PROGRAMME DOCUMENT

Doctorate in Business Administration

Objectives of the Programme

Pursuing a DBA program will bring various positive aspects to your career. The overall objective of the DBA program is to become an expert in a certain area of a management field as a wider discipline and to strengthen your leadership skills by exploring a specific research field.

Reason #1: Be different compared to a typical MBA graduate

Currently, there are many MBA graduates with whom you will be competing tomorrow for a new job or simply to get a better position. The DBA will be a great competitive advantage that you will have compared to an MBA graduate as not only the DBA will offer you a more academic and scientific perspective of how to approach the complex business environment, but more importantly it will give you new tools and methods that will enable you to acquire expertise in a specific area of management or any similar discipline.

Reason #2: You will acquire advanced skills, methods and techniques

One of the critical aspects of the DBA program is that it will help you to enable various new advanced skills, methods and techniques that companies quite often neglect when they approach the market. For example, you will get acquainted with new academic methods such as qualitative or quantitative approaches that you will be able to easily apply in the business context.

Reason #3: A DBA will open multiple career paths

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With the DBA you will become an expert in the field that will bring you a set of management and decision-making skills that may qualify you for senior-level leadership positions and new career opportunities. You could also embark on careers as applied researchers or consultants.

DBA will prepare you to lead in business, government, education, non-profit, and healthcare industries with a thorough understanding of the challenges facing these sectors and the practical skills required to meet those challenges.

Reason #4: Salary and Prestige

With the new knowledge that you will acquire throughout the DBA program, you can also expect a higher salary. It is well-known that in many countries and companies, the pay scale for the employees that have obtained a doctoral degree is much higher.

Reason #5: Professional Challenge and Growth

Professional and personal growth is something that each person that starts the DBA program is also looking for. You will be challenged intellectually and professionally to become an expert in a specific area of study.

COURSE LEARNING OUTCOMES

Doctoral program objectives include:

- To provide students with the opportunity to learn the latest academic theories, concepts, techniques and applications with emphasis on teaching, research, practice, Innovation, and consulting.

- To extend the knowledge, expertise and skill of students through the application of research to business problems and issues by including internships, teaching experiences, and special study projects as a part of the curriculum.

- To develop the student's ability to carry out independent research at an advanced level, and enhance their ability to deliver their ideas, research methodology and findings by means of formal presentations with critiques of their analytical, written, oral

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and media presentation skills in business, professional, and educational environments.

- To create opportunities for the University's bachelor and master degree students to continue their business education by undertaking the doctoral degree course of study. The DBA program is designed to serve this need by providing doctoral-level education to professional practitioners in business and management.

Upon completion of the DBA program, well defined students are ready to enter the international business world and successful employment, publications of scholarly papers, professional research and teaching at institutes and Universities. Doctoral program Learning outcomes shall enable a student to:

1. Demonstrate advanced knowledge and competence in the latest academic theories, concepts, technology-enabled opportunities, financially justified analysis, research operations and market-based economy in a global field of business administration.
2. Demonstrate integration from business and non-business disciplines to generate novel ideas, strategies, and practical approaches to address business issues faced by senior leadership in organizations.
3. Demonstrate effective independent research skills including formulation of research problem; integration of previous publications into an appropriate literature review; design of a research study; data analysis; ability to summarize and present the results.
4. Generate, evaluate, and assess the ethical obligations and responsibilities of business for the purpose of responsible management.
5. Demonstrate an ability to address complex industry challenges using the frameworks of industry rules and regulations that build prescriptive conclusions and real world experience and knowledge.

The Dissertation outcomes:

The dissertation is the final scholarly product of the program. This document must complete the proposed research study, presenting detailed results and analyses. The dissertation must present a careful synthesis and evaluation of the work done and the findings obtained. All

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claims must be warranted, and limitations admitted. Suggestions for future research in the field that build on the instant research are required to demonstrate the fruitfulness of this research.

LEARNING OUTCOMES

On completion of this Doctorate programme, the student shall:

- Have broad-based knowledge and a systematic overview of his research field, as well as deep and up-to-date knowledge in a narrower part of the research field;
- Be able to understand the meaning and scope of existing and cross-disciplinary knowledge and research methods in order to expand, re-evaluate and reformulate them when necessary;
- be able to independently and critically analyze, synthesize and evaluate new and complex subject-specific ideas and creatively and scientifically identify and formulate research questions;
- master the research methodologies of their research field;
- be able to act independently in a complex, including international work and study environment, including research, which requires management and teamwork skills, innovative thinking and the ability to make strategic decisions;
- be able to initiate, plan, implement and critically evaluate research and development works that lead to new knowledge and procedural solutions;
- be able to make scientific ethical assessments, understand the possibilities and limitations of science, the social role of science and the responsibility of people in the use of scientific achievements;
- be able to analyze social norms and relationships, respond to them and, if necessary, act to change them;
- be able to verbally and in writing present the problems, conclusions and the theories underlying them both to an audience of specialists and in communication with non-specialists, to argue and participate in relevant discussions in the language of study and in a foreign language important to one's field, including publishing original research results in peer-reviewed scientific publications or arts creative works in the fields for an international audience;

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- be able to identify one's needs for new knowledge or skills and to support the learning of others both in the context of education and science as well as on a wider societal level;
- be competently able to pass on your knowledge by teaching, coaching or otherwise.

CURRICULUM OUTLINE (180 ECTS)

Structure

This course is designed for those who are seeking to extend their own professional development and contribute to management theory and practice in their own workplace and beyond. As participants are likely to be in the middle of busy careers, the mode of study for the course is part time and is designed to be completed within a minimum of two years and a maximum of four years. You will complete this course in two stages, completing the equivalent of 60 credits / EAP during the first stage (Year One) and 120 credits / EAP in the second stage (Year Two & Three). Year One consists of five taught modules worth 60 ECTS Credits / EAP. Successful students will be awarded a Diploma in Business Research and will progress to Year Two where they will undertake the final Practice Based Thesis which will be completed in minimum two years from the beginning of the research. The maximum duration allowed for the research is four years and the minimum is two years.

The overall purpose of the first two modules you will study (Year One (a)) is to provide a theoretical and practical foundation in research methodology for advanced empirical research within the management field. The aim of the next three modules you will study (Year One (b)) is to apply your knowledge and understanding of research methodology to an actual pilot study and overall thesis proposal, and to reflect on your own performance as a researcher.

The purpose of Years Two onwards is to conduct, under supervision, a detailed and research project, meeting the expectations of research at doctoral level, and to write it up in the form of a thesis.

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The structure of the programme is set out below.

- **DEGREE**

  Doctor of Business Administration

- **COMMENCEMENT OF SESSION**

  January 2023 (then 4 times a year; Oct, Jan, Apr or Jul)

- **STUDY MODEL**

  Online studies

- **APPROVAL**

  To be approved by the Ministry of Education and Research, Estonia.

- **DURATION**

  36 months

- **CREDITS / EAP**

  180 ECTS

ASSESSMENT METHODOLOGIES / TOOLS

1. AWB : Advanced Workbook,

2. BWB : Basic Workbook,

3. BSG : Business Game

4. CWB : Creative Workbook,

5. ORA : Oral Assignment,

6. CSS : Case Study,

7. WRA : Written Assignment,

8. EXM : Exam

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PROGRAMME STRUCTURE

SNO	COURSE CODE	COURSE	SEMESTER	EAP	HOURS / WEEK	L	P	E	MODE
1	DBAM0001	Research Methodology and Methods	1	10	10	8	0	2	E-Learning
2	DBAM0002	BUSINESS ADMINISTRATION	1	10	10	8	0	2	E-Learning
3	DBAM0003	Interim Research Project (Pilot Study) 1	1	10	10	5	5	0	E-Learning
TOTAL FOR THE SEMESTER				**30**	**30**	**21**	**5**	**4**	
6	DBAM0004	Interim Research Project (Pilot Study) 2	2	10	10	5	5	0	E-Learning
7	DBAM0005	Designing a Research Project (Thesis Proposal)	2	10	10	5	5	0	E-Learning
8	DBAM0006	Developing as a Researcher (Individual Reflection)	2	10	10	5	5	0	E-Learning

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		TOTAL FOR THE SEMESTER		30	30	15	15	0	
11	DBAM0007	Practice Based Thesis	3,4,5,6	30	30	6	24	0	E-Learning
TOTAL FOR EACH SEMESTER - 3,4,5,6				30	30	6	24	0	
TOTAL FOR SEMESTER - 3,4,5,6				120					
TOTAL FOR THE DEGREE				180					

L : Lectures, P : Practicals / Practice, E : Exercises / Tutorials

The modules:

Research Methodology and Methods

The aim of this module is to give you a thorough grounding in research methodology and methods. By the end of the module you will be able to explain your own research 'philosophy' and you will be able to decide what research methods to use (e.g. interview, focus group or questionnaire) to achieve your goals and to offer a convincing justification for your choice! This module provides you with your vital training in research which will serve you well when you come to write your thesis.

The objectives of this module are:

1. To explore the main research paradigms within the field of management research.
2. To critically understand the methods of quantitative and qualitative data collection and analysis.
3. To demonstrate advanced skills in data handling, using appropriate statistical software.
4. To demonstrate high-level skills in qualitative research methods.
5. To demonstrate deep competence in quantitative research methods.

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Research Issues in Contemporary Management

The purpose of this module is to explore leading knowledge in different management disciplines so that you are completely up-to-date as a thinking business professional. Building on this, the module will help you to identify what would make a suitable, interesting and applied research topic in management so that you can begin to conceptualize your own area for future research, later in the course.

The objectives of this module are:

1. To understand and conceptualize a 'research problem' in contemporary management.
2. To analyze how management researchers have conducted significant research projects.
3. To identify and critically discuss what is considered 'cutting edge' knowledge within management.
4. To identify and assess potential areas of research within different management disciplines.
5. To understand the importance of ethics in management research, and how to apply ethical principles.

Interim Research Project (Pilot Study)

The purpose of this module is to allow you to utilize the research methods skills you have acquired, and the areas of research you have identified, in order to test them through a small-scale pilot study. You will be asked to research a relevant topic, or practice-based issue (perhaps in your own organisation or industry) and prepare a report (or mini-dissertation) which will allow your tutors to give you constructive feedback on your emerging research skills and help you to test a research area which you may decide to continue with when you embark on your Practice-Based Thesis.

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The objectives of this module are:

1. To demonstrate the ability to devise, plan and conduct an extended piece of independent work (in an ethical manner).
2. To critically assess the chosen topic in the context of the current literature (including existing studies).
3. To critically analyse data in order to offer a sophisticated interpretation of results/findings, bringing original thinking to bear, in order to draw justified conclusions.
4. To synthesise and present research findings in the form of a structured written dissertation.

Designing a Research Project

The purpose of this module is to write a detailed proposal document for your actual thesis. You will be provided with an appropriate structure for your proposal and encouraged to identify a research problem, undertake a small-scale literature review and give detailed thought to the type of research you would like to undertake and the research methods you would like to employ. The feedback you receive on the proposal will provide you with a very helpful progress check before you embark on your actual thesis. The objectives of this module are:

1. To identify a topic for systematic and critical review, which is at the forefront of research in practice in your professional context.
2. To develop an appropriate research question(s) which will allow for secondary material to be critically analysed effectively, empirical research to be conducted, and for conclusions to drawn.
3. To demonstrate a deep critical understanding of the appropriate theoretical and empirical sources of information, which is relevant to the topic of the chosen methodology.

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Developing as a Researcher

The benefits of structured individual self-reflection are increasingly recognised both in professional practice and in academic research. The purpose of this module is to provide you with some useful theoretical tools to help you to reflect constructively and in the right depth. You will consider your own strengths and weaknesses as a business academic and come up with a realistic developmental action plan to close any skills gaps before you start work on your final thesis.

The objectives of this module are:

1. To understand and analyse the principles of reflective practice in both management and research.
2. To critically reflect on own competence and development needs as a management researcher.
3. To identify the further skills required to successfully grow and develop as a doctoral-level researcher in a management field
4. To identify how any required skills or competencies may be attained and to plan accordingly.

Practice-based Thesis

This is the capstone module of the DBA in which you plan and implement your own extended research project which you then write up as a 40,000-50,000 word thesis which you are then called upon to 'defend' during an oral examination. This is where you demonstrate your own deep expertise in a specific area of applied business and management, earn your doctoral title, and quite possibly make a significant difference to your own organisation! Although this is an individual project, you will be fully supported by a qualified and experienced academic supervisor. The objective of this module is:

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To research (ethically) and complete a doctoral-level thesis, which represents an original contribution to scholarly and professional thinking, and is of a quality worthy of publication.

Comparison of curriculum(s) and learning outcomes of the higher education standard

The learning outcomes for a Doctorate degree.	Name of the study programme: Doctor of Business Administration
[As per learning outcomes of the higher education levels in the corresponding higher education studies, as described in Annex 1 of the Higher Education Standard]	**Proof/explanation of how the learning outcomes described in Annex 1 of the Higher Education Standard have been achieved in the curriculum.**
a) In order to obtain a doctoral degree, a student must: **i)** have broad-based knowledge and a systematic overview of his research field, as well as deep and up-to-date knowledge in a narrower part of the research field; **ii)** to understand the meaning and scope of	**The learning outcomes described in Annex 1 of the Higher Education Standard have been completely achieved in the curriculum. This is an on-going process that shall continue for many study cycles to come. Evolving, experimenting and developing a curriculum is the primary goal of a progressive 21st century Higher Education Institution, yet it has to adhere to the learning outcomes described in Annex 1 of the Higher Education Standard.** The learning outcomes of the curriculum,

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existing in- and cross-disciplinary knowledge and research methods in order to expand, re-evaluate and reformulate them when necessary;

iii) be able to independently and critically analyze, synthesize and evaluate new and complex subject-specific ideas and creatively and scientifically identify and formulate research questions;

iv) master the research methodologies of their research field;

v) be able to act independently in a complex, including international work and study environment, including research, which requires management and

modules and subjects are defined based on the expected learning outcomes of the respective study level described in the Higher Education Standard, school goals, employers' expectations and labor market needs, sectoral strategies and global trends. Learning outcomes describe the competencies that a student has acquired after completing the curriculum or its part(s).

One of the measures used for ensuring the compliance of study programmes and learning outcomes implements two types of matrices that provide, on the basis of learning outcomes, a systemic semester- by-semester overview of obtained competences and the compliance of learning outcomes with applicable requirements and needs:

- correspondence matrices - coherence of learning outcomes with the Higher Education Act

- competence matrices, which describe the development of professional and general competencies through the acquisition of subjects.

Our priorities regarding general and future competences are set out on the basis of the Eurmost Mission, Vision and Institutional

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teamwork skills, innovative thinking and the ability to make strategic decisions;

vi) be able to initiate, plan, implement and critically evaluate research and development works that lead to new knowledge and procedural solutions;

vii) be able to make scientific ethical assessments, understand the possibilities and limitations of science, the social role of science and the responsibility of people in the use of scientific achievements;

viii) be able to analyze social norms and relationships, respond to them and, if necessary, act to change them;

Objectives. Eurmost supports study courses that foster innovation, expertise and entrepreneurship with the aim of encouraging our students to adopt and develop an entrepreneurial frame of mind in an open civil society.

In order to find out the most important general competencies, we have carried out several studies, a working group for the study of general competencies is operating, on the basis of whose work the categories of general competencies have also been developed. Our group organization careerera.com has been working in the field on providing meaningful higher education to the students for the past 12 years.

In order to assess the importance of selected general competencies in learning, we have included relevant questions in feedback surveys of various stakeholders (alumni, employers, students) and have relied on other surveys.

When opening new study programmes, the supervisory board of EURMOST receives, among other documents, a comparative analysis of similar study programmes in other (foreign) higher education institutions and a description of the qualifications, the standard of

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ix) be able to verbally and in writing present the problems, conclusions and the theories underlying them both to an audience of specialists and in communication with non-specialists, to argue and participate in relevant discussions in the language of study and in a foreign language important to one's field, including publishing original research results in peer-reviewed scientific publications or arts creative works in the fields for an international audience;

x) to be able to identify one's needs for new knowledge or skills and to support the learning of others both in the context of education and science as well as

research activities and the specialist competences, which are specific to the branch of study, of the teaching staff implementing the study programme, to emphasise that the study programme is based on current know-how and research in the field.

While designing and developing curricula, we consider the vertical and horizontal rationality of the curriculum and learning outcomes important to ensure that the completion of the curriculum enables the learner to acquire the competencies described in the curriculum objective and learning outcomes.

The vertical and horizontal cohesion of the study programmes will be monitored throughout the academic year and the standard period of study of the study programme.

- Vertical rationality. To support the acquisition of the contents of a specialisation, study programmes have been divided into substantive modules in which study courses or topics are united into purposeful and cohesive sets. General and main study modules comprise purposeful sets of study courses that make it possible for a student to acquire and deepen their general, entrepreneurship,

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on a wider societal level;

xi) be competently able to pass on your knowledge by teaching, coaching or otherwise.

b) The learning outcomes that can be achieved upon completion of the doctoral study program are in line with the general requirements described in the eighth level of the qualification framework.

research and area-specific competences.

Specialisation study modules comprise study courses that are directly relevant to the specialisation to ensure the acquisition of competences directly or generally related to the specialisation, which are necessary for starting work in the chosen profession or continuing studies at the next level.

- Horizontal rationality. The study courses available in the modules allow to acquire the necessary learning outcomes and may also become input for study courses in other modules. Thus, when planning the order of study courses, the chronological cohesion of study courses, the alternation and balance between theoretical and practical study and between independent work and practical training, which are necessary for achieving the goals of the study programme, are observed when planning the order of study courses to achieve horizontal cohesion between modules.

The development of study programmes is led by the vice rector / CEO – Prof. Shailendra Naresh Kulkarni together with the heads of specialisations and modules and the study designer. As experts in their respective fields,

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heads of specialisations are open to proposals with respect to developing study programmes and monitor the satisfaction and needs of labour-market, students and teaching staff as an ongoing process for the purposes of collecting input for the study programme council, which is required for preparing the study programme development plan and the improvement and approval of study programme versions.

The changes, study programme development plans and study programme versions for fall semester admissions, which are approved by the study programme council, are submitted by the head of specialisation to the vice rector for academic affairs, who must also evaluate and analyse these and forward them to the academic council for approval. The changes and study programme versions approved by the academic council shall be duly entered in the EHIS.

The owners of the Institution provide their approval for opening new study programmes, support the development of new study programmes and the improvement of existing study programmes and monitor their cohesion with the goals set out in the development plan through regular meetings of the supervisory board of EURMOST.

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CAREERS

Business professionals may want to continue to advance their careers by pursuing an advanced degree. A doctorate of business administration is one academic route that equips students to apply their knowledge directly to the workplace after graduation. If you're an experienced business professional with a desire to learn more about your field, this academic path may be right for you.

1. Consultant

A consultant is a business professional who shares their knowledge and expertise of a particular field with clients. Consultants gather data about a company or client to draw conclusions about their business operations or company culture. Then, they use their research to make relevant suggestions for clients, such as how to improve their daily business operations. Consultants often make extensive, detailed presentations to pitch their ideas, and some travel to their clients to provide in-person consultations.

2. Organizational manager

An organizational manager is responsible for developing and implementing programs and procedures for a company's employees. They might work directly with executives to create programs that align with the company's vision and mission. Organizational managers also coordinate efforts to run employee evaluations and assess the general well-being of employees. They work to enhance their employees' experience, improve job satisfaction and boost productivity within the workplace.

3. C-level executive

A C-level executive is any position in the executive suite, such as a chief executive officer, chief operations officer or chief financial officer. Each member of the C-suite contributes their expertise to foster a healthy and successful company. They typically oversee their respective departments and collaborate with one another on large-scale decisions regarding the future of the business. These positions are typically the top positions in an organization.

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4. College / University professor

Earning a doctorate typically qualifies professionals to become college / University professors. With a DBA, a professor might teach courses in business, workplace management or leadership styles. These professors provide valuable insight pulled from their work experience and academic background. Professors prepare lesson plans, write tests, publish research work and assign grades to students based on the quality, originality and accuracy of their work.

5. Management analyst

A management analyst is responsible for conducting research studies to determine strategies for improving an organization's management practices. They focus on increasing efficiency by suggesting practical solutions to specific issues. These analysts work to improve the overall operational success of an organization rather than improving one aspect.

6. Economist

An economist is responsible for researching economic trends and analyzing data. They use this data to create economic reports for a company to discuss financial progress or to forecast trends in the market. They help companies understand their market demand and help suggest ways to boost sales. Economists might work with complex computer programs to organize and interpret data for their reports.

7. Entrepreneur

An entrepreneur is responsible for starting business ventures and pursuing unique organizational duties. They may lead the planning and implementation of operations within a company. For example, an entrepreneur working on a new venture may interview and hire staff, secure funding, analyze potential risks and identify ways to enter the market.

8. Project manager

Project managers are responsible for assessing the needs of a project and facilitating the delivery of the project in a timely manner. They delegate specific project tasks to their team,

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manage the budget and communicate with the client. Project managers act as the liaison between clients and other stakeholders to ensure that the project meets expectations and the team completes it successfully. After they finish a project, project managers conduct assessments to continue improving the team's outcomes.

9. Government agent

A government agent may work in a wide variety of government departments to support and serve the agency's mission. For example, if a DBA begins working for the agricultural department, they might be responsible for overseeing the management of national parks. They can bring valuable research and management skills to the position that can lead to innovative policies and the implementation of successful government programs.

10. Executive administrator

An executive administrator is responsible for supporting other executive staff members by answering phones, maintaining the schedule or handling office communication. These professionals contribute to the function of an office by maintaining organization and establishing clear lines of communication between employees and executives. Executive administrators may also plan and execute events to advance the mission of the company.

FUTURE AND TARGET GROUP

A DBA degree is an excellent opportunity for candidates who wish to further their careers and gain advanced knowledge in business administration. This degree will make you apt for formulating and executing innovative business solutions, exploring and integrating new business trends and technologies, and creating new business principles by intensive research.

Whether you are working for another organization or an entrepreneur yourself, a DBA degree will be a great asset to your arsenal.

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Reasons to Study a DBA Degree instead of Ph.D. in Business Management

1. You are looking to advance your career in the business sphere, targeting senior, executive, or even directorship positions.

2. You are keen to discover new information about, and facilitate a better understanding of, your corporate niche.

3. Your work history demonstrates your achievements better than your previous academic qualifications can, whether that's because they are more relevant to your research topic, or because they are more recent.

4. It will set you apart from other candidates in the job market and give you many more opportunities in the business world, compared to your prospects after completing a PhD.

5. The skills you will learn in a DBA program are different to those you will gain from a PhD. DBAs teach practical business skills, including innovation, lateral thinking, and problem-solving. While you may also get these from studying for a PhD, those programs are more research-focused, to prepare candidates for a career in academia.