



**EURMOST**

European University of  
Research & Modern Studies

## **EUROPEAN INSTITUTE OF RESEARCH AND MODERN STUDIES**

REF : Eurmost/Acads/2022/09/04

Date : 15<sup>th</sup> September 2022

### **PROGRAMME DOCUMENT**

#### **MASTER OF BUSINESS ADMINISTRATION**

##### **Objectives of the Programme**

The modular Master of Business Administration program in Management has as a general aim of provision of an academically rigorous education designed to develop skills, expertise, knowledge and vision to enable students, whatever their chosen route, to be critical, analytical and creative. The programme aims to provide opportunity for self-development in relation to career enhancement and as life-long learners.

The programme offers students the opportunity to develop their own capabilities, skills and competencies within a supported environment. The philosophy of the programme can be summarized by the following objectives.

- Develop a critical approach to the use of contemporary sources as a means of exploring complex concepts, ideas, and issues of relevance and value to the chosen area of study.
- Develop the power of critical inquiry, logical thought, creative imagination, and independent judgment.
- Provide a forum of study that allows each student to build on his or her past academic and vocational experience in a relevant and meaningful fashion.
- Expose the student to a range of prospective, which may be applicable to both the interests and work situations as appropriate.
- Recognize the variety of sources of learning and an appropriate diversity of means for assessing achievement.

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- This program intends to allow the individual student to develop their potential through a carefully selected curriculum of study, which includes elements of a variety of methods of study orientated around both the academic and vocational axis.

### **COURSE LEARNING OUTCOMES**

The learning outcomes described in Annex 1 of the Higher Education Standard have been completely achieved in the curriculum. The curriculum development and adoption 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 21<sup>st</sup> century Higher Education Institution, yet it has to adhere to the learning outcomes described in Annex 1 of the Higher Education Standard.

As a student on the MBA, you'll gain practical skills, theoretical knowledge and contextual information that will be excellent preparation to business careers in a range of industries.

The primary objectives of the MBA program are to:

- Enable the student to achieve an appropriate level of academic competence
- Achieve personal development and to develop critical awareness of benefit to themselves and to their organization
- Develop skills of initiation, implementation and analysis in a range of contexts
- Develop capability in the analysis and evaluation of complex issues and situations
- The specific objectives of the program will vary according to the chosen named award but will include the:
  - Development of knowledge at an advanced level
  - Development of skills of analysis, research, and policy formulation and implementation
  - Prepare students for graduate employment, research, further study and lifelong learning by developing their intellectual, practical and transferable skills
  - Be able to think in a critical manner.
  - Be skilled in making formal and informal inferences on the basis of statistical data.

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- Be able to understand, formulate and use quantitative models arising in the social sciences.
- Be skilled in acquiring new understanding and expertise.
- Acquire transferable skills in some or all of: presentations, library and internet research, report writing, information technology (IT) expertise and the use of statistical software.
- Unification of theoretical analysis and practice through a variety of contexts appropriate to business administration
- Issues of organization management and the management of people

### CURRICULUM OUTLINE (120 ECTS)

- **General Education** - provides basic knowledge and skills required for understanding and managing Business and Management specific subjects.
- **Core studies** - includes courses about macroeconomics, business mathematics, Supply Chain Management, statistics, logistics, international business and ethics, etc.
- **Specialized Courses** - consist of courses divided into specialisations such as marketing, Social Media Management, HRM, entrepreneurship and management, accounting and business intelligence.
- **Elective courses** - student can freely choose any courses offered by the university without any restrictions.
- **Graduation thesis** - classical thesis (formulation of a practical problem with corresponding analysis and solution) related to Business Administration or Management.
- **General studies** - cover compulsory courses such as IT foundations, and working environment and ergonomics, as well as elective courses - business English, Estonian language and culture, contemporary international relations, philosophy, personal finance, etc.

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## **EUROPEAN INSTITUTE OF RESEARCH AND MODERN STUDIES**

- **DEGREE**

Master 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**

24 months

- **CREDITS**

120 ECTS

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### **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,

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7. WRA : Written Assignment,
8. EXM : Exam

### Modules

#### **Mandatory core courses**

- PBAM0705 - Macroeconomics
- PBAM0710 - Business Administration
- PBAM0715 - Microeconomics
- PBAM0725 - Organisation Management
- PBAM0750 - Corporate Finance
- PBAM0810 - Marketing
- PBAM0820 - Human Resource Management
- PBAM0830 - Innovation & Management
- PBAM0840 - Management Techniques
- PBAM0850 - Corporate Governance and International Business

#### **Elective courses (Any 7)**

- PBAM0915 - Human Resource Management 2
- PBAM0920 - Strategic Management
- PBAM0925 - Project Management
- PBAM0935 - Change Management
- PBAM0940 - Commercial Awareness & CRM
- PBAM0950 - Leadership
- PBAM1015 - Globalization
- PBAM1020 - Coaching
- PBAM1025 - Conflict Management
- PBAM1028 - Business Law
- PBAM1030 - Strategic Marketing
- PBAM1033 - Communication Skills

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PBAM1045 - Risk Management

PBAM1050 - Corporate Social Responsibility

### Thesis project

PBAM1080 - Business Research Methods

PBAM1090 - Thesis Presentation & Defence

### PROGRAMME STRUCTURE

SNO	COURSE CODE	COURSE	SEMESTER	EAP	HOURS / WEEK	L	P	E	MODE
1	PBAM0705	MACROECONOMICS	1	6	6	5	0	1	E-Learning
2	PBAM0710	BUSINESS ADMINISTRATION	1	6	6	6	0	0	E-Learning
3	PBAM0715	MICROECONOMICS	1	6	6	5	0	1	E-Learning
4	PBAM0725	ORGANISATION MANAGEMENT	1	6	6	0	5	1	E-Learning
5	PBAM0750	CORPORATE FINANCE	1	6	6	5	0	1	E-Learning
<b>TOTAL FOR THE SEMESTER</b>				<b>30</b>	<b>30</b>	<b>21</b>	<b>5</b>	<b>4</b>	
6	PBAM0810	MARKETING (Marketing Research)	2	6	6	4	1	1	E-Learning

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7	PBAM0820	HUMAN RESOURCE MANAGEMENT	2	6	6	5	0	1	E- Learning
8	PBAM0830	INNOVATION & MANAGEMENT	2	6	6	5	0	1	E- Learning
9	PBAM0840	MANAGEMENT TECHNIQUES	2	6	6	5	0	1	E- Learning
10	PBAM0850	Corporate Governance and International Business	2	6	6	2	4	0	E- Learning
<b>TOTAL FOR THE SEMESTER</b>				<b>30</b>	<b>30</b>	<b>21</b>	<b>5</b>	<b>4</b>	
11	PBAMXXXX	Elective 1	3	6	6	4	2	0	E- Learning
12	PBAMXXXX	Elective 2	3	6	6	3	3	0	E- Learning
13	PBAMXXXX	Elective 3	3	6	6	3	3	0	E- Learning
14	PBAMXXXX	Elective 4	3	6	6	3	3	0	E- Learning
15	PBAMXXXX	Elective 5	3	6	6	3	3	0	E- Learning
<b>TOTAL FOR THE SEMESTER</b>				<b>30</b>	<b>30</b>	<b>16</b>	<b>14</b>	<b>0</b>	

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16	PBAMXXXX	Elective 6	4	6	6	6	0	0	E- Learning
17	PBAMXXXX	Elective 7	4	6	6	0	6	0	E- Learning
18	PBAM1080	Research Methods	4	6	6	4	1	1	E- Learning
19	PBAM0406	Thesis Presentation & Defence	4	12	12	0	12	0	E- Learning
<b>TOTAL FOR THE SEMESTER</b>				<b>30</b>	<b>30</b>	<b>10</b>	<b>19</b>	<b>1</b>	
<b>TOTAL FOR THE DEGREE</b>				<b>120</b>					

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

### ELECTIVES

The study programme offers a wide selection of industry-focused elective courses to choose from. The elective courses that are a part of this study programme, are a cluster of courses dedicated to diving deep into a specific topic related to the programme. When choosing an elective, a student would get to explore a potential future career path, or just develop a strong knowledge base about a topic that particularly interests him / her.

In semesters 3 and 4 of this program, the student will choose seven electives, amounting to above mentioned EAP/ ECTS.

Some of the electives offered are:

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### **Elective courses (Any 7)**

- PBAM0915 - Human Resource Management 2
- PBAM0920 - Strategic Management
- PBAM0925 - Project Management
- PBAM0935 - Change Management
- PBAM0940 - Commercial Awareness & CRM
- PBAM0950 - Leadership
- PBAM1015 - Globalization
- PBAM1020 - Coaching
- PBAM1025 - Conflict Management
- PBAM1028 - Business Law
- PBAM1030 - Strategic Marketing
- PBAM1033 - Communication Skills
- PBAM1045 - Risk Management
- PBAM1050 - Corporate Social Responsibility

### **Master Thesis Guidelines**

The guidelines presented here form a manual designed to provide you with a quick reference for planning, preparation, and compilation of your thesis project.

#### **Aims and Objectives**

The Master's thesis constitutes a piece of applied research and in this context, your primary goal is to analyze, solve and present your research findings for a problem relevant to your field of study. This process should be based on existing scientific and engineering knowledge and follow the principles of responsible research conduct. The topic of your thesis should be related to your degree program and should be decided in agreement with your thesis supervisor and approved by the program coordinator.

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The primary focus of your research project is usually expressed in terms of aims and objectives. Your aims should comprise aspirations and/or intentions defined in broad terms which essentially describe what you are hoping to achieve. These aims set out what you targeting to deliver at the end of the project. Objectives, on the other hand, are specific statements that define measurable outcomes and comprise specific goals and steps that must be followed for achieving your aims.

Your objectives should be:

- **Specific;** provide precise descriptions of what you are going to do.
- **Measurable;** be able to provide concrete evidence when reaching a goal.
- **Achievable;** avoid setting infeasible goals.
- **Realistic;** plan your steps and goals based on the available resources (time, equipment, skills, etc.)
- **Timely delivery;** create a timetable, know when each stage needs to be completed, and allow extra time for unexpected delays

### **Thesis Content**

You should consider the following when conducting research and compiling your thesis manuscript:

- Always include a detailed literature review. The literature review should describe the existing theory and research in your thesis area and provide a context for your work. Reference all sources mentioned in the review and give full citations in thesis's Reference List.
- Explain the methods used in researching and developing your work. It is important to explain what research methods you used to acquire data.
- Discuss with your thesis supervisor the extent and level of detail required; different levels of research depth will obviously require different levels of detail.

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- Clearly present your findings and describe what have been discovered. Include tables, graphs, illustrations etc., so that it is easier for the reader to understand your results.
- Always, include a discussion of your findings. Use a discursive and evaluative writing approach and fully present your interpretations and judgements of your results. Contextualize your ideas in relation to other theories and with similar research, particularly in reference to the works mentioned in your literature review.

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

<p><b>The learning outcomes for a master's degree.</b></p> <p><i>[Please add in this column the descriptions of the learning outcomes of the higher education levels in the corresponding higher education studies, as described in Annex 1 of the <a href="#">Higher Education Standard</a>]</i></p>	<p><b>Name of the study programme:</b> Master of Business Administration</p> <p><b>Proof/explanation of how the learning outcomes described in Annex 1 of the Higher Education Standard have been achieved in the curriculum.</b></p>
<p><b>3.1 In order to obtain a master's degree (including upon completion of the integrated curricula of bachelor's and master's studies), the student must:</b></p>	<p><b>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</b></p>



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<p><b>3.1.1</b> have a systematic overview and broad-based knowledge of the concepts, theories and research methods of the field of study;</p> <p><b>3.1.2</b> to know the theoretical development trends of the specialty, current problems and application possibilities;</p> <p><b>3.1.3</b> have in-depth knowledge in some of the narrower research areas of the specialty;</p> <p><b>3.1.4</b> be able to recognize and create interdisciplinary connections;</p> <p><b>3.1.5</b> to be able to independently and creatively recognize and formulate problems and/or research questions related to the specialty and to be able to solve them with appropriate methods within the given time frames and under the conditions of limited information, using knowledge from other fields if necessary;</p> <p><b>3.1.6</b> be able to choose and use appropriate methods and technologies and model and/or evaluate possible consequences when solving the tasks of the specialty;</p>	<p><b>developing a curriculum is the primary goal of a progressive 21<sup>st</sup> century Higher Education Institution, yet it has to adhere to the learning outcomes described in Annex 1 of the Higher Education Standard.</b></p> <p>The learning outcomes of the curriculum, 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).</p> <p>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</p>
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<p><b>3.1.7</b> to be able to critically evaluate one's activities in solving the problems and/or research questions of the specialty;</p> <p><b>3.1.8</b> be ready to work in a field of activity that requires professional qualifications, showing initiative, sense of responsibility, management and teamwork skills;</p> <p><b>3.1.9</b> be competently able to pass on their knowledge by teaching, coaching or otherwise;</p> <p><b>3.1.10</b> to be able to present and argue orally and in writing the problems, conclusions and theories underlying the field in the language of study and in a foreign language important to the field, and to participate in related discussions with both field specialists and people outside the field;</p> <p><b>3.1.11</b> be ready to actively participate in civil society and be tolerant of the diversity of attitudes and values;</p> <p><b>3.1.12</b> to be able to act in ethically difficult situations, to be aware of</p>	<p>requirements and needs:</p> <ul style="list-style-type: none"><li>• correspondence matrices - coherence of learning outcomes with the Higher Education Act</li><li>• competence matrices, which describe the development of professional and general competencies through the acquisition of subjects.</li></ul> <p>Our priorities regarding general and future competences are set out on the basis of the Eurmost Mission, Vision and Institutional 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.</p> <p>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</p>
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<p>the ethical aspects of one's activities, possibilities, limitations and social role, and to be able to give reasoned assessments in matters concerning one's profession;</p> <p><b>3.1.13</b> be able to assess one's own and others' need for continuing education, professional and professional development, and master the effective methods necessary for independent learning;</p> <p><b>3.1.14</b> be able to continue studies or participate in research activities, act as a specialist and developer in your field, including internationally.</p> <p><b>3.2</b> The learning outcomes achieved upon completion of the master's study program (including the completion of the integrated bachelor's and master's study programs) are in accordance with the general requirements described in the seventh level of the qualification framework.</p>	<p>careerera.com has been working in the field on providing meaningful higher education to the students for the past 12 years.</p> <p>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.</p> <p>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 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.</p> <p>While designing and developing curricula, we consider the vertical and horizontal rationality of the curriculum</p>
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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, research and area-specific competences.

Specialisation study modules comprise study courses that are directly relevant to the

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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

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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, 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

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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.

### **CAREERS**

With our approach to learning, our students will gain the expertise, knowledge, and soft skills to become a valuable employee in any team or company. Whether managing accounts, developing new markets, or managing people, the student shall find an exciting career across the globe.

After completing your Master's in Business Administration, you can take on demanding specialist and management positions in companies all over the world. Your expert knowledge can be applied to various fields of work. Depending on your main interests, you will work in accounting, marketing, sales, human resources or administration.

- **BUSINESS MANAGER**

As a Business Manager, you would be responsible for monitoring all departments within a company and developing industry-specific solutions to increase sales and

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acquire new customers. You will draw up financial plans from an economic point of view and review projects regarding efficiency. As a Business Manager in a large company, you might present directly to the board of directors and convince them with your high level of consulting competence.

In smaller companies, you can often make decisions independently and report to the management.

- **ACCOUNTANT / ACCOUNTS MANAGER**

As an Accountant or Accounts Manager, you could work in finance and accounting—typically at a bank, an auditing company or in the finance department of a company. You will be responsible for bookkeeping, the preparation of financial plans and reports, and the performance of administrative tasks.

You are familiar with the company's internal guidelines and keep an eye on fluctuating government regulations regarding the recording of financial data. You maintain databases accordingly and ensure smooth overall operations of the business.

- **BUSINESS DEVELOPER**

In your position as Business Developer you are responsible for the further development and expansion of a company's business areas. As a central driver of growth and innovation, you are committed to the future-oriented alignment of your organisation. In doing so, you pursue central growth strategies within the framework of market development, product development and diversification. You're always on the hunt to bring in new business and optimise the status quo.

### **FUTURE AND TARGET GROUP**

Business administration has always been a popular discipline to study across the globe and would continue to be so. Organisations and the nature of leadership are changing rapidly in today's complex business environment. While there are many theoretical models proposed by experts to predict management outcomes, organisations are in need of professionals who can tangibly demonstrate these principles.

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# EURMOST

European University of  
Research & Modern Studies

## EUROPEAN INSTITUTE OF RESEARCH AND MODERN STUDIES

Master of Business Administration students are in high demand in companies of all sizes, from start-ups to globally operating large companies or even social, cultural or public institutions.

Management education (BBA / MBA) and its students have been growing continuously over the years. **Recently, interest in full-time residential Management programs has declined/decreased**, forcing the re-emergence of online / E-learning Management programs. That's why Eurmost proposes to introduce an online BBA / MBA program with an unique and focused curriculum.

Here are the top three trends shaping the future of BBA / MBAs today:

1. **More women are pursuing BBA / MBAs than ever before:** Over the past decade, we have seen a steady increase in the percentage of women in BBA / MBA programs. Recently, a survey found that women make up only 32% of students at some of the top business schools. On the other hand, today the number has been increased to 50%.
2. Educational organizations contribute to the fight for gender equality in the classroom by creating programs that are flexible, inclusive and supportive. The increase in the number of female applicants can also be attributed to the fact that women see themselves as strong runners, who do not hesitate for their qualifications. That's why Eurmost is also offering BBA / MBA program in online mode so that women also takes education as their priority across the globe.
3. Female BBA / MBA graduates see their earnings increase by 55-65% over pre-BBA / MBA salaries within five years of graduation. Companies with a high representation of women in management control, on average, higher compensation in equity, sales and investment. 85% of female BBA / MBA graduates attribute their career success to their degree.
4. **Entrepreneurs are also giving second thought to BBA / MBA Degree:** For years, there was a stigma around entrepreneurs pursuing an BBA / MBA - citing successful entrepreneurs who failed/dropout (eg Mark Zuckerberg and Bill Gates). The perception

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that BBA / MBA programs are not useful for entrepreneurs is changing. Business schools are also a good place for entrepreneurs to analyze market trends, create business plans, manage finances, and learn how to grow a business. Pursuing an BBA / MBA can help you build credibility, gain business partners, and reach investors. It's no secret that BBA / MBA alumni networks can be powerful and influential. Eurmost is also offering the unique curriculum to bring more value to entrepreneurs, with innovative ideas, approaches and specializations focusing on entrepreneurship and innovation.

- 5. Residencies are revolutionizing online BBA / MBA programs:** Online education is in demand and universities strive to create programs that provide the most benefit to their students. One aspect of online BBA / MBA programs that boosts the reputation of online education is the concept of residency. In fact, they continue to be common in online BBA / MBA programs. We know that revolutionary, virtual BBA / MBA programs have helped thousands of busy professionals continue their education without compromising their current careers or family time. Adding residences has helped enhance the BBA / MBA education experience for these students. Residencies may require BBA / MBA students to meet, from one day to one week, and attend seminars, lectures, and/or participate in group projects. This is the only opportunity these online students have to interact and network with each other - an aspect of the BBA / MBA program that not all online students can benefit from and which has huge long-term benefits.

This concept of "online, but not only" helps you to create personal and professional contacts, gives you the opportunity to get hands-on experience outside of classroom instruction, and makes important soft skills that do not have ability to develop online.

### **BBA / MBA programs are constantly changing**

As business evolves, so will our education. At Eurmost, we always say "always, relevant, always moving forward". Maintaining the highest standards ensures that our BBA / MBA is worth the time and money it takes to get it.

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