journal of Intercultural Management
2017	Veski, André; Biró, Péter; Pöder, Kaire; Lauri, Triin	Efficiency and fair access in kindergarten allocation policy design	Journal of Mechanism and Institution Design
2017	Hasaan, Ali; Kerem, Katri	Establishing Athlete Brand Among Female Pakistani Fans	PODIUM Sport, Leisure and Tourism Review

2017	Sassi, Marge; Pihlak, Ülle; Haldma, Toomas;	Factors affecting strategic management attitudes and practices in creative industries organizations	ENCATC Journal of Cultural Management and Policy
2017	Kuleli, T.; Kaarlep, U.	Is the Estonian Foundation Act ready for private purposes?	Trusts Trustees
2017	Mousa, Mohamed	Responsible Leadership and Organizational Commitment among Physicians: Can Inclusive Diversity Climate Enhance the Relationship?	Journal of Intercultural Management
2017	Karikari, F. Ama; Opoku Boadi, P.; Sai, Andrew Adjah	Rewarding employees for corporate performance improvements	Human Systems Management
2017	Kõlar, Juko-Mart	The impact of digitalisation on the recorded music consumption. An Estonian case study	International Journal of Music Business Research
2017	Turgay Kuleli and Urmas Kaarlep	What makes Estonia an attractive jurisdiction for global non-charitable private foundations?	TrustsTrustees
2018	Mohamed Samy Saad Mousa; Andrew Adjah Sai; Gehad Salhin	An Exploration for the Motives behind Enhancing Senior Banker's Level of Organisational Resilience: A Holistic Case Study	An Exploration for the Motives behind Enhancing Senior Banker's Level of Organisational Resilience: A Holistic Case Study
2018	Andrew Adjah Sai	An Exploratory Study of Innovation Adoption in Estonia	Open Journal of Business and Management
2018	Andrew Adjah Sai, Anna Naroznaja	Analyzing the Vehicle Insurance Ecosystem in Estonia using Actor-Network Theory	European Scientific Journal
2018	Sula Oliana Elenurm Tiit	"Comparing Online Social Networks Ties as Tool for Entrepreneurial Learning Readiness in Small Economies"	Informatica economica
2018	Sula Oliana	Digital Natives Facebook readiness For online Entrepreneurial Learning in Small Transition Economie	Journal of E-Technology
2018	Elenurm, T.	Ettevõtlustüübid ja rahvusvahelistumine ettevõtlusõppes	Eesti Haridusteaduste Ajakiri
2018	Alas, Ruth; Kross, Peeter; Liivat, Anto; Saar, Jaanika	Success factors for teams in business game Dynama	Problems and Perspectives in Management
2018	Riitsalu, Leonore	Taking the Path of Least Resistance in Managing Personal Finances for the Longer Term	Journal of Management and Change
2018	Golubeva, Jelena; Koris, Riina; Kerem, Katri	"The Dress I Wear Says More Than a Thousand Words: Conspicuous Choice of Garment among Estonian Elite"	Journal of Management and Change
2018	Lassur, Silja; Tafel-Viia, Külliki	The growth of enterprises in the creative industries: the tricky world of ambitions	Research in Economics and Business: Central and Eastern Europe
2019	Urb, Kristiina	Creative entrepreneurs' perception of entrepreneurial motivation: a valuable insight for creative business incubators when supporting creative entrepreneurs' cooperation with other industries	European Journal of Cultural Management and Policy
2019	Shahzad, Faisal	Patterns of internationalisation of Finnish SMEs in Estonia: Preliminary survey results	International Entrepreneurship Review

## Appendix 3.5

### EBS Publications ETIS Classification Code 3.1

Year	Authors	Title	Journal / Periodical
2013	Alas, R.; Vanhala, S.	Converging and Diverging Trends in HRM between Nordic Countries and Estonia	Global Trends in Human Resource Management
2013	Kazlauskaitė, R.; Bučiūnienė, I.; Poor, J.; Karolyna, Z.; Alas, R.; Kohort, A.; Szlavicz, A.	Human Resource Management in the Central and Eastern European Region	Global Trends in Human Resource Management
2013	Alas, R.; Übius, Ü.; Gaal, M.A.	Organisational Culture as Predictor of Innovation Climate	International Business: Baltic Business Development
2014	Steger, T., Alas, R., Tafel-Viia, K.	"Good" Corporate Governance in Transformation Countries —A Comparison of Experts' Perceptions in East Germany, Estonia and Hungary	Corporate Governance and Corporate Social Responsibility: Emerging Markets Focus
2014	Elenurm, T.	Chapter 12. Combining Cross-border Online Teams and Field Projects in Developing Entrepreneurial Competencies	Handbook of Experiential Learning In International Business
2014	Alas, R.; Elenurm, E.	Corporate Governance Development in a Rapidly Changing Economy: Trends and Challenges in Estonia	Corporate Governance in Emerging Markets: Theories, Practices and Cases
2014	Alas, R.; Elenurm, T.	Corporate governance development in rapidly changing economy: Trends and challenges in Estonia	Corporate Governance in Emerging Markets
2014	Kitsing, Meelis	Internet Voting in Estonia	Proceedings of the 2014 Conference on Electronic Governance and Open Society: Challenges in Eurasia
2014	Vesso, Signe	Strengthening Leader's impact and ability to manage change through group coaching.	Change Management and the Human Factor: Advances, Challenges and Contradictions in Organizational Development
2014	Kadak, T.; Roostalu, L.; Kooskora, M.	SUSTAINABILITY REPORTING IN ESTONIAN LOCAL GOVERNMENTS: ARE WE THERE YET?	POLITICAL SCIENCES, LAW, FINANCE, ECONOMICS AND TOURISM
2015	Kooskora, Mari	Building Capacity for CSR through Supportive Initiatives in Estonia	Key Initiatives in Corporate Social Responsibility Global Dimension of CSR in Corporate Entities
2015	Elenurm, T.	CASE 10: Modesat Communications OÜ: Riding a Big Wave with a Small Boat	Entrepreneurial Icebreakers
2015	Elenurm, T.	Case 7: Estonia's Laser Diagnostic Instruments (LDI) AS: Beaming toward Growth	Entrepreneurial Icebreakers
2015	Kooskora, Mari, Piigli, Marta	Comparative Research on Leadership Profile of Estonian and Finnish Female Top Executives	Business Challenges in the Changing Economic Landscape
2015	Kooskora, Mari	Corporate Social Responsibility in Estonia: Moving Towards a More Strategic Approach	Corporate Social Responsibility in Europe: United in Sustainable Diversity
2015	Kroos, Karmo	Developmental Welfare Capitalism in East Asia with a Special Emphasis on South Korea	East Asia and Eastern Europe in a Globalized Perspective. Lessons from Korea and Estonia
2015	Alas, R., Rees, C.	Foreword	Change Management and the Human Factor: Advances, Challenges and Contradictions in Organizational Development
2015	Elenurm, T.	Knowledge city metaphors as reflections of community-driven knowledge creation and learning ideals	Proceedings of the 16th European Conference on Knowledge Management

2015	Lämsä, Anna-Maija; Pucetaite, Raminta; Kujala, Johanna; Medeisiene, Raimonda Agne; Riivari, Elina; Bulatova, Julia; Kooskora, Mari; Brinkmann, Johannes; Heikkinen, Anna	Mixed Learning Approach to Teaching Ethics in Leadership and Management: A Case Course in a Multicultural Group	Managing Complex Organization Change. Action-Oriented Approaches for Sustaining Positive Interventions
2015	Alas, R.	Resistance to institutional and organizational change: an individual perspective	Change Management and the Human Factor: Advances, Challenges and Contradictions in Organizational Development
2016	Morley, M.; Poór, J.; Heraty, N.; Alas, R.; Poczowski, A.	Developments in human resource management in Central and Eastern Europe in comparative perspective	Contemporary human resource issues in Europe
2016	Hamed Alavi	The European Union and Protection of Environment in Eastern Partnership Countries.	Political and Legal Perspectives of the EU Eastern Partnership Policy. Springer International Publishing
2017	Roostalu, L., Linder, Ü.	BAPTISTS IN THE ESTONIAN PARLIAMENT DURING THE FIRST PERIOD OF ESTONIAN INDEPENDENCE	4th international multidisciplinary scientific conference on social sciences arts SGEM 2017
2017	Kooskora, Mari; Reittilä, Eeva	Building Blocks of Decision-Making: Perceived Quality of Organisational by Knowledge Workers in Finnish Organisations	SGEM Conference Proceedings: International Multidisciplinary Scientific Conferences on Social Sciences Arts
2017	Tütlys, Vidmantas; Aarna Olav	Competence-based Approach in the Education Reforms of Lithuania and Estonia	Competence-based Vocational and Professional Education. Bridging the Worlds of Work and Education
2017	Matsak, Erika	Credit Scoring and the Creation of a Generic Predictive Model Using Countries' Similarities Based on European Values Study	Lecture Notes in Business Information Processing
2017	Kitsing, Meelis	Internet Banking as a Platform for E-Government	Annual International Conference Proceedings
2017	Kooskora, Mari; Salovaara, Antti	Measuring Responsibility - Testing a Content Analysis Tool on Sustainability Reporting of Large Finnish Companies	SGEM Conference Proceedings: International Multidisciplinary Scientific Conferences on Social Sciences Arts
2017	Kitsing, Meelis	Political Economy of Government Venture Capital in Estonia	Annual International Conference Proceedings
2017	Sula,O; Elenurm, T.	Strategic Role of Social Networking and Personal Knowledge Management Competencies for Future Entrepreneurs	Analyzing the Strategic Role of Social Networking in Firm Growth and Productivity
2017	Merkuljeva, Tiina; Pelinka, Anton; Rupar, Brigita; Geißler-Piltz, Brigitte; et.al.	Supervision Experience and Exprctation of Child Protection workers in Estonian municipalities.	Inspire and be inspired.
2017	Kooskora, Mari, Karelson, Katrin	The Awareness and Relevance of Gender Quotas in Estonia	SGEM Conference Proceedings: International Multidisciplinary Scientific Conferences on Social Sciences Arts
2017	Kooskora, Mari; Piigli, Marta	Young, Estonian and female – A leader of the new generation	Leadership and Change Management: A Cross-Cultural Perspective
2018	Alas, R.; Elenurm, T.; Allikmäe, T.; Varts, R.	Acquisition in the banking sector in the transition process to the market economy	Mergers and acquisitions in practice
2018	Lorents, Peeter; Matsak, Erika; Kuuseok, Ahto; Harik, Daniil	Assessing the Similarity of Situations and Developments by Using Metrics	Intelligent Decision Technologies 2017, Kes-idt 2017, Pt I
2018	Alas, R.; Elenurm, T.; Rozell, E. J.; Scroggins, W. A.	Entrepreneurship Success Factors in High and Low Early Stage Entrepreneurship Intensity Countries	Entrepreneurship and the Industry Life Cycle
2018	Laas, Oliver	Instrumental Play	Jahrbuch Technikphilosophie: Arbeit und Spiel

2018	Kitsing, Meelis	Janus-Faced Approach to Governance: Mismatch between Public Sector Reforms and Digital Government in Estonia	Proceedings of the 11th International Conference on Theory and Practice of Electronic Governance (ICEGOV '18), April 4–6, 2018, Galway, Ireland
2018	Alas, R.; Elenurm, T.; Kaarelson, T.; Sassi, M.; Zernand-Vilson, M.	Management and Leadership Development Needs: The Case of Estonia	Business and Society. Making Management Education Relevant for the 21st Century
2018	Kooskora, Mari; Juottonen, Miia; Cundiff, Katlin	The Relationship between Corporate Social Responsibility and Financial Performance (a case study from Finland)	Social Responsibility and Sustainability: how businesses and organizations can operate in a sustainable and socially responsible way
2018	Tupits, A.	The Single Currency and the UK. In: Ramiro, Troitiño D., Kerikmäe, T., Chochia, A. (eds) Brexit.	Brexit: History, Reasoning and Perspectives
2018	Alas, R.; Elenurm, T.	Transformation in society and changes in Estonian management and business thinking	The influence of business cultures in Europe
2019	Kitsing, Meelis	Alternative Futures for Digital Governance	dg.o '19: dg.o 2019: Proceedings of the 20th Annual International Conference on Digital Government Research. Dubai
2019	Elenurm, Tiit	Comparing Online and Face-to-Face Creativity Development for International Business	The Palgrave Handbook of Learning and Teaching International Business and Management
2019	Laas, Oliver	Coordination Games and Disagreement	Controversies in the Contemporary World
2019	Kikas, Mart; Aarna, Olav	Critical Leadership Thinking in Intrapreneurship Education in Europe: the case of Estonia	International Perspectives on Leadership in Higher Education - Critical Thinking for Global Challenges
2019	Elenurm, T.	Developing International Networking Readiness for Innovative Entrepreneurship	Proceedings of the 14th European Conference on Innovation and Entrepreneurship ECIE 2019 Hosted By
2019	Kroos, Karmo	How to Become a Dominant or Even Iconic Central and East European Sociologist	Intellectuals, Inequalities and Transitions: Prospects for a Critical Sociology
2019	Lorents, Peeter; Averkyna, Maryna	Some Mathematical and Practical Aspects of Decision-Making Based on Similarity	HCI International 2019 – Late Breaking Papers
2019	Kitsing, Meelis	The Road Not Taken: From Digital Networks to Networked Governance	The Proceedings of 2019 IEEE 4th International Conference on Computer and Communication Systems
2019	Manninen, Anneli	Value creation in education and company partnership: case study	BAM2019 Conference Proceedings
2019	Veideman, Triin	Comparative Study of Online Customer Satisfaction between Certified and Non-certified Tourism SMEs	5th International Scientific Conference ToSEE - Tourism in Southern and Eastern Europe 2019 "Creating Innovative Tourism Experiences: The Way to Extend the Tourist Season"



## Appendix 3.6

### The most important applied research studies (classification type 2.5)

Year	Authors	Title	Source title	Publication type
2014	Venesaar, U.; Mets, T.; Paes, K., Elenurm, T.; Masso, J.; Küttim, M.; Konsa, P.	Gloaalne ettevõtlusmonitooring 2013 Eesti raport		a book/monograph
2014	Hernes, Tor; Pulk, Kätlin	Nyskapning mellom tilfældigheter or rutine/Innovatsioon - kokkusattumuse või korralise rutiini tulem	Nye Samarbeids - Former I Maritim Industri	Published research project report or study
2014	Anneli Manninen, Tarja Meristö & Jukka Laitinen	Tulevaisuuden muutosvoimat ja niiden vaikutus osaamiseen teknologia-alalla 2025. Haastattelututkimuksen tuloksia		
2014	Manninen, A., Meristö, T. & Laitinen J	Tulevaisuus turvassa! Tulevaisuuden muutosvoimat ja niiden vaikutus turvallisuusalaa ja sen osaamistarpeisiin		
2015	Alas, R., Eomois, E., Furman, J., Kaarelson, T., Rillo, M., Uudelepp, A.	Eesti juhtimisvaldkonna uuring 2015. Raport. Civitta ja Estonian Business School/Survey of the Estonian Management Practices in 2015		a book/monograph
2015	Kitsing, Meelis	Nutika spetsialiseerumise analüüs. Majandus- ja Kommunikatsiooniministeerium/ An Analysis of Smart Specialization		Published research project report or study
2016	Anttonen, Riikka; Ateca-Amestoy, Victoria; Holopainen, Kaisa; Johansson, Tanja; Jyrämä, Annukka; Karkkunen, Anne; Kiitsak-Prikk, Kaari; Kuznetsova-Bogdanovits, Kristina; Luonila, Mervi; Kõlar, Juko-Mart; Plaza, Beatriz; Pulk, Kätlin; Pusa, Tiina; Ranczakowska-Ljutjul, Anna; Sassi, Marge; Stiller, Ira; Äyväri, Anne	Managing Art Projects with Societal Impact in a Nutshell		a book/ monograph
2017	Elenurm, Tiit; Lassur, Silja; Tafel-Viia, Külliki; Joller, Liina; Hansen, Külli; Mühlberg, Marek.	Äriinglite ja ühisrahastuse võimalused alustavale ettevõtjale		Published research project report or study
2017	Pöder, Kaire; Lauri, Triin	Ühiskonna-alaste teadmiste peamised mõjutegurid: mitmetasandiline vaade	Noorte kodanikukultuur muutuv maailmas. Eesti tulemused IEA Rahvusvahelises Kodanikuhariduse Uuringus (ICCS 2016)	Published research project report or study
2018	Kitsing, Meelis	Future of Public Sector Governance and Digitalization. Some recommendations for the policy-makers		Published in Baltic Sea Policy Briefing
2018	Lauren, Ave	Rahvusvaheline mobiilsus ja töö : mitmekesisustunud liikumismustrid uue töö maailmas		a book/ monograph
2019	Arro, Grete; Jaani, Juta; Loogma, Krista; Malleus, Elina; Titov, Eneken; Toding, Martin; Täks, Marge; Venesaar, Urve.	Ettevõtlikkuse ja ettevõtlusõppe süsteemne arendamine Eestis/ Systematic development of Entrepreneurship Competence and Sense of Initiative in Estonia	Ettevõtlikkuse ja ettevõtlusõppe süsteemne arendamine Eestis	Published research project report or study

2019	Ateca-Amestoy, V.; Äyväri, A.; Eskelinen, A.; Johansson, T.; Jyrämä, A.; Kanervo, R.; Kein, A.; Kiitsak-Prikk, K.; Plaza, B.; Pusa, T.; Ranczakowska, A.; Sarlio-Siintola, S.; Sassi, M.; Simjanovska, V.; Tasser, C.	Roadmap for Societal Engagement for Higher Education Institutions.		Published research project report or study
2019	Purju, A.	The Estonian-Finnish economic cooperation. Some recommendations for the policy-makers	BSR Policy Briefing series	Published research project report or study
2019	Riitsalu, Leonore	Tuleviku-minu rahaline heaolu. Kuidas nügida inimesi suurema rahalise heaolu suunas?/Financial well-being of future-self. How to nudge individuals towards higher financial well-being?		Published research project report or study

## Appendix 4.1.

### Research and professional activities of the faculty members and Ph.D. students involved in teaching the courses of the M.A. programme.

Name (faculty)	R&D activities related to the study programme	Courses taught
Meelis Kitsing	Research into digital governance and networking. Head of Research of the Foresight Centre of the Estonian Parliament	Global Economics and Politics
John Paul Broussard	Research related to dual-class equity structure, a currently popular capital raising structure for firms. It allows to incorporate up-to-date information with how a dual-class voting structure impacts the capital decision-making choices.	Managerial Decision Making and Finance
Katri Kerem	Research into consumer adoption of new technologies. Member of the curriculum work group of the Estonian Marketers Union	Consumer Behaviour and Critical Marketing
Fabio Filipozzi	Head of Financial Markets Department at Bank of Estonia	Quantitative Methods in Finance, Valuation of Financial Instruments
Kätlin Pulk	Completed Ph.D. studies at CBS in 2016, research topic is the temporality of organizational processes	Organisational Design and Development
Mari Kooskora	Board member of Responsible Business Forum Estonia. Research area corporate social responsibility	Ethics in Digital Age
Ph.D. students teach courses that closely match their research topic. The examples of this kind of synergies is as follows:		
Name	Ph.D. dissertation topic	Teaching activity
Andrew Adjah Sai	Explaining the Implications of Technological Change on the Development of Nations	IT for Business and Management
Nazari Goudin	Phenomenon of Retail Upgrade Programs and App Deployment in Nordic Countries	Digital Marketing
Piret Masso	Creating an organizational environment for developing, leveraging and enacting a cross-generational organizational culture	Human Resource Management
Richard Scott Abel	Longitudinal Study About Estonian Media Practitioners and The Forces Shaping Their Work	PR and Media Relations
Ester Eomois	Career Path Development of Millennial Female Leaders in Male Dominated Industries	Advanced Course on Service Marketing, Strategic Leadership

## Appendix 4.2

### M.A. study programme with their objectives and learning outcomes

Curriculum	
1. Name of the curriculum	International Business Administration, MA
2. Level of higher education	Master's Studies
3. Study form(s)	Session-based studies
4. Educational institution(s)	Estonian Business School (EBS)
5. Total volume of the curriculum	120 ECTS
6. Nominal study period	2 years
7. Group of curriculum	Business and Administration
8. Code of the curriculum in EHIS	121737
9. Study language(s)	English
10. Other languages required to achieve the ILO	-
11. First registration of the curriculum*	-
12. The date of confirmation of the curriculum version by the institution*	Decision of the Board of SA Estonian Business School, 31.05.2018
13. Conditions to start the programme: <ul style="list-style-type: none"> <li>• Bachelor's degree or professional higher education diploma in Business Administration or Economics or Management or an equivalent qualification;</li> <li>• Successfully completed entrance tests: an oral and a written test in English or an internationally recognized test of the English language which is correspondent to the established European framework for the levels of language skills on the level of B2 (higher intermediate) as a minimum incl. TOEFL iBT score 87, IELTS 5.5, Cambridge test - FCE, BEC (Business English Certificate) Vantage; a personal interview.</li> </ul>	
14. Major (s) and their volume (ECTS)	<ul style="list-style-type: none"> <li>• Marketing Management, 114 ECTS</li> <li>• Finance, 114 ECTS</li> <li>• Organisational Change and Leadership in Digital Era, 114 ECTS</li> </ul>
15. Minor(s), other specialisations in the curriculum and their volume	-
16. Objectives of the Curriculum: <ul style="list-style-type: none"> <li>• Add value to the obtained first degrees by developing knowledge, analytical, professional and team player skills on students;</li> <li>• Produce high quality graduates with the ability to systematically and creatively apply knowledge and understanding of international business and management;</li> <li>• Enhance students' lifelong learning skills and personal development for a sustainable professional career.</li> </ul> The profile of graduates: <ul style="list-style-type: none"> <li>• The professional managers, associate professionals and team leaders in their field and heads of departments; team leaders of international projects;</li> <li>• Employment in positions of entrepreneurship or public administration that require the skills of individual and teamwork, and team leadership;</li> <li>• Members of research teams in the field of economics and social sciences;</li> <li>• Doctoral students in the field of economics and management.</li> </ul>	
17. Intended learning outcomes of the curriculum: Upon successful completion of the programme, the graduate: <ul style="list-style-type: none"> <li>• Is aware of the ethical aspects, opportunities, limitations and societal impact of his or her activities, and is able to take this into account in complex contexts;</li> <li>• Possesses specialized knowledge and research skills either in organizational change and leadership, marketing or corporate financial management;</li> <li>• Has a systematic understanding of the main theoretical concepts and research methods of business and management;</li> <li>• Is able to critically apply a broad, coherent and in-depth knowledge of foundational and contemporary business theories, concepts, practical principles and processes in various professional and team leader positions in an international context;</li> <li>• Has a problem-solving attitude accompanied by skills to recognize, formulate and solve complex problems and ability to operate under uncertainty or limited resources; as well as to state managerial problems and evaluate their connection with a research topic;</li> <li>• Displays effective written and oral communication skills in a broad set of contexts;</li> <li>• Is able to evaluate his or her or others' need for further education, professional development and has effective skills for independent study.</li> </ul>	
18. The diploma or degree(s) awarded at graduation	Master of Arts in Social Sciences

19. Documents delivered to graduate	Diploma, Diploma Supplement, academic recordw
20. Short description of the curriculum structure	<ul style="list-style-type: none"> <li>• Core subjects 48 ECTS</li> <li>• Special subjects 30 ECTS</li> <li>• Electives module 6 ECTS</li> <li>• Optional courses 6 ECTS</li> <li>• Master thesis module 30 ECTS</li> </ul> TOTAL 120 ECTS
21. Options for the accomplishment of the curriculum	It is possible to choose optional courses in the volume of minimum 6 ECTS in either EBS or another university.
22. Graduation requirements	<ul style="list-style-type: none"> <li>• Fulfilment of the requirements for the programme,</li> </ul>
23. Additional information	<a href="http://www.ebs.ee">www.ebs.ee</a>

## STUDY MODULES, THEIR OBJECTIVES AND LEARNING OUTCOMES

Module: Core subjects <sup>1</sup>		Volume: 48 ECTS
<b>Objectives:</b> To provide a comprehensive and profiling knowledge of and skills in key topics in international business and management necessary for the acquisition of the major.		
<b>Learning outcomes.</b> Upon successful completion of the core module the graduate: <ul style="list-style-type: none"> <li>• Is able to demonstrate and critically apply both foundational and contemporary knowledge of key theories and concepts in business and management;</li> <li>• Has a thorough understanding of the key functional areas, processes and interactions of an organization;</li> <li>• Is able to identify and formulate business and management related research or practical problems, solve them systematically and creatively and critically evaluate the quality of solutions;</li> <li>• Is able to create and supervise execution of business strategies in an international context.</li> </ul>		
<b>Evaluation:</b> Core subjects are evaluated by subjects; evaluation is by individual and group assignments and/or an exam upon the completion of the subject in accordance with the Instruction of Assessment.		
Code	Subject	Volume
ECO703	Global Economics and Politics	6 ECTS
ECO738	Managerial Economics	6 ECTS
FIN738	Managerial Decision Making and Finances	6 ECTS
INF700	IT for Business and Management	6 ECTS
LAW732	International Business Law	6 ECTS
MAN713	Human Resource Management	6 ECTS
MAN726	Strategic Management	6 ECTS
MAR734	Strategic Marketing Management	6 ECTS
Module: Major in Organisational Change and Leadership in Digital Era (Helsinki Campus)		
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• To provide a profound knowledge of leadership and organisational change and analysis of future trends related to organisational challenges in the era of digital transformation and rapid technological change.</li> <li>• To create a general understanding of the main theories of change management, organisational development and strategic leadership with the implication in real business organisations in the era of digitalisation.</li> <li>• - To provide practical learning experience for students to manage organisational change issues and development of leadership skills to implement best change management practices in modern business organisations in the context of the digital era.a</li> </ul>		

<sup>1</sup> Principles of selection: undergoing the module is obligatory.

**Learning outcomes.** Upon successful completion of the major the graduate:

- Understands the challenges in the business environment arising from the digital development of society and is able to assess their impact on organisations' activities and development;
- Has a profound knowledge of organisational design and development, managing change in different types of organisations and knows how to build, manage and lead teams and businesses in a changing and multicultural environment;
- Knows how to design effective corporate and new venture-type organisations and develop the structures and processes to compete, grow and adjust the organisation to different environments;
- Knows theories and tools needed to understand the properties of impact managing change in an organisation and society;
- Knows the leadership competencies including creative and transformational leadership that enable to cope with contemporary leadership challenges;
- Understands how managers and leaders create value through their organisations by learning and applying different leadership strategies and techniques;
- Knows the main ethical challenges, problems and situations that can be faced in the digital business and sharing economy and is able to identify the ethical issues and apply ethical principles when leading, planning or creating digital business organisations;
- Understands the changing role of human resources management and development of high performing teams and talents on different organisational levels;
- Is able to identify cross-cultural trends impacted by the digital era and to develop solutions that contribute to the management and leadership of organisations;
- Is able to practice leadership skills as a digital leader in the global business environment, to anticipate change and find innovative solutions and make changes happen;
- Is ready to work in positions that require skills such as analytical thinking, effective change management, ethical decision making, good presentation and negotiation skills, motivating and inspiring people.

**Evaluation:** Special subjects are evaluated by subjects; evaluation is by individual and group assignments and/or an exam upon the completion of the subject in accordance with the Instruction of Assessment.

Code	Subject	Volume
MAN722	Organisational Design and Development	6 ECTS
MAN725	Managing Teams	6 ECTS
MAN727	Strategic Leadership	6 ECTS
MAN753	Managing Change	6 EC
SOC735	Cross-Cultural Co	3 ECTS
SOC704	Ethics and Sustainability in Digital Era	3 ECT

**Objectives:**

- To prepare students for full-round middle and general management of corporations with net income and profitability responsibilities and long-term outlook;
- To prepare entrepreneurs to run their startups in financially savvy ways that allow them to finance, manage and grow their startups while keeping most of the wealth generated for themselves;
- To specialize students in areas of financial expertise demanded by multinational consulting and advisory firms (management consulting, accounting and assurance, investment management);
- To raise awareness in the business community of the available tools and techniques for creation of value for the shareholder or investor and the importance of finance to business sustainability and growth;
- To expose students to the core contents of CFA and ACCA certifications for immediate use or for later preparation of such certification tests.

**Learning outcomes.** After completion of the module the master students are able to:

- Define and implement long range financial strategies that create value for the corporation and their shareholders;
- Evaluate the whole financial status and forward-looking strategies of a corporation so as to take part in decisions that balance financial returns and risks;
- Analyse financial instruments and portfolios in order to advise management and clients about sound financial investment decisions;
- Carry out full accounting and assurance tasks as part of internal accounting or control departments as well as taking part of external consulting engagements;
- - Take charge of general or departmental management activities with responsibility for financial results and return on invested capital.

**Evaluation:** Special subjects are evaluated by subjects; evaluation is by individual and group assignments and/or an exam upon the completion of the subject in accordance with the Instruction of Assessment.

Code	Subject	Volume
ECO705	Quantitative Methods in Finance	6 ECT
FIN706	Financial Statement Analysis	6 ECTS
FIN735	Financial Reporting I	3 ECTS
FIN736	Financial Reporting I	3 ECTS
FIN741	Advanced Corporate Fina	6 ECTS
FIN778	Valuation of Financial Instruments	6 ECTS

Recommended optional subject

FIN761	Audit and Tax	6 ECTS
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**Module:** Major in Marketing Management (Tallinn Campus)

Volume: 30 ECTS



<b>Objectives:</b> <ul style="list-style-type: none"> <li>To prepare the students to deal independently and effectively with emerging and new marketing tasks in complex contexts.</li> <li>To provide students with an advanced level of contemporary marketing knowledge and application skills.</li> </ul>		
<b>Learning outcomes.</b> After completion of the module the master students are able to: <ul style="list-style-type: none"> <li>Understand and take into account ethical and legal considerations in a professional way in the context of complex marketing tasks;</li> <li>Obtain, analyse and interpret data in order to make evidence-based decisions in a wide range of complex marketing and business-related contexts;</li> <li>Critically apply a wide and thorough knowledge of a variety of foundational and contemporary marketing theories, concepts, and practical principles;</li> <li>Design and implement both long term and short-term marketing strategies and tactical plans;</li> <li>Communicate complex marketing ideas professionally and present marketing solutions in a convincing way in a broad set of personal and group contexts.</li> </ul>		
<b>Evaluation:</b> Special subjects are evaluated by subjects; evaluation is by individual and group assignments and/or an exam upon the completion of the subject in accordance with the Instruction of Assessment.		
Code	Subject	Volume
MAR710	International Marketing and Performance Management	6 ECTS
MAR711	Consumer Behaviour and Critical Marketing	6 ECTS
MAR712	Digital Marketing	6 ECTS
MAR713	PR and Media Relations	6 ECTS
MAR738	Advanced Course on Service Marketing	3 ECTS
MAR742	Tourism Marketing	3 ECTS
<b>Module:</b> Elective and optional courses <sup>2</sup>		<b>Volume:</b> 12 ECTS
<b>Objective:</b> to provide students with additional knowledge in areas of one's interest and to enable further enhanced knowledge related to the individual's existing or potential job or further studies.		
<b>Learning outcomes.</b> After completion of the module the master students shall: <ul style="list-style-type: none"> <li>Recognise and create interdisciplinary relations;</li> <li>Be able to constantly complement their knowledge independently;</li> <li>Possess a broader mind for personal development in essential fields.</li> </ul>		
<b>Evaluation:</b> Evaluation of optional courses is module based.		
Code	Subject	Volume
BUS711	Corporate Governance	3 ECTS
FIN760	Portfolio and Alternative Investments Management	6 ECTS
FIN790	Business Analysis	3 ECTS
MAN728	Project and Portfolio Management <sup>3</sup>	6 ECTS
SOC706	Interpersonal Communication	6 ECTS
<b>Thesis or exam required for graduation: Master's thesis module<sup>4</sup></b>		<b>Volume:</b> 30 ECTS
<b>Objectives:</b> The graduate is able to define a research problem, set up a research goal, draw up hypotheses and choose a method to conduct research in the field of specialisation and in the form of Final Thesis, is able to display effective written and oral communication skills in a context of academic research.		
<b>Learning outcomes.</b> Upon successful defence of the Master's Thesis the graduate: <ul style="list-style-type: none"> <li>Has a systemic overview and broad knowledge of the business environment, concepts of management and entrepreneurship, relevant theories and methods;</li> <li>Is able to identify and formulate research problems, select and apply the best methods for solving these problems;</li> <li>Is able to conduct an in-depth analysis of past research and theoretical viewpoints;</li> <li>Is able to analyse and interpret the results of the conducted study;</li> <li>Is able to critically evaluate his/her own activities and approach to problem solving;</li> <li>Knows and is able to follow the requirements of the academic writing style;</li> <li>Is able to hand down his/her competencies via teaching, supervising or other means;</li> <li>Is able to act in ethically controversial situations and is aware of the ethical aspects of managerial decisions and entrepreneurial activities;</li> <li>Acknowledges the societal role of the managerial activities;</li> <li>Is able to provide well justified assessments and recommendations based on the research;</li> <li>Is able to continue studies, participate in research activities or work as a specialist of the selected field on the international level.</li> </ul>		
<b>Evaluation:</b> The subjects in the module will be assessed individually. In case of Master's Thesis, the defence committee will make a collegial decision on the attribution of the Master's degree based on the Master's Thesis and its defence.		
Code	Subjects/Thesis	Volume
MET703	Research Design	3 ECTS
MET704	Academic Writing	3 ECTS
MET712	Qualitative and Quantitative Data Analysis Methods	6 ECTS
MET711	Seminar of Master's Thesis	3 ECTS
MET710	Master's Thesis	15 ECTS

<sup>2</sup> Principles of selection: Elective courses are selected from the list provided by EBS, optional courses can be selected from EBS or another university based on agreement between the student and the university.

<sup>3</sup> For choosing this subject the module major in Finance is compulsory.

<sup>4</sup> Principles of selection: undergoing the subjects and Seminar of Master's Thesis is obligatory and positive results are prerequisite to the defence of Master's Thesis.

## Appendix 4.3

### Detailed descriptions of five important courses in M.A. programme

FIN711 Managerial Decision Making and Finance Professor John Paul Broussard, Ph.D	
<b>Learning outcomes.</b> After finishing the course the student: <ul style="list-style-type: none"> <li>• is able to analyze the financial statements of a company and estimate the financial health of the company;</li> <li>• is able to calculate different financial ratios and use/interpret them;</li> <li>• is able to forecast financial statements to better understand connections between assumed activity and end-result performance</li> <li>• can formulate various value estimates as functions of differential cash-flow timing and discounting conventions</li> <li>• incorporates equity and bond market risk-return measures into the corporate project evaluation process.</li> <li>• demonstrates a thorough understanding of the various project evaluation rules for accepting or rejecting potential projects</li> <li>• adjusts discounting estimates to incorporate time-variation, differential levels of uncertainty, and default risk.</li> <li>• formulates cost of capital inputs for different projects in different divisional company environments</li> <li>• generates pros and cons of employing CAPM generated estimates</li> <li>• can explain various market efficiency characteristics and behavioral biases and their impacts on the corporate financial decision-making process.</li> </ul>	
<b>Teaching methods:</b> Face to face teaching in class (lectures, seminars, discussions).	
<b>Course programme and content:</b> <ul style="list-style-type: none"> <li>• Basic financial statements interconnections and connections to firm value</li> <li>• Financial statement analysis and financial ratio techniques indicating financial position of the firm</li> <li>• Financial forecasting (pro forma) techniques</li> <li>• Time value of money calculations, benefits, shortfalls</li> <li>• Historical analysis and measurement of financial markets - financial archaeology</li> <li>• Capital Budgeting matters</li> <li>• Market efficiency, or lack thereof</li> <li>• Financial Market derived measures of risk and return, impacts of default</li> <li>• Behavioral implications to financial decision making</li> <li>• Alternative approaches to capital budgeting</li> </ul>	
<b>Description of independent learning and its assessment:</b>	Participation in class-discussions Performance on individual assignments Input from team members on group case analyses to be determined Performance on final examination
<b>Assessment methods and criteria:</b>	Activity in the class: 10% Class Assignments/Case Analyses: 60% Final Examination: 30%
<b>List of required reading:</b> <ul style="list-style-type: none"> <li>• "Corporate Finance: Theory and Practice, 5th Edition" by Pierre Vernimmen, Pascal Quiry, Maurizio Dallocchio, Yann Le Fur, Antonio Salvi, Wiley 2017,</li> <li>• ISBN: 978-1-119-42452-9</li> <li>• Individual assignments and cases to be determined.</li> </ul>	
ECO703: Global Economics and Politics Professor Meelis Kitsing, Ph.D	
<b>Learning outcomes.</b> Upon completion of the course the student will be able: <ul style="list-style-type: none"> <li>• to discuss verbally topics mentioned above by using specific terminology as well as express key points by using graphs and simple mathematical formulas;</li> <li>• to discuss and explain from different theoretical perspectives how open markets impact welfare, economy and politics.</li> <li>• to link theoretical perspectives of global economics and politics with concrete business issues among countries and multinational companies.</li> </ul>	
<b>Teaching methods:</b> Lectures, seminars, student presentations, regular group discussions (i.e. how US could reduce current account deficit, student participation in scenario planning exercise (i.e. world economy in 2030, strategies for Bolt under different scenarios in global platform ecosystem development) and classroom experiments (such as Cournot game of oligopolistic market and Boeing-Airbus strategic interaction under different market conditions to illustrate key insights of new trade theory).	
<b>Course programme and content:</b> <ul style="list-style-type: none"> <li>• Introduction to Global Economics and Politics. Future of World Economy.</li> <li>• International Trade Theory: The Ricardian Model; The Heckscher-Ohlin Model; The Standard Trade Model. New and New New Trade Theory. Imperfect Competition and Economies of Scale.</li> <li>• Economics and politics of global value chains.</li> <li>• The Instruments of Trade Policy – Tariffs, Subsidies, and Quotas. Political Economy of International Trade and Trade Policy. Domestic Alignments and State Power.</li> <li>• Balance of Payments and National Income Accounting.</li> <li>• Exchange Rates and Foreign Exchange Market. Fixed Exchange Rates and Foreign Exchange Intervention. Financial Globalization and Crises.</li> <li>• Optimum Currency Areas. Political Economy of the Euro Crisis</li> </ul>	

<b>Description of independent learning and its assessment:</b>	Students have to read required texts in advance. Teaching method is interactive where students are constantly asked about content in class. In addition, they can demonstrate their knowledge and familiarity with required texts in group discussions and class presentations. Final exam focuses on both independent learning outcomes and issues discussed in depth in class.
<b>Assessment methods and criteria:</b>	<ul style="list-style-type: none"> <li>• Student research paper on how international economic conditions, trade and/or monetary policies have impacted a particular business 40%</li> <li>• Presentation of paper idea and final paper in class. Participation and contribution to class discussions: 10%</li> <li>• Final Examination: 50%</li> </ul>
<b>List of required reading:</b> <ul style="list-style-type: none"> <li>• Aizenmann, J. (2010). The Impossible Trinity (aka The Policy Trilemma). The Encyclopedia of financial globalization..</li> <li>• Ali-Yrkkö, J., Rouvinen, P. and Seppälä, T. (2011) Who captures value in global supply chains. Journal of Industry, Competition and Trade, 11: 263</li> <li>• Frieden, J., Copelovitch, M. and Walter, S. (2016). The Political Economy of the Euro Crisis. Comparative Political Studies. 49. 1-30.</li> <li>• Godart and Görg (2011) The Role of Global Value Chains for German Manufacturing. Kiel Institute for the World Economy and Christian-Albrechts-University of Kiel, Germany</li> <li>• Krasner, S. (1976). State Power and the Structure of International Trade. World Politics.</li> <li>• Krugman, P. "What Do Undergrads Need To Know About Trade?" <a href="http://bernard.pitzer.edu/~lyamane/poptrade.html">http://bernard.pitzer.edu/~lyamane/poptrade.html</a></li> <li>• Krugman, P.R., Maurice Obstfeld and Marc Melitz "International Economics: Theory and Policy", 9th edition, Addison-Wesley, 2012</li> <li>• Reinhart, C. M., and Rogoff, K.S. (2008). Causes of the Financial Crises. American Economic Review.</li> <li>• Reinhart, C. M., and Rogoff, K.S. (2009). "The Aftermath of Financial Crises." American Economic Review, 99 (2): 466-72.</li> <li>• Rogowski, R (1990) Commerce and Coalitions. How Trade Affects Domestic Political Alignments. Princeton University Press.</li> </ul>	
<b>MAN726 Strategic Management</b> Mike Wahl, Ph.D	
<b>Learning outcomes.</b> Upon completion of the course the student: <ul style="list-style-type: none"> <li>• Is recognizing, recalling and explaining the strategic management substance and practice.</li> <li>• Is differentiating, attributing and calculating organisations external- and internal environment strategic factors.</li> <li>• Is selecting the key success factors within an industry and comparing organisations by the overall competitive positions using the industry matrix.</li> <li>• Is generating alternative strategies using TOWS matrix, comparing and critiquing them, planning implementation tools and creating performance measures.</li> <li>• Is able to produce a strategic audit report.</li> </ul>	
<b>Teaching methods:</b> Active learning methods are used, mini-lectures combined with seminars and workshops including reading reflections, individual and group work, discussion, literature reviews, auditing, case studies, written home-works and presentations at the workshops.	
<b>Course programme and content:</b> Strategic management is a set of managerial decisions and actions that determines the long-run performance of a corporation. This is explained using the basic model of strategic management and the strategic audit. Topics like management and strategic management, suggestions for case analysis and strategic audit, integrated corporate governance, and strategic management practices support students to develop transferable competences e.g. critical thinking, group working, intercultural communicating, and presenting during the course.	
<b>Description of independent learning and its assessment:</b>	<ul style="list-style-type: none"> <li>• Group discussions in class</li> <li>• Preparing for seminars</li> <li>• Research for the case discussions</li> <li>• Research and readings for the organizational analysis</li> </ul>
<b>Assessment methods and criteria:</b>	<ul style="list-style-type: none"> <li>• Analytical report and presentation about a self-selected organization 40%</li> <li>• Attendance, participation, and preparation 20%</li> <li>• Final exam 40%</li> </ul>
<b>List of required reading:</b> <ul style="list-style-type: none"> <li>• Wheelen, T. L., &amp; Hunger, J. D. (2012). Strategic management and business policy: Toward global sustainability (13th ed.). Upper Saddle River, NJ: Prentice Hall</li> </ul>	
<b>Selected additional literature:</b> <ul style="list-style-type: none"> <li>• St. Gallen Management model (Üksvärav, 2008; Rüegg-Sturm &amp; Grand, 2015; Wahl, 2014),</li> <li>• Basic model of strategic management and strategic audit (Wheelen &amp; Hunger, 2012; Wheelen T. L., Hunger, Hoffman, &amp; Bamford, 2017; Saunders, Lewis, &amp; Thornhill, 2015),</li> <li>• Model for studying the performance of companies (Gerndorf, 2006; Wahl, 2015; Brown, 2014).</li> </ul>	

**MAR711 Consumer Behaviour and Critical Marketing**

Professor Katri Kerem Ph.D., Professor Riina Koris Ph.D.

**Learning outcomes.** Upon completion of the course, students will:

- Demonstrate the ability to understand the psychology of individual, situational, social and cultural influences on consumer behaviour;
- Obtain understanding of the decision-making processes that consumers go through;
- Understand how to account for the consumer behaviour knowledge in planning marketing activities;
- Be more open to new, often unfamiliar perspectives about the type of marketing knowledge relevant for today;
- Develop a critical understanding of the ethical issues and moral dilemmas of marketing

**Teaching methods:** Lectures, seminars (student presentations, small group discussion, open floor case discussions), practitioner guest presentations.**Course programme and content:**

- What is consumer behavior? Short overview and basic concepts.
- Learnings from behavioral economics and their marketing applications
- Quantitative consumer behavior analysis
- Qualitative data on consumer behavior. The role of brands in shaping consumer identities
- Understanding societal influence on consumer behavior
- Touchpoints between society and marketing; broadened perspective on marketing
- Contextualising the marketing mix and its touchpoints to society and consumer response
- Self-regulation and sustainability

**Description of independent learning and its assessment:**

- Literature search
- Reading articles and case studies
- Self-reflection
- In class group discussions

**Assessment methods and criteria:**

- Self-reflection and retail observation assignment 15 %
- Case study analysis and activity 4 %
- Literature review group project 30 %
- Guest lecture reflection 6 %
- Critical Marketing article reflection 15%
- Final presentation in Critical Marketing 20%
- Critical Marketing class activity 10%

**List of required reading:**

- MacInnis, D. J., & Folkes, V. S. (2010). The Disciplinary Status of Consumer Behavior: A Sociology of Science Perspective on Key Controversies. *Journal Of Consumer Research*, 36(6), 899-914.
- Ly, K; Mazar, N; Zhao, M. and Soman, D. (2013) A Practitioner's Guide to Nudging. Rotman School of Management, University of Toronto
- Hollingworth, C. (2012). Behavioral economics: a blueprint for new aha moments. In R. J. KadensG. Linda & M. Prince (Eds.), *Leading edge marketing research: 21st-century tools and practices* (pp. 89-118). SAGE Publications
- Avery, J., Fournier, S. and Wittenbraker, J. (2014) *Unlock the Mysteries of Your Customer Relationships*. HBR 92, 7/8.
- Fournier, S. (1997) *Exploring Brand-Person Relationships: Three Life Histories*. Harvard Business School Publishing
- 10 self selected academic articles for the literature review assignment
- 1 self selected critical marketing article for analysis

**MAN721 Organisational Design**

Kätlin Pulk, Ph.D.

**Learning outcomes.** After completing this course the student is able to:

- Define organizations in terms of (structural) contingency theory;
- Discuss size, technology, and environment as the key contingencies associated with organization structures;
- Link organizational contingencies to organizational design;
- Connect issues of organization structure to questions of organizational strategy.
- Understand organization in the light of Actor-Network Theory, Sensemaking Theory, New Institutionalism and a Process Theory.

**Teaching methods:** In-class lectures, seminars based on the flipped classroom concept with students' presentations, group work and open floor for discussions.**Course programme and content:**

- Introduction to the topic of organisational design.
- Relationship between organizational theory and organisational design
- Relationship between organisational design and organizational strategy and behaviour
- Elements of organisational design.
- How to evaluate organisational design
- How to design organizations
- Different models for organisational design
- Practical application of models for organisational design.

**Description of independent learning and its assessment:**

- Reading and analysis based on the reading materials
- Participation in class-discussions
- Participation in group work
- Performance on individual assignments
- Peer-to-peer teaching/learning through group and individual presentations

**Assessment methods and criteria:**

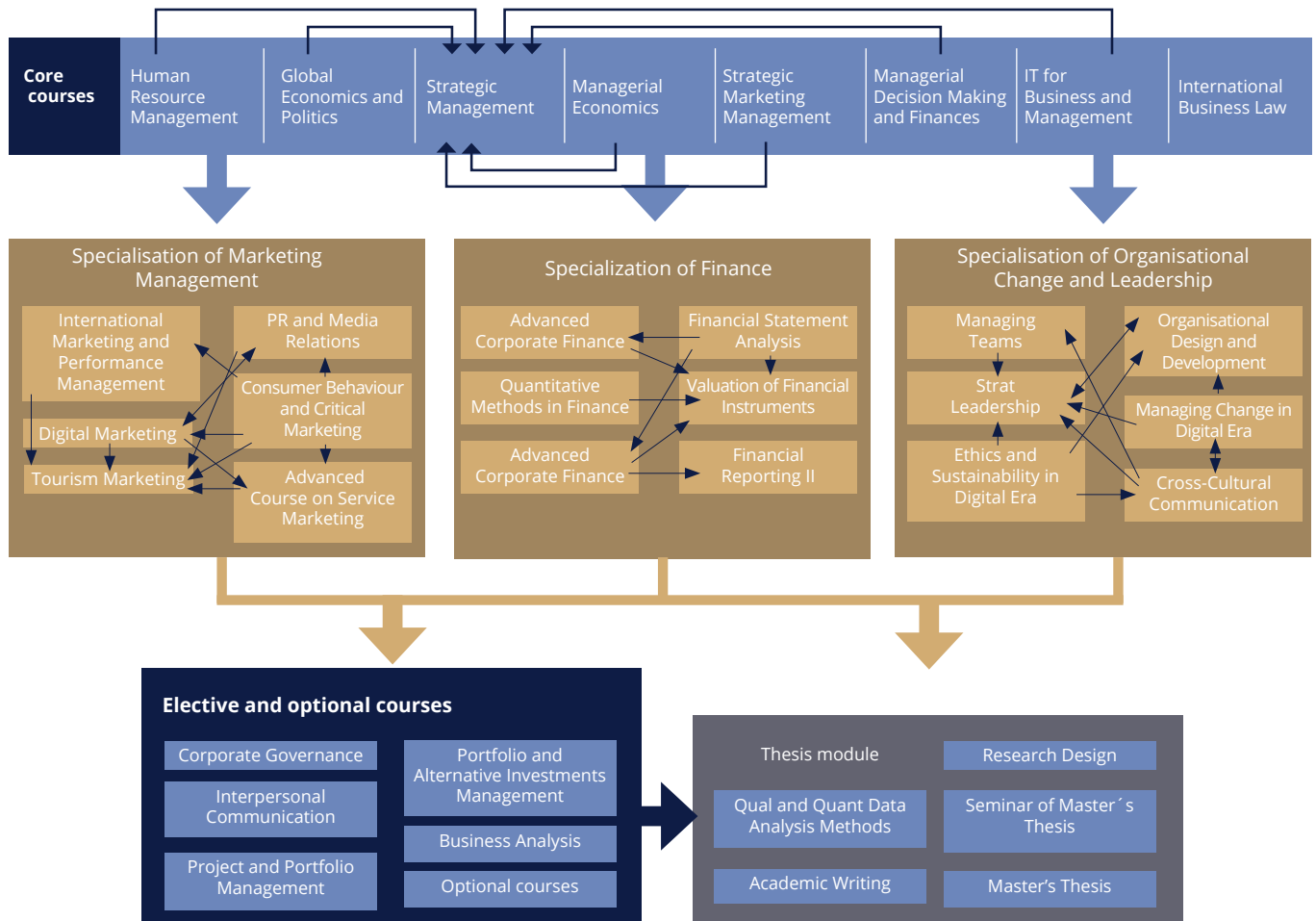
- Overview and analysis of the case based on the assigned literature 15%
- Group presentations during seminars 25%
- Analysis of the case company from the perspective of the assigned theory (Contingency Theory, New-Institutionalism, Sensemaking, ANT, a Process Theory) 25%
- Presentation based on the written homework 20%
- Active participation in discussions and constructive feedback to peer discussion 15%

**List of required reading:**

- Battilana, J. and Casciaro, T. (2012) Change Agents, Networks, and Institutions: A Contingency Theory of Organizational Change. *Academy of Management Journal*, Vol. 55, No. 2.
- Burton, R., M., and Obel, B. (2018) The science of organizational design: fit between structure and coordination. *Journal of Organization Design*.
- DiMaggio, P. J., and Powell, W. W. (1983) The iron cage revisited: Institutional isomorphism and collective rationality in organizational fields. *American Sociological Review*, Vol. 48, 147–160.
- Donaldson, L. (2006) The Contingency Theory of Organizational Design: Challenges and Opportunities. In Burton, R. M., Eriksen, B., Hakonsson, D.D., and Snow, C.C. (Eds) *Organization Design: The Evolving State-of-the-Art*, pp19-40.
- Drazin, R. and Andrew H. Van de Ven, A. (1985) Alternative Forms of Fit in Contingency Theory. *Administrative Science Quarterly*, Vol. 30, No. 4, 514-539
- Hanseth, O., Aanestad, M., and Berg, M. (2004) Guest editors' introduction to Actor-network theory and information systems. What's so special? *Information Technology & People*. Vol. 17 No. 2, 116-123.
- Hinings, B. and Greenwood, R. (2017) The Opening Up of Organization Theory: Open Systems, Contingency Theory, and Organizational Design. In Wilikson, A., Armstrong, S. J., and Lounsbury, M. (Eds) *The Oxford Handbook of Management*.
- Stone B. (2017). *The Upstarts: How Uber, Airbnb, and the Killer Companies of the New Silicon Valley Are Changing the World*. Atlantic/Little, Brown, USA.
- Tsoukas, H. Chia, R. (2002) On organizational becoming: Rethinking organizational change. *Organization Science*, Vol. 13(5), 567–582.
- Van de Ven, A., H., Ganco, M., Hinings, B. (2013) Rerturning to the Frontier of Contingency Theory of Organizational and Institutional Designs. *The Academy of Management Annals*, Vol. 7, No.1, 393-440.
- Weick, K. E. (1993) The Collapse of Sensemaking in Organizations: The Mann Gulch Disaster. *Administrative Science Quarterly*, Vol. 38, 628-652.
- Additional articles assigned by the teacher or self-selected by students.

## Appendix 4.4

### The scheme describing the interconnections in M.A. study programme



## Appendix 4.5

### Faculty of all M.A. courses

Name & CV link	Year of birth	Position	Core/Adjunct	Work-load at	Degree	Course(s) taught in M.A. programme
Tupits, Andres	1976	Lecturer	Adjunct	0.04	Ph.D.	International Business Law 6 ECTS
Ndlovu, Tabani	1971	Lecturer	Adjunct	0.15	Ph.D.	International Marketing and Performance Measurement 6 ECTS
Jarvis, Jeff	1966	Lecturer	Adjunct	0.08	Ph.D.	Tourism Marketing 3 ECTS
Kahra, Hannu	1950	Lecturer	Adjunct	0.45	Ph.D.	Advanced Corporate Finance 6 ECTS
Rillo, Marko	1976	Lecturer	Adjunct	0.45	Ph.D.	Managing Teams 6 ECTS, Managing Change in Digital Era 6 ECTS
Kütt, Karli	1988	Lecturer	Adjunct	0.06	Master's	International Business Law 6 ECTS
Sai, Andrew Adjah	1984	Lecturer	Adjunct	0.15	Master's	IT for Business and Management 6 ECTS
Adomavicius, Benas	1976	Lecturer	Adjunct	0.15	Master's	Strategic Marketing Management 6 ECTS



Goudin, Nazari	1991	Lecturer	Adjunct	0.15	Master's	Digital Marketing 6 ECTS
Onemar, Mart	1983	Lecturer	Adjunct	0.15	Master's	Financial Statement Analysis 6 ECTS
Karpilovich, Dasha	1990	Lecturer	Adjunct	0.08	Master's	Cross-Cultural Communication 3 ECTS
Soots, Eero	1981	Lecturer	Adjunct	0.15	Master's	Academic Writing 3 ECTS
Naaber-Kivisoo, Liina	1980	Lecturer	Adjunct	0.06	Bachelor	International Business Law 6 ECTS
Kitsing, Meelis	1973	Professor	Adjunct	1	Ph.D.	Global Economics and Politics 6 ECTS
Wahl, Mike Franz	1966	Professor	Adjunct	1	Ph.D.	Strategic Management 6 ECTS, Seminar of Master's Thesis 3 ECTS
Broussard, John Paul	1963	Professor	Adjunct	1	Ph.D.	Managerial Decision Making and Finance 6 ECTS
Kerem, Katri	1972	Professor	Adjunct	1	Ph.D.	Consumer Behaviour and Critical Marketing 6 ECTS
Filipozzi, Fabio	1970	Associate Professor	Adjunct	0.5	Ph.D.	Quantitative Methods in Finance 6 ECTS, Valuation of Financial Instruments 6 ECTS
Pulk, Kätlin	1972	Associate Professor	Adjunct	1	Ph.D.	Organisational Design and Development 6 ECTS
Kooskora, Mari	1969	Associate Professor	Core	1	Ph.D.	Ethics in Digital Age 3 ECTS
Pöder, Kaire	1972	Professor	Core	1	Ph.D.	Qualitative and Quantitative Data Analysis Methods 6 ECTS
Kaarlep, Urmas	1963	Lecturer	Core	0.5	Master's	Managerial Economics 6 ECTS
Masso, Piret	1966	Junior Researcher	Core	1	Master's	Human Resource Management 6 ECTS
Abel, Richard	1969	Junior Researcher	Core	1	Master's	PR and Media Relations 6 ECTS
Eomois, Ester	1971	Lecturer	Core	0.5	Master's	Advanced Course on Service Marketing 3 ECTS, Strategic Leadership 6 ECTS
Toots, Aet	1967	Lecturer	Core	1	Master's	Financial Reporting I 3 ECTS, Financial Reporting II 3 ECTS
Kroos, Karmo	1976	Lecturer	Core	1	Master's	Research Design 3 ECTS, Qualitative and Quantitative Data Analysis Methods 6 ECTS

## Appendix 4.6

### Research and professional activities of the faculty members and PhD students involved in teaching the courses of the BEB programme

Name	R&D activities related to the study programme	Courses taught
Ülle Pihlak	<b>Doctoral theses:</b> Change Management in Indian Organizations Compared to Chinese and Estonian Organizations <b>Fields of research:</b> Change management, International business strategies, Business planning, Indian culture and philosophies; Chinese negotiation techniques <b>Other professional activities:</b> Member of The Estonian Consultants Association	Principles of Economics, Technology Entrepreneurship I and II, Business opportunities in Asian countries, Business Planning, Student Enterprises
Alar Kein	<b>Doctoral theses:</b> A Study of Spillovers of Returns and Volatilities and Associated Asymmetries in the Estonian Stock Market <b>Fields of research:</b> stock markets, public finance, social cost-benefit analysis, stock markets, public finance, social cost-benefit analysis	Microeconomics

Eve Lamberg	<b>Doctoral theses:</b> Income: Definition, Recognition, Measurement and Reporting <b>Fields of research:</b> entrepreneurship and accounting processes	Financial Accounting
Tõnu Kaarelson	<b>Doctoral theses:</b> Human Resource Management in Estonian Organisations: Formation of the Characteristics in the Institutional and Cultural Context <b>Fields of research:</b> Human Resource Management	Principles of Management
Juko-Mart Kõlar	<b>Doctoral theses:</b> The impact of digitalization on the music consumption: Estonian case study <b>Fields of research:</b> Organizational science Other professional activities: Estonians Authors Society, member of the board	Creative Entrepreneurship I and II
Urmas Arumäe	<b>Doctoral theses:</b> Territorial Communities and the Legal Organization of their Management <b>Fields of research:</b> territorial community, public organization and their management, law of management <b>Other professional activities:</b> Member of Estonian Bar Association Member of The Estonian Consultants Association Member of International Bar Association	Business Law
Anto Liivat	<b>Fields of research:</b> Leadership, strategic management and leadership, managerial and leadership competencies, business games as educational tools, managerial decision making (in Dynama business simulation game) <b>Other professional activities:</b> Member of the Supervisory Board of Baltic Management Development Association Member of the Supervisory Board of Enterprise Estonia (2014-2019) Member of Tallinn City Council	Business Simulation DYNAMA
Peeter Kross	<b>Doctoral theses:</b> Improving decision making process through training managers <b>Fields of research:</b> managerial and leadership competencies, managerial decision making (in Dynama business simulation game)	Business Simulation DYNAMA
Tiit Elenurm	<b>Doctoral theses:</b> Management of the Process of Implementation of New Organizational Structures (example of some amalgamations and enterprises in the Estonian SSR) <b>Fields of research:</b> Change management and knowledge transfer in learning organisations and East-West co-operation networks, management training and consulting as tools for developing knowledge management practices and international transfer of new management ideas, entrepreneurship orientations as the basis for developing future and present entrepreneurs. <b>Other professional activities:</b> Member of The Estonian Consultants Association Member of the Estonian Business Angels Network ESTBAN	International Business
Leonore Riitsalu	<b>Doctoral theses:</b> Books and biases - the explanation for bounded rationality in managing personal finances <b>Fields of research:</b> Financial literacy, financial well-being, consumer behaviour, behavioural economics, economic psychology	Consumer Behaviour
Mari Kooskora	<b>Doctoral theses:</b> Understanding Corporate Moral Development in the context of radical political and economic development, case Estonia <b>Fields of research:</b> Business Ethics, Corporate Responsibility, Ethical Leadership, Corporate Moral Development, Female Leadership <b>Other professional activities:</b> Executive Editor of Journal of Management and Change Member of Editorial Board Journal of Business Ethics and Organization Studies Head of the Business Ethics Centre EBS	Business Ethics

PhD students teach courses that closely match their research topic. The examples of this kind of synergies is as follows:

Name	PhD dissertation topic	Teaching activity
Urmas Kaarlep	<b>Doctoral theses:</b> How to develop a platform for intergenerational transfers <b>Fields of research:</b> accounting, tax systems	Managerial Accounting
Piret Masso	<b>Doctoral theses:</b> Organizational Transformation in Digital Era <b>Fields of research:</b> Learning Organization Mode, Job Satisfaction, Organizational Culture, Recruitment Other professional activities: Member of Estonian Human Resource Management Association	Leadership Simulation
Rauno Pello	<b>Doctoral theses:</b> Organising for Design: Becoming a Design-led Organisation (in a World on the Move) <b>Fields of research:</b> design management, design thinking and service design, organizing and sensemaking, strategic management, change management <b>Other professional activities:</b> Art Directors Club Estonia (member) Art Directors Club of Europe (member) Design Research Society (student member) British Academy of Management (student member)	E-Business, Research Design
Name	PhD dissertation topic	Teaching activity
Renee Pesor	<b>Doctoral theses:</b> Interactions between Stock Prices and Managerial Decisions in Publicly Listed Companies in the Baltic and Nordic Stock Markets <b>Fields of research:</b> behavioural finance, corporate social responsibility (CSR), stock markets, information asymmetry	Macroeconomics, Principles of Economics
Kristiina Urb	<b>Doctoral theses:</b> Collaboration between Enterprises from Cultural and Creative Industries (CCI) and from Other Sectors <b>Fields of research:</b> creative entrepreneurship, strategic management, marketing, product development as well as service development	Sole Proprietorship. Managing Small and Growing Businesses
Ester Eomois	<b>Doctoral theses:</b> Career Path Development of Millennial Female Leaders in Male Dominated Industries <b>Fields of research:</b> Women and leadership styles, Women on boards and diversity, gender patterned careers	Advanced Course on Service Marketing Strategic Leadership

## Appendix 4.7

### BEB study programme with their objectives and learning outcomes

Curriculum	BEB full-time study programme
1. Name of the curriculum	Entrepreneurship and Business Administration, BA
2. Level of higher education	Bachelor studies
3. Study form(s)	Daytime studies
4. Educational institution(s)	Estonian Business School (EBS)
5. Total volume of the curriculum	180 ECTS
6. Nominal study period	3 years
7. Group of curriculum	Business and Administration
8. Code of the curriculum in EHIS	528
9. Study language(s)	Estonian
10. Other languages required to achieve the ILO	English
11. First registration of the curriculum*	06.08.2002
12. The date of confirmation of the curriculum version by the institution*	Decision of the Board of SA Estonian Business School, 12.12.2017
13. Conditions to start the program <ul style="list-style-type: none"> <li>• Secondary school education or respective qualifications;</li> <li>• Successful entrance tests in: Estonian (replaceable by the national high school final exam) and English (replaceable by the national high school final exam)</li> <li>• Interview with the EBS Admission Committee on professional suitability</li> </ul>	
14. Major (s) and their volume (ECTS)	Entrepreneurship and Business Administration, 168ECTS
15. Minor(s), other specialisations in the curriculum and their volume	<ul style="list-style-type: none"> <li>• Creative Entrepreneurship 18 ECTS</li> <li>• Sales 18 ECTS</li> <li>• Technology Entrepreneurship 18 ECTS</li> </ul>
16. Objectives of the curriculum <ul style="list-style-type: none"> <li>• Provide students with a broad and coherent knowledge and practical skills for setting up and developing your own company;</li> <li>• Prepare the students for running a small enterprise and understand all the aspects of managing a small enterprise;</li> <li>• To develop the analytical, managerial and leadership skills of students, preparing them for solving business-related problems;</li> <li>• To prepare students for further studies at Master's level and for continuous professional development.</li> </ul>	
17. Intended learning outcomes of the curriculum <ul style="list-style-type: none"> <li>• Obtain, analyse and interpret data relevant to making evidence-based decisions for typical entrepreneurship tasks in straightforward contexts;</li> <li>• Apply a broad and coherent knowledge of foundational business theories, concepts, practical principles and processes in a critical manner;</li> <li>• Exercise judgement to implement appropriate solutions for entrepreneurship tasks in straightforward contexts;</li> <li>• Create a vision, formulate and communicate ideas and action plans in a well-reasoned and effective way;</li> <li>• Work effectively in both leadership and team roles in diverse cultural contexts;</li> <li>• Has a systemic overview of the basic terminology, theoretical principles and research methods of business administration and entrepreneurship.</li> </ul>	
18. The diploma or degree(s) awarded at graduation	M Bachelor of Arts in Social Sciences, BA
19. Documents delivered to graduate	Diploma, Diploma Supplement, academic record
20. Short description of the curriculum structure	<ul style="list-style-type: none"> <li>• Core subjects 82,5 ECTS</li> <li>• Special subjects 73,5* ECTS, including: <ul style="list-style-type: none"> <li>• Elective courses 21* ECTS</li> <li>• Creative Entrepreneurship 18 ECTS</li> <li>• Sales 18 ECTS</li> <li>• Technology Entrepreneurship 18 ECTS</li> </ul> </li> <li>• Optional subjects 12 ECTS</li> <li>• Internship 6* ECTS</li> <li>• Final Exam or Final Thesis 6* ECTS</li> </ul>

21. Options for the accomplishment of the curriculum	The study form and specialisation modules are established with the EBS admission plan. In full-time studies, the special studies elective module can be compiled and completed by the elective and optional courses. It is possible to choose optional courses in the volume of 12 ECTS in either EBS or another university. To graduate, one can choose between the final exam and the final thesis.
22. Graduation requirements	<ul style="list-style-type: none"> <li>• Fulfilment of the requirements for the program,</li> <li>• Credit point average minimum 2.0,</li> <li>• Successfully passed final exam or thesis.</li> </ul>
23. Additional information	www.ebs.ee

### Curriculum structure, their objectives and intended learning outcomes:

Module: Core subjects <sup>5</sup>		Volume: 82,5 ECTS
<b>Objective:</b> To provide the necessary profiling knowledge and skills for the acquisition of the specialization.		
<b>Learning outcomes.</b> Upon the successful completion of the module, the student: <ul style="list-style-type: none"> <li>• has a systematic overview of the main concepts, theoretical principles and research methods of economics, entrepreneurship and business administration;</li> <li>• is able to formulate problems related to entrepreneurship and analyse and evaluate different solutions;</li> <li>• is able to recognise international business opportunities;</li> <li>• knows how to set up a company and has related experience;</li> <li>• has knowledge of general regularities at the micro- and macro level, knows the principles of macroeconomic politics;</li> <li>• is able to recognize interdisciplinary links;</li> <li>• is familiar with the principles of accounting and financial statement analysis and is able to put them into practice.</li> </ul>		
<b>Evaluation:</b> Core subjects are assessed during the study process by way of individual tasks or group work and by way of exam at the end of each subject.		
Code	Subject	Volume
BUS146	Introduction to Entrepreneurship	3 ECTS
BUS179	Student Enterprises	3 ECTS
ECO101	Microeconomics	6 ECTS
ECO102	Macroeconomics	6 ECTS
ECO115	Principles of Economics	3 ECTS
FIN104	Financial Accounting	6 ECTS
FIN119	Managerial Accounting	3 ECTS
LAN1102	Business English Intermediate I	3 ECTS
LAN1103	Business English Intermediate II	3 ECTS
LAW112	Business Law	6 ECTS
LAW118	Law Encyclopedia	3 ECTS
MAN107	Principles of Management	3 ECTS
MAR125	Marketing and Sales	6 ECTS
MAT104	Mathematics and Statistics for Business	6 ECTS
MAT111	Computer Fundamentals for Business I	3 ECTS
MET101	Development of Study Skills	1,5 ECTS
MET106	Research Design	3 ECTS
SOC110	Business Ethics	3 ECTS
SOC115	Communication and Presentation Skills	3 ECTS
SOC130	Philosophy	3 ECTS
SOC155	Social Psychology	3 ECTS
SOC159	Sociology	3 ECTS

<sup>5</sup> Principles of selection: undergoing the module is obligatory.

<b>Module:</b> Special subjects <sup>6</sup>		Volume: 73,5 ECTS*
<b>Objectives:</b> To provide the necessary knowledge and skills required for the specialization.		
<b>Learning outcomes.</b> Upon the successful completion of the module, the student: <ul style="list-style-type: none"> <li>• has acquired knowledge and skills in one of the functional areas of business administration;</li> <li>• is able to independently gather, analyse and interpret information using appropriate methods and instruments;</li> <li>• is able to plan and arrange business activities taking into account the entrepreneurship trends and business idea context;</li> <li>• is able to use contemporary relevant tools to solve practical entrepreneurship assignments;</li> <li>• has acquired through simulation the management experience of a big company, including solving interdisciplinary management tasks;</li> <li>• has got acquainted with main competencies and attitude of a leader and is able to participate in teamwork, including leading a team.</li> </ul>		
<b>Evaluation:</b> Special subjects are assessed during the study process by way of individual tasks or group work and by way of exam at the end of each subject.		
<i>Code</i>	<i>Subject</i>	<i>Volume</i>
Compulsory subjects (40,5 ECTS)		
BUS112	International Business	3 ECTS
BUS152	Business opportunities in Asian countries	3 ECTS
BUS159	Business Planning	3 ECTS
BUS163	E-Business	6 ECTS
LAN1104	Business English Advanced I	3 ECTS
LAN1105	Business English Advanced II	3 ECTS
MET107	Qualitative Research Methods	3 ECTS
MET108	Quantitative Research Methods	3 ECTS
LAW129	Taxation	3 ECTS
MAN116	Leadership	3 ECTS
MAN997	Business Simulation DYNAMA	4,5 ECTS
MAR112	Digital Marketing	3 ECTS
Majoring (choose one module, 18* ECTS)		
<b>Module:</b> Creative Entrepreneurship		Volume: 18* ECTS
<b>Objectives:</b> To provide the necessary knowledge and skills required for the specialization.		
<b>Learning outcomes.</b> Upon the successful completion of the module, the student: <ul style="list-style-type: none"> <li>• knows the creative industry, incl. business opportunities in design, fashion, music and other fields;</li> <li>• understands the role of design in product development and marketing;</li> <li>• is able to design and organize creative industry projects by linking business and aesthetic criteria;</li> <li>• can collaborate in a creative team;</li> <li>• - can provide creative ideas to creative people and assist them in creative industry development projects.</li> </ul>		
<b>Evaluation:</b> Marketing and communication module subjects are assessed during the study process by way of individual tasks or group work and by way of exam at the end of each subject.		
<i>Code</i>	<i>Compulsory subject</i>	<i>Volume</i>
MAR108	Professional Sales I	6 ECTS
MAR109	Professional Sales II	6 ECTS
MAR994	Internship in Sales	6 ECTS
Majoring (choose one module, 18* ECTS)		
<b>Module:</b> Technology Entrepreneurship		Volume: 18* ECTS
<b>Objectives:</b> To provide the necessary knowledge and skills required for the specialization.		
<b>Learning outcomes.</b> Upon the successful completion of the module, the student: <ul style="list-style-type: none"> <li>• understands the specifics of start-up companies;</li> <li>• is able to start and run a start-up company;</li> <li>• is able to develop a start-up company and is familiar with business models;</li> <li>• has an overview of technology trends and business opportunities.</li> </ul>		
<b>Evaluation:</b> Marketing and communication module subjects are assessed during the study process by way of individual tasks or group work and by way of exam at the end of each subject.		
<i>Code</i>	<i>Compulsory subjects</i>	<i>Volume</i>
BUS161	Technology Entrepreneurship I	6 ECTS



BUS162	Technology Entrepreneurship II	6 ECTS
BUS995	Internship in Technology Entrepreneurship	6 ECTS
<b>Module:</b> Elective studies or semester abroad		Volume: 21 ECTS
<b>Objectives:</b> To provide through exchange studies in a foreign university* and on the basis of programme's elective courses the opportunity to combine and pass a special study module regarding personal interests and objectives.		
<b>Learning outcomes.</b> Upon the successful completion of the module, the student: <ul style="list-style-type: none"> <li>• Has acquired knowledge and skills in selected areas;</li> <li>• Is able to evaluate and use international business opportunities;</li> <li>• Is able to analyse and plan business activities based on knowledge and understands its international context.</li> </ul>		
<b>Evaluation:</b> Elective subjects are assessed according to the rules of foreign university, by way of individual tasks, group work and acquired practical experience and by way of exam at the end of the module.		
<i>Code</i>	<i>Subject</i>	<i>Volume</i>
BUS144	Logistics	3 ECTS
BUS145	Game Design	3 ECTS
BUS160	Export	3 ECTS
ECO126	International Economics	3 ECTS
FIN112	Corporate Finance	3 ECTS
FIN145	Monetizing Freemium Apps	3 ECTS
LAN1121-1182	2.foreign language I	3 ECTS
LAN1122-1182	2.foreign language II	3 ECTS
LAW123	Aspects of Consumer Law in Business Activities	3 ECTS
MAN110	Human Resource Management	3 ECTS
MAN115	Quality Management	3 ECTS
MAN145	Managing Creative Teams	3 ECTS
MAR117	Service Design	3 ECTS
MAR130	Advertising	3 ECTS
MAR132	Marketing & Public Opinion Research	3 ECTS
MAR145	Going to Market in the Game Industry	3 ECTS
MAT112	Computer Fundamentals for Business II	3 ECTS
POL112	European Union History and Institutions	6 ECTS
POL118	International Relations	3 ECTS
SOC129	Teamwork	3 ECTS
SOC131	Semiotic of Advertising	3 ECTS
<b>Module:</b> Optional courses <sup>7</sup>		Volume: 12 ECTS
<b>Objectives:</b> To provide the students with a free choice of subjects which would contribute to their specialization.		
<b>Learning outcomes.</b> Upon the successful completion of the module, the student: <ul style="list-style-type: none"> <li>• Is able to identify interdisciplinary relations</li> <li>• Is able to constantly complement their knowledge individually;</li> <li>• Has a broad knowledge in the fields important for self-development.</li> </ul>		
<b>Evaluation:</b> Optional subjects are assessed during the study process by way of individual tasks or group work and by way of exam at the end of each subject.		
<b>Module:</b> Internship (part of the chosen module) <sup>8</sup>		Volume: 6 ECTS*
<b>Objectives:</b> To implement and enhance acquired knowledge and skills while performing work-related tasks in reality.		
<b>Learning outcomes.</b> Upon successful completion of the module the student: <ul style="list-style-type: none"> <li>• Has an overview of practical work in the field corresponding to the field of specialisation;</li> <li>• Is able to combine the theoretical and practical aspects in their field of specialisation.</li> </ul>		
<b>Evaluation:</b> Compilation of Internship report and its defence.		
<b>Thesis or exam required for graduation: Final exam or final thesis</b>		Volume: 6 ECTS
<b>Objectives:</b> To provide the student with a holistic picture of the knowledge and skills acquired during the studies and creates prerequisites for successful continuation of studies at the master's level.		

7 Principles of selection: Optional modules must be elected at EBS or some other university

8 Principles of selection: Successful completion of the module is obligatory.

<b>Learning outcomes.</b> Upon successfully passing the final thesis or the final exam the student: <ul style="list-style-type: none"> <li>• Has a systematic overview of the main principles, theoretical principles and research methods of business administration;</li> <li>• Knows the theoretical schools, trends and current problems of business administration;</li> <li>• Is able to identify interdisciplinary relations;</li> <li>• Is able to express the problems, analyse and assess different solutions, which are related to business administration, in writing;</li> <li>• Is able to collect information individually by applying the appropriate methods and means, interpret the above information critically and creatively;</li> <li>• Is able to select and apply appropriate methods for the solution of tasks related to business administration;</li> <li>• Is able to explain the problems related to business administration in the language of instruction in speech and in writing, participate in professional discussions;</li> <li>• Is able to continue studies, constantly complement the special and professional skills.</li> </ul>	
<b>Evaluation:</b> Based on the result of the final thesis or the final exam, the committee will make a joint decision regarding the awarding of the bachelor's degree.	
Curriculum	BEB session-based study programme
1. Name of the curriculum	Entrepreneurship and Business Administration, BA
2. Level of higher education	Bachelor studies
3. Study form(s)	Session-based studies
4. Educational institution(s)	Estonian Business School (EBS)
5. Total volume of the curriculum	180 ECTS
6. Nominal study period	3,5 years
7. Group of curriculum	Business and Administration
8. Code of the curriculum in EHIS	528
9. Study language(s)	Estonian
10. Other languages required to achieve the ILO	English
11. First registration of the curriculum*	06.08.2002
12. The date of confirmation of the curriculum version by the institution*	Decision of the Board of SA Estonian Business School, 12.12.2017
13. Conditions to start the program <ul style="list-style-type: none"> <li>• Secondary school education or respective qualifications;</li> <li>• Successful entrance tests in: Estonian (replaceable by the national high school final exam) and English (replaceable by the national high school final exam)</li> <li>• Interview with the EBS Admission Committee on professional suitability</li> </ul>	
14. Major (s) and their volume (ECTS)	Entrepreneurship and Business Administration, 168ECTS
15. Minor(s), other specialisations in the curriculum and their volume	-
16. Objectives of the Curriculum <ul style="list-style-type: none"> <li>• Provide students with a broad and coherent knowledge and practical skills for setting up and developing your own company;</li> <li>• Prepare the students for running a small enterprise and understand all the aspects of managing a small enterprise;</li> <li>• To develop the analytical, managerial and leadership skills of students, preparing them for solving business-related problems;</li> <li>• - To prepare students for further studies at Master's level and for continuous professional development.</li> </ul>	
17. Intended learning outcomes of the curriculum <ul style="list-style-type: none"> <li>• -Obtain, analyse and interpret data relevant to making evidence-based decisions for typical entrepreneurship tasks in straightforward contexts;</li> <li>• Apply a broad and coherent knowledge of foundational business theories, concepts, practical principles and processes in a critical manner;</li> <li>• Exercise judgement to implement appropriate solutions for entrepreneurship tasks in straightforward contexts;</li> <li>• Create a vision, formulate and communicate ideas and action plans in a well-reasoned and effective way;</li> <li>• Work effectively in both leadership and team roles in diverse cultural contexts;</li> <li>• Has a systemic overview of the basic terminology, theoretical principles and research methods of business administration and entrepreneurship.</li> </ul>	
18. The diploma or degree(s) awarded at graduation	Bachelor of Arts in Social Sciences, BA
19. Documents delivered to graduate	Diploma, Diploma Supplement, academic record

20. Short description of the curriculum structure	<ul style="list-style-type: none"> <li>• Core subjects 82,5 ECTS</li> <li>• Special subjects 79,5* ECTS, including: <ul style="list-style-type: none"> <li>• Elective courses 39* ECTS</li> </ul> </li> <li>• Optional subjects 12 ECTS</li> <li>• Final Exam or Final Thesis 6* ECTS</li> </ul>
21. Options for the accomplishment of the curriculum	The study form and specialisation modules are established with the EBS admission plan. In full-time studies, the special studies elective module can be compiled and completed by the elective and optional courses. It is possible to choose optional courses in the volume of 12 ECTS in either EBS or another university. To graduate, one can choose between the final exam and the final thesis.
22. Graduation requirements	<ul style="list-style-type: none"> <li>• Fulfilment of the requirements for the program,</li> <li>• Credit point average minimum 2.0,</li> <li>• Successfully passed final exam or thesis.</li> </ul>

### Curriculum structure, their objectives and intended learning outcomes

Module: Core subjects <sup>9</sup>		Volume: 82,5 ECTS
<b>Objective:</b> To provide the necessary profiling knowledge and skills for the acquisition of the specialization.		
<b>Learning outcomes.</b> Upon the successful completion of the module, the student: <ul style="list-style-type: none"> <li>• has a systematic overview of the main concepts, theoretical principles and research methods of economics, entrepreneurship and business administration;</li> <li>• is able to formulate problems related to entrepreneurship and analyse and evaluate different solutions;</li> <li>• is able to recognise international business opportunities;</li> <li>• knows how to set up a company and has related experience;</li> <li>• has knowledge of general regularities at the micro- and macro level, knows the principles of macroeconomic politics;</li> <li>• -is able to recognize interdisciplinary links;</li> <li>• -is familiar with the principles of accounting and financial statement analysis and is able to put them into practice.</li> </ul>		
<b>Evaluation:</b> Core subjects are assessed during the study process by way of individual tasks or group work and by way of exam at the end of each subject.		
Code	Subject	Volume
BUS146	Introduction to Entrepreneurship	3 ECTS
ECO101	Microeconomics	6 ECTS
ECO102	Macroeconomics	6 ECTS
ECO115	Principles of Economics	3 ECTS
FIN104	Financial Accounting	6 ECTS
FIN119	Managerial Accounting	3 ECTS
LAN1102	Business English Intermediate I	3 ECTS
LAN1103	Business English Intermediate II	3 ECTS
LAW112	Business Law	6 ECTS
LAW118	Law Encyclopaedia	3 ECTS
MAN107	Principles of Management	3 ECTS
MAR125	Marketing and Sales	6 ECTS
MAT104	Mathematics and Statistics for Business	6 ECTS
MAT111	Computer Fundamentals for Business I	3 ECTS
MET101	Development of Study Skills	1,5 ECTS
MET106	Research Design	3 ECTS
SOC110	Business Ethics	3 ECTS
SOC115	Communication and Presentation Skills	3 ECTS
SOC130	Philosophy	3 ECTS
SOC155	Social Psychology	3 ECTS
SOC159	Sociology	3 ECTS
LAW415	Labour Law	3 ECTS

Module: Special subjects <sup>10</sup>		Volume: 79,5 ECTS*
<b>Objectives:</b> To provide the necessary knowledge and skills required for the specialization.		
<b>Learning outcomes.</b> Upon the successful completion of the module, the student: <ul style="list-style-type: none"> <li>• has acquired knowledge and skills in one of the functional areas of business administration;</li> <li>• is able to independently gather, analyse and interpret information using appropriate methods and instruments;</li> <li>• is able to plan and arrange business activities taking into account the entrepreneurship trends and business idea context;</li> <li>• is able to use contemporary relevant tools to solve practical entrepreneurship assignments;</li> <li>• has acquired through simulation the management experience of a big company, including solving interdisciplinary management tasks;</li> <li>• has got acquainted with main competencies and attitude of a leader and is able to participate in teamwork, including leading a team.</li> </ul>		
<b>Evaluation:</b> Special subjects are assessed during the study process by way of individual tasks or group work and by way of exam at the end of each subject.		
Code	Compulsory subjects (40,5 ECTS)	Volume
BUS112	International Business	3 ECTS
BUS152	Business opportunities in Asian countries	3 ECTS
BUS159	Business Planning	3 ECTS
BUS163	E-Business	6ECTS
LAN1104	Business English Advanced I	3 ECTS
LAN1105	Business English Advanced II	3 ECTS
MET107	Qualitative Research Methods	3 ECTS
MET108	Quantitative Research Methods	3 ECTS
LAW129	Taxation	3 ECTS
MAN116	Leadership	3 ECTS
MAN997	Business Simulation DYNAMA	4,5 ECTS
MAR112	Digital Marketing	3 ECTS
Module: Elective studies module or semester abroad		Volume: 39 ECTS*
<b>Objectives:</b> To provide through exchange studies in a foreign university* and on the basis of programme´s elective courses the opportunity to combine and pass a special study module regarding personal interests and objectives.		
<b>Learning outcomes.</b> Upon the successful completion of the module, the student: <ul style="list-style-type: none"> <li>• Has acquired knowledge and skills in selected areas;</li> <li>• Is able to evaluate and use international business opportunities;</li> <li>• - Is able to analyse and plan business activities based on knowledge and understands its international context.</li> </ul>		
<b>Evaluation:</b> Elective subjects are assessed according to the rules of foreign university, by way of individual tasks, group work and acquired practical experience and by way of exam at the end of the module.		
Code	Subject	Volume
BUS444	Logistics	3 ECTS
BUS145	Game Design	3 ECTS
BUS466	Export	3 ECTS
BUS994	Internship in Entrepreneurship	6 ECTS
ECO426	International Economics	3 ECTS
FIN410	Corporate Finance	3 ECTS
FIN145	Monetizing Freemium Apps	3 ECTS
LAN1121-1182	2.foreign language I	3 ECTS
LAN1121-1182	2.foreign language II	3 ECTS
LAW423	Aspects of Consumer Law in Business Activities	3 ECTS
MAN410	Human Resource Management	3 ECTS
MAN415	Quality Management	3 ECTS
MAN145	Managing Creative Teams	3 ECTS
MAR417	Service Design	3 ECTS
MAR430	Advertising	3 ECTS
MAR432	Marketing & Public Opinion Research	3 ECTS
MAR145	Going to Market in the Game Industry	3 ECTS

MAT412	Computer Fundamentals for Business II	3 ECTS
POL412	European Union History and Institutions	6 ECTS
POL402	International Relations	3 ECTS
SOC429	Teamwork	3 ECTS
SOC431	Semiotic of Advertising	3 ECTS

<b>Name of the module:</b> Optional courses <sup>11</sup>	Volume: 12 ECTS
<b>Objectives:</b> To provide the students with a free choice of subjects which would contribute to their specialization.	
<b>Learning outcomes.</b> Upon the successful completion of the module, the student: <ul style="list-style-type: none"> <li>• Is able to identify interdisciplinary relations</li> <li>• Is able to constantly complement their knowledge individually;</li> <li>• Has a broad knowledge in the fields important for self-development.</li> </ul>	
<b>Evaluation:</b> Optional subjects are assessed during the study process by way of individual tasks or group work and by way of exam at the end of each subject.	
<b>Thesis or exam required for graduation:</b> Final exam or final thesis	Volume: 6 ECTS
<b>Objectives:</b> To provide the student with a holistic picture of the knowledge and skills acquired during the studies and creates prerequisites for successful continuation of studies at the master's level.	
<b>Learning outcomes.</b> Upon successfully passing the final thesis or the final exam the student: <ul style="list-style-type: none"> <li>• Has a systematic overview of the main principles, theoretical principles and research methods of business administration;</li> <li>• Knows the theoretical schools, trends and current problems of business administration;</li> <li>• Is able to identify interdisciplinary relations;</li> <li>• Is able to express the problems, analyse and assess different solutions, which are related to business administration, in writing;</li> <li>• Is able to collect information individually by applying the appropriate methods and means, interpret the above information critically and creatively;</li> <li>• Is able to select and apply appropriate methods for the solution of tasks related to business administration;</li> <li>• Is able to explain the problems related to business administration in the language of instruction in speech and in writing, participate in professional discussions;</li> <li>• Is able to continue studies, constantly complement the special and professional skills.</li> </ul>	
<b>Evaluation:</b> Based on the result of the final thesis or the final exam, the committee will make a joint decision regarding the awarding of the bachelor's degree.	

## Appendix 4.8

### Detailed descriptions of five important BEB courses

<b>FIN119 Managerial Accounting</b> Lecturer Aet Toots
<p>The <b>objective</b> of the course is to give the theoretical knowledge and practical skills necessary for the use of the managerial accounting models and methods. After finishing the course, the student:</p> <ul style="list-style-type: none"> <li>• understand the role of managerial accounting in company management</li> <li>• understand the aims and tasks of managerial accounting</li> <li>• know the methods of managerial accounting</li> <li>• be able to organise managerial accounting in a company</li> <li>• be able to apply the basic methods of managerial accounting</li> <li>• be able to evaluate the financial health of a company</li> <li>• be able to prepare budgets</li> </ul>
<b>Teaching methods:</b> Interactive discussions, case-exercises, groupwork based case study, problem-solving exercises.
<p><b>Course programme and content:</b> To give the theoretical knowledge and practical skills necessary for the usage of managerial accounting models and methods. The course deals with the application of financial and non-financial information in planning, valuation, purpose-oriented use of resources and decision making by covering the following topics: the financial statement analysis; the use of accounting information in decision making, the job, process and activity-based costing, the cost-volume-profit analysis; the use of cost information in decision making; financial planning and budgeting.</p> <p><b>The course topics are covered in line with the equivalent topics in the ACCA (Association of Chartered Certified Accountants) F2 syllabus.</b></p>

**Description of independent learning and its assessment:**

In addition to courses, there is independent reading and tasks to work on between the study sessions. In the class the reading assignment topics and most important aspects will be discussed. Students are working together to solve the practical problems related to the given topics.

**Assessment methods and criteria**

- Tests/homework: 20%
- Classroom case study: 20% (please see the example of the assessment criteria in Appendix 3.1.)
- Final Examination: 60%

**List of required reading**

- Carey, Knowles, Towers-Clark, 2011. Accounting a Smart Approach. Oxford University Press.
- Alver, Reinberg, 2002. Juhtimisarvestus.

**MAN997 Business Simulation DYNAMA**

Lecturer Anto Liivat & Associate Professor Peeter Kross, Ph.D.

The **objective** of the course is to develop students' entrepreneurial skills and capability to make strategic and tactical managerial decisions. Upon completion of the course the student:

- has practiced decision-making in different entrepreneurial situations and developed attitudes related to entrepreneurship;
- based on personal experience, understands the links between entrepreneurship theory and practice;
- perceived the importance of monitoring and analysing competitors with the purpose of making strategic decisions;
- learns to make use of market research results as well as information recorded in competitors' income statement and balance sheet while making decisions;
- understands the links between the company's financial results and managerial decisions;
- has experienced the importance of teamwork while making managerial decisions under limited time.

**Teaching methods:** Business simulation, blended-learning, student-led learning.

**Course programme and content:**

The game constitutes a speedy competitive situation where teamwork alternates with short seminars that analyse managerial decisions and their impact. The course covers the following topics: market and competitor analysis, forecasting demand and dynamics; product life cycle and positioning; structure of product portfolio and pricing; influence of product price on demand; short- and long-term consumer behaviour; acting on a growing and declining market; analysis of balance sheet and income statement; planning the production-, marketing-, and financial costs and links to the company's short- and long-term financial performance; assessment of the company's value; takeovers and mergers; teamwork in the strategic and tactical decision-making.

**Description of independent learning and its assessment**

Working with e-book of the course. Due to the method of the course (simulation), the principles of formative and authentic assessment apply. While assessing students' progress, the learning outcomes are evaluated according to the Canvas rubrics and in a situation as close to real-life as possible and the students are constantly provided with feedback that, in its turn, supports the acquiring of the learning outcomes during the study process. It is assumed that all the members contribute fairly to the team-learning process and help to achieve the intended learning outcomes of the course. Oral feedback (including grades) for the course projects is provided after the presentations in the format of the Supervisory Board meeting at the beginning of each game day.

**Assessment methods and criteria**

- Groupwork: Course projects (3) 45% (please see the example of the assessment criteria in Appendix 3.1.)
- Activity in the class: Performing the tasks given during game-days 45%
- Bonus: Excellence in delivering results 10%

**List of required reading**

- The game manual and e-books in Canvas.

**MAT104 Mathematics and Statistics for Business**

Senior Lecturer Heikki Pääva, PhD

The **aim** of this course is to prepare students for the mathematics that is used in managerial and business life. Many of these topics appear daily in business situations; mathematical methods discussed can be applied solving managerial and business problems. Upon completion of the course the student:

- is able to make general tax calculations, understands the basics of interest calculations and is able to use them in practice,
- is able to use index analysis,
- understands the basics of matrix calculation and is able to use them in compiling and solving simple economic models,
- is able to find general solutions for linear equation systems,
- knows basic economical functions and is able to compile them,
- knows applications of derivatives in economics and is able to solve simple optimization problems of revenue, cost and profit.

**Teaching methods:** Problem-based learning, demonstration, independent research.

**Course programme and content:**

The course covers the following topics: basic economic calculations, interest calculations, index analysis, descriptive statistics, basic matrix calculation and applications in economic models, linear equation systems and applications, functions, economic functions, derivatives and applications, partial derivatives and applications. MS Excel spreadsheet examples will be presented and used to solve problems.



**Description of independent learning and its assessment:**

Homework assignments. (Assignment guide presented).

**Assessment methods and criteria**

- Homework 1: 10%
- Test 1: 10%
- Test 2: 10%
- Homework 2: 10%
- Test 3: 10%
- Exam: 50%

**List of required reading**

- H. Pääva. Majandusmatemaatika ja statistika. EBS, 2018. (vt Canvase kursus: Modules / Õpik)
- Recommended:
- A.C. Chiang, K. Wainwright. Fundamental Methods of Mathematical Economics. McGraw Hill, 2005;
- J. Baldam, J. Bradfield, R. Turner. Mathematical Economics. Dryden Press, 1996.

**MAR130 Advertising**

Professor Katri Kerem, Ph.D.

The **aim** of the advertising course is to introduce students to the practical side of advertising including the essence and structure of the ad agencies and cooperation between different parties in the advertising system. Completing the course will prepare students for independent work with the advertising projects either in the creative agencies or on the client side of advertising business. Upon completion of the course the student:

- understands the essence of advertising; knows different types of advertising and media channels
- knows the structure of the advertising industry and tasks of different players;
- has a thorough overview of the process of creating advertisements and the scope of advertising services and their selling logic;
- knows principles of customer communication (in the advertising industry);
- is able to manage independently documentation and budgets of the advertising projects;
- knows the specifics of functioning of the advertising teams and is able to work in teams.
- recognizes the main supplies and partners in the advertising industry.

**Teaching methods:** Company visits, creativity exercises, self-reflection, creative writing.

**Course programme and content:**

Main topics: Advertising and communication in the integrated marketing system. Ad media agencies in Estonia and worldwide. Ad agencies, media agencies, company marketing departments and other service providers. The structure and work process of the ad agencies. Advertising production. Specifics of different advertising channels, media and media planning. Creative aspects of advertising. If possible, practicing professionals are invited as guest speakers to the course and study visits are arranged to the ad agency.

**Description of independent learning and its assessment:**

Reading materials to prepare for the lecture and submitting home assignments.

**Assessment methods and criteria**

This is a pass/fail course, where the result is determined by the participation and individual work. To pass the course you need a minimum of 75 points (out of 100). The share of each participation/activity is given in the list of graded work.

- Homework 1: Analysis of an advertisement, presentation 10%
- Creativity Groupwork: In class case creativity exercise 15%
- Groupwork: Final homework 20%
- Creative Brief: Writing a brief (in class exercise) 15%
- Participation: Participation in the guest lecture 10%
- Participation: Participation in media guest lecture and written reflection 15%

To get the 15 points for this event you have to participate in the class (sign the presence sheet) and send a short (300-400 words) reflection of the session and your learnings to Canvas during one week after the media guest lecture.

Agency visit: Visit to creative agency and written reflection 15%

To get the 15 points for this event you have to take part in the visit (sign the presence sheet) and send a short (300-400 words) reflection of the session and your learnings to Canvas during one week after the ad agency visit.

**List of required reading**

- Class notes
- Materials uploaded in Canvas

### MAN107 Principles of Management

Senior Lecturer Tõnu Kaarelson, Ph.D.

The **objective** of the course is to give an overview of an organisation and management in theory and practice. On successful completion of the course the student will:

**General competencies:**

- be able to work independently or as part of a team, communicate, analyse problems, express themselves in writing and speech.

**Topical competences:**

- understand the main historical and current management concepts;
- analyse the influence of organisations and the environmental factors;
- understand the principles of strategic analysis and planning;
- understand the structure of an organisation and job allocation;
- understand human resource management and have managerial and leadership competencies;
- be able to hone personal management skills;
- be able to function in a multicultural environment;
- be able to work in a team;
- - understand teamwork efficiency evaluation.

**Teaching methods:** Case discussions, problem-based learning, peer-learning,

**Course programme and content:**

The course gives an overview of principal management activities. It facilitates orientation in the issues, terminology and methods related to management as well as comprehension of topic related literature. It deals with the general terminology of management, the development of management theory, the environment of an organisation, the role of the leader, the main tasks and methods of management. In order to illustrate the topics, the course applies practical exercises and management analyses. Principles of Management is a prerequisite course for many subsequent courses of the curriculum.

**Description of independent learning and its assessment:**

Reading assignments before the class, submitting homeworks and taking exam.

**Assessment methods and criteria**

- Homework 1: individual 15%
- Homework 2: group work 20%
- Mid-term exam: 20%
- Activity in the class: 5%
- Exam: 40%

**List of required reading**

- Alas, Ruth. Juhtimise alused. Külim, 2008
- Articles uploaded to Canvas

### Examples of the assessment criteria in LMS Canvas rubrics:

#### FIN119 Managerial Accounting, Case study

Management Accounting: Case Study										
You've already rated students with this rubric. Any major changes could affect their assessment results										
Criteria	Ratings									Pts
Requirement a) budgeting	<b>4.0 Pts Full marks</b> All budgets correct and adequate comment	<b>3.5 Pts A couple of minor mistakes</b> Minor mistakes in one budget or some inadequacies in the comment	<b>3.0 Pts Several minor mistakes</b> Some minor mistakes in the budgets or incomplete comments	<b>2.5 Pts Some mistakes or inadequacies</b> Some mistakes in the budgets and some inadequacies in the comments/ or: Budgets correct but comment missing	<b>2.0 Pts Partial answer</b> Budgets only partially correct and comments incomplete	<b>1.5 Pts Several mistakes and inadequacies</b> Several mistakes in the budgets and inadequate comment	<b>1.0 Pts Few correct items only</b> Only a few budgets correct, comments missing/ or: Budgeting wrong but general comments adequate	<b>0.5 Pts Very few items only</b> Only a few aspects correct in the budgets or comments	<b>0.0 Pts No Marks</b>	4.0 pts

Requirement b) Product profitability	<b>3.0 Pts Full marks</b> Profitability correctly assessed and adequate advice is provided		<b>2.0 Pts No description</b> Some mistakes in the calculation of profitability or inadequate advice		<b>1.0 Pts No description</b> Incorrect profitability assessment or missing advice		<b>0.0 Pts No marks</b>	3.0 pts
Requirement c) Assessment of the proposal	<b>3.0 Pts Full marks</b> Correct assessment of the proposal and adequate comment on other factors	<b>2.5 Pts Minor mistakes</b> Few minor mistakes in the assessment of the proposal or some aspects missing in the comments	<b>2.0 Pts No description</b> Some mistakes in the assessment of the proposal or incomplete comment		<b>1.0 Pts No description</b> Incorrect assessment but adequate additional comment		<b>0.0 Pts No Marks</b>	3.0 pts
Requirement d) Make or buy?	<b>2.5 Pts Full marks</b> Correct production cost and adequate advice and comment	<b>2.0 Pts Incomplete comment</b> Correct production cost, the comment incomplete	<b>1.5 Pts Partial answer</b> Incomplete production cost or inadequate comment		<b>1.0 Pts Wrong cost and partial comment</b> Incorrect production cost and partial comment		<b>0.0 Pts No Marks</b>	2.5 pts
NPV and comments	<b>2.5 Pts Full marks</b> Correct NPV and appropriate advice, adequate comment on limitations and non-financial factors	<b>2.0 Pts Minor mistakes</b> NPV correctly calculated but some aspect missing in comments/ or comments fine but some minor miscalculations in NPV	<b>1.5 Pts Some mistakes</b> Some mistakes in NPV calculation or inadequate comments		<b>1.0 Pts Wrong NPV, comments inadequate</b> Either NVP wrong or comments incomplete	<b>0.5 Wrong NPV, only a few aspects of comment relevant</b> NPV wrong and only a few aspects in comments relevant	<b>0.0 Pts No Marks</b>	2.5 pts

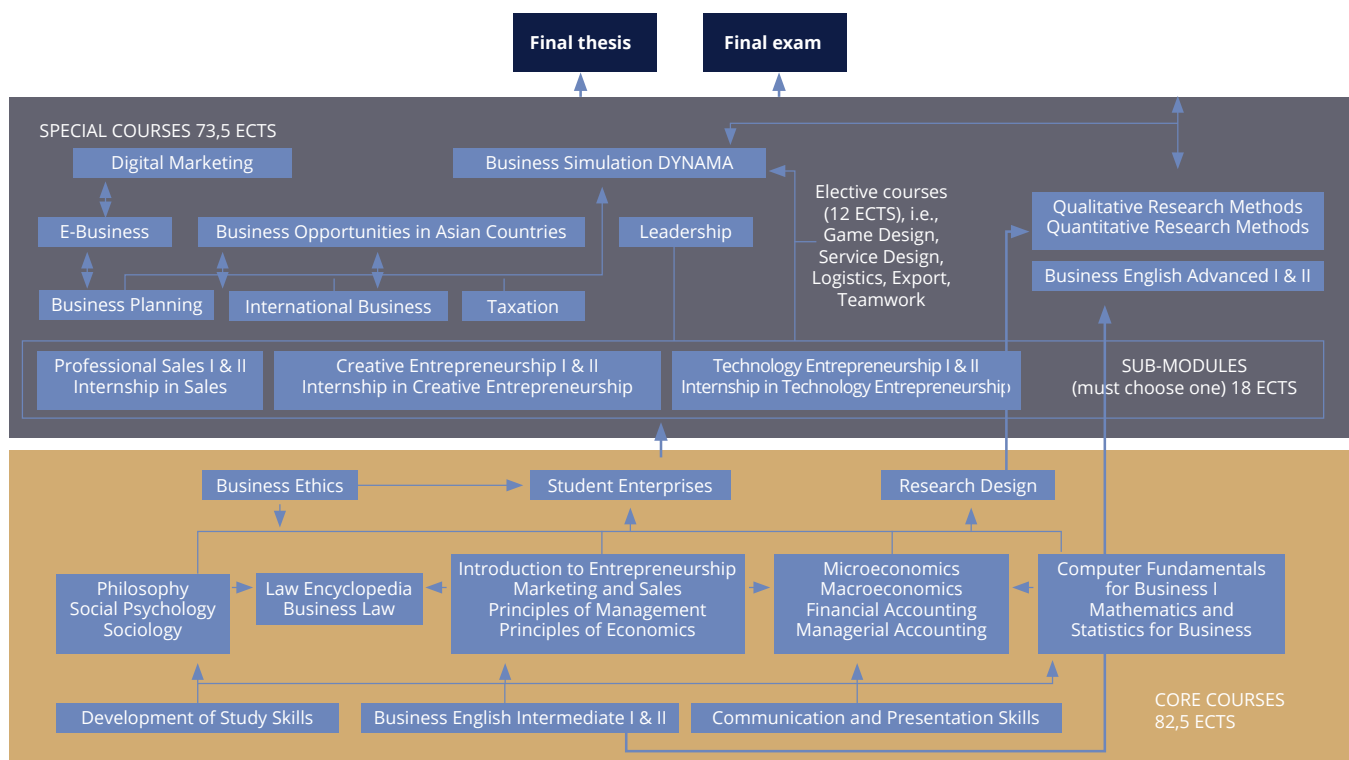
### MAN997 Business Simulation DYNAMA, Course project

Homework 1							
Criteria	Ratings						Pts
1. Determining the company's mission, vision, and strategic goals.	<b>5.0 Excellent</b> A clearly described and originally presented strategy gives evidence of comprehensive work by the student	<b>4.0 Pts Very good</b> The company's strategy has been described correctly	<b>3.0 Pts Good</b> The strategy has been determined in general, but the explanations are somewhat questionable	<b>2.0 Pts Satisfactory</b> The strategy has been described partially; the explanations are inadequate and questionable.	<b>1.0 Pts Unsatisfactory</b> The strategy has been described superficially, and it is not in harmony with the company's marketing and financial goals.	<b>1. Pts Inadequate/incomplete</b> The task has not been completed.	5.0 pts
2. Description of the company's target segments, marketing, and pricing strategies and competitive differentiation	<b>5.0 Pts Excellent</b> The company's target segments have been clearly determined, and its competitive differentiation and marketing and pricing strategies have been very well and logically reasoned.	<b>4.0 Pts Very good</b> The company's target segments have been determined, and its competitive differentiation and marketing and pricing strategies have been reasoned	<b>3.0 Pts Good</b> The company's target segments have been determined in general, and its competitive differentiation and marketing and pricing strategies have been described. The explanations are somewhat questionable.	<b>2.0 Pts Satisfactory</b> The company's target, its competitive differentiations, and marketing and pricing strategies have been described partially. The explanations are inadequate and questionable	<b>1.0 Pts Unsatisfactory</b> The company's target, its competitive differentiations and marketing and pricing strategies have been described superficially	<b>0.0 Pts Inadequate/incomplete</b> The task has not been completed.	5.0 pts

3. Setting objectives for the following two financial years.	<b>5.0 Pts Excellent</b> The table assigned as homework has been correctly filled in, the objectives are in full harmony with the company's overall strategy and marketing and pricing strategies.	<b>4.0 Pts Very good</b> The table assigned as homework has been filled in, the objectives are in harmony with the company's overall strategy and marketing and pricing strategies.	<b>3.0 Pts Good</b> The table assigned as homework includes a few mistakes, the objectives are mostly in harmony with the company's overall strategy and marketing and pricing strategies.	<b>2. Pts Satisfactory</b> The table assigned as homework has been filled in but includes several questionable aspects.	<b>2. Pts Inadequate/incomplete</b> The table assigned as homework has been filled in partially and the objectives have been described superficially.	0.0 Pts Unsatisfactory The task has not been completed.	5.0 pts
							Total points: 15.0

## Appendix 4.9.

### he scheme describing the interconnections in BEB study programme



## Appendix 4.10

### Faculty of all BEB courses

Name & CV	Year of birth	Position	Core/Adjunct	Work-load at HEI	Qualification	Course(s) taught in BEB
Pihlak, Ülle	1957	Senior Lecturer	Core	1	Ph.D.	Introduction to Entrepreneurship 3 ECTS, Student Enterprises 3 ECTS, Technology Entrepreneurship I 6 ECTS, Technology Entrepreneurship II 6 ECTS, Business Opportunities in Asian Countries 3 ECTS, Business Planning 3 ECTS, Internship in Technology Entrepreneurship 6 ECTS
Luiker, Lauri	1968	Lecturer	Adjunct	0,3	Master's	Principles of Economics 3 ECTS
Rand, Jaan	1953	Lecturer	Core	1	Master's	Business English Intermediate I 3 ECTS, Business English Intermediate II 3 ECTS, Business English Advanced I 3 ECTS, Business English Advanced II 3 ECTS
Raid, Ülle	1957	Lecturer	Core	1	Master's	Business English Intermediate I 3 ECTS, Business English Intermediate II 3 ECTS, Business English Advanced I 3 ECTS, Business English Advanced II 3 ECTS
Tšatšua, Tiina	1956	Lecturer	Core	1	Master's	Marketing and Sales 6 ECTS
Paomees, Guido	1958	Lecturer	Core	0,5	Master's	Marketing and Sales 6 ECTS, Professional Sales I 6 ECTS, Professional Sales II 6 ECTS, Internship in Sales 6 ECTS
Päeva, Heikki	1953	Senior Lecturer	Core	1	Ph.D.	Mathematics and Statistics for Business 6 ECTS
Kallas, Viljo	1957	Lecturer	Adjunct	0,45	Master's	Computer Fundamentals for Business I 3 ECTS
Osula, Kadri	1972	Lecturer	Adjunct	0,15	Master's	Development of Study Skills 1,5 ECTS
Kein, Alar	1966	Senior Lecturer	Core	1	Ph.D.	Microeconomics 6 ECTS
Lamberg, Eve	1958	Lecturer	Core	0,5	Master's	Financial Accounting 6 ECTS
Kallion, Madis	1956	Lecturer	Core	0,4	Master's	Law Encyclopedia 3 ECTS
Kaarelson, Tõnu	1951	Senior Lecturer	Core	0,35	Ph.D.	Principles of Management 3 ECTS
Randmann, Liina	1961	Lecturer	Adjunct	0,15	Ph.D.	Social Psychology 3 ECTS
Pesor, Renee	1990	Junior Research Fellow	Core	1	Master's	Macroeconomics 6 ECTS, Quantitative Research Methods 3 ECTS
Toots, Aet	1967	Lecturer	Core	1	Master	Managerial Accounting 3 ECTS
Lelumees, Anne	1956	Lecturer	Core	1	Master's	Business English Advanced I 3 ECTS, Business English Advanced II 3 ECTS
Pello, Rauno	1981	Junior Research Fellow	Core	1	Master's	Research Design 3 ECTS, E-Business 6 ECTS
Lehing, Anu	1971	Lecturer	Core	1	Master's	Communication and Presentation Skills 3 ECTS
Laas, Oliver	1985	Lecturer	Adjunct	0,38	Master's	Philosophy 3 ECTS
Nemeržitski, Stanislav	1982	Lecturer	Adjunct	0,08	Master's	Sociology 3 ECTS
Arumäe, Urmas	1957	Associate Professor	Core	1	Ph.D.	Business Law 6 ECTS
Kooskora, Mari	1969	Associate Professor	Core	1	Ph.D.	Business Ethics 3 ECTS
Kõlar, Juko-Mart	1983	Lecturer	Adjunct	0,23	Ph.D.	Creative Entrepreneurship I 6 ECTS, Internship in Creative Economy 6 ECTS
Sarv, Jorma	1981	Lecturer	Adjunct	0,12	Master's	Creative Entrepreneurship II 6 ECTS
Krustok, Ivar	1990	Lecturer	Adjunct	0,08	Bachelor	Digital Marketing 3 ECTS
Elenurm, Tiit	1952	Professor	Core	1	Ph.D.	International Business 3 ECTS
Buldas, Velda	1968	Lecturer	Adjunct	0,08	Master's	Taxation 3 ECTS
Eomois, Ester	1971	Lecturer	Core	0,5	Master's	Leadership 3 ECTS
Kroos, Karmo	1976	Lecturer	Core	1	Master's	Qualitative Research Methods 3 ECTS
Kross, Peeter	1950	Associate Professor	Core	0,25	Ph.D.	Business Simulation DYNAMA 4,5 ECTS
Liivat, Anto	1982	Lecturer	Core	1	Master's	Business Simulation DYNAMA 4,5 ECTS

